

**THE USE OF THE LANGUAGE LABORATORY  
TO HELP IMPROVE THE SMA STUDENTS' AURAL ORAL ABILITY  
TO COMMUNICATE IN ENGLISH**

**A THESIS**

**In Partial Fulfilment of the Requirements for  
the Sarjana Pendidikan Degree in  
English Language Teaching**



by

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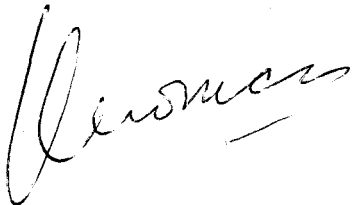
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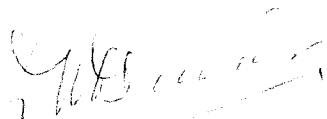
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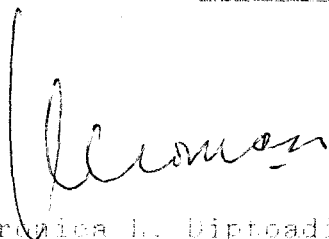
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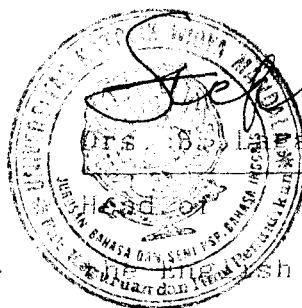
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## TABLE OF CONTENTS

	PAGE
APPROVAL SHEET	i
ACKNOWLEDGMENT	iii
TABLE OF CONTENTS	iv
LIST OF APPENDICES	vi
ABSTRACT	vii
CHAPTER	
I. INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problem	7
1.3 The Objective of the Study	7
1.4 The Significance of the Study	8
1.5 The Scope and Limitation of the Study	9
1.6 Theoretical Framework	9
1.7 Assumption	9
1.8 Definition of Key-terms	10
1.9 Methodology	12
1.10 The Organization of the Study	13
II. THE AUDIO LINGUAL SKILLS OF THE LANGUAGE	
2.1 The Audio Lingual Method	14
2.2 Listening Skill	21
2.3 Speaking Skill	23
2.4 The Relationship between Listening and	

Speaking	25
III. LANGUAGE LABORATORY	
3.1 The Definition of Language Laboratory	28
3.2 The Advantages of Language Laboratory	29
3.3 The Types of Language Laboratory	34
3.4 The Types of Drills / Exercises Done in a Language Laboratory	37
3.5 The Equipments of Language Laboratory	42
IV. THE STEPS OF TEACHING THE AUDIO LINGUAL LANGUAGE SKILLS USING THE LANGUAGE LABORATORY	
4.1 The Steps of Teaching the Listening Skill	51
4.2 The Steps of Teaching the Speaking Skill	54
V. CONCLUSION AND SUGGESTION	59
BIBLIOGRAPHY	63
APPENDIX 1	66
APPENDIX 2	75

## LIST OF APPENDICES

- APPENDIX 1 Sample of Listening Practice in Language Laboratory ( Elementary Level )
- APPENDIX 2 Sample of Speaking Practice in Language Laboratory ( Elementary Level )

## ABSTRACT

As living creature, human being needs to communicate orally one another, through two activities: listening and speaking. These activities have been classified as the audio lingual skills of the language, and if we intend to master them, we have to practise listening and speaking using a great variety of drills, from the simplest ones.

Language laboratory is one of the technological teaching-learning aids which has been utilized in several schools, in order to improve the students' listening and speaking skills, so as to enable them to communicate orally in their foreign language, i.e. English. However, considering that language laboratory is quite expensive to install and maintain, it is important to find out whether it is really influential for developing those two skills, or it can be substituted by other teaching-learning aids. Besides, the writer is also anxious to know how it influences the teaching and learning of listening and speaking.

Then the writer came to observing each of those audio lingual skills, including the elements that should be considered to master listening and speaking. It was soon found out that in order to listen with comprehension, it involves good mastery of recognizing the English sounds, differentiating each of them from other sounds, and then later comprehending English words, phrases, sentences, and finally dialogues or reading passages. While in order to speak with quality, we must have good mastery at grammar, pronunciation (including spelling, stress, and intonation), and fluency. All of these aspects can be learned through several drills, for examples: minimal pairs, repetition practice, responding to certain statements, filling in the missing parts, dictation, dramatizing dialogues, modifying already-memorized dialogues, and others. And these drills are better done in a language laboratory, since language laboratory can provide good clarity of sound, untiring models of speech, and psychologically, it gives the students sense of individual since each student is equipped with an individual booth, by which he can work on his own speed, without getting embarrassed of being corrected if he makes errors.

There are several types of language laboratory, they are: Listen-Respond Laboratory, Listen-Respond Labo-

ratory with Activated Headphones, Listen-Respond-Compare Laboratory, and Listen-Respond-Compare Laboratory with Remote Control. However, in this thesis, the writer decides to choose a Listen-Respond-Compare Laboratory for the application of teaching listening and speaking, since in this kind of laboratory each student is equipped with a tape recorder in his booth, so as to enable him to record his own utterances and compare them with those of the native speakers as often as he likes, and therefore gives more opportunity to improve his quality of pronunciation and intonation.

Several types of drills / exercises which can be done in the language laboratory are also presented, in order to clarify the process of establishing listening and speaking abilities. Besides, it is also crucial to describe the equipments supporting a Listen-Respond-Compare Laboratory, by which the teacher can manage a two-way communication with his students, and the students have a freedom to work on their own pace as well.

The examples of teaching and learning activities enclosed are intended to contribute clearer view about the application of audio lingual method in the teaching of listening and speaking using language laboratory.

Hopefully, this study will encourage English teachers and SMA students to make use of language laboratory as an influential and helpful aid to master listening and speaking skills.