

STUDENTS' PERCEPTION ON THE UTILIZATION OF LANGUAGE LABORATORY FOR SPEAKING PERFORMANCES

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Article History:

Received:

October 29, 2017

Revised:

November 3, 2017

Accepted:

December 21, 2017

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Abstract: Language laboratory is one of teaching aid that can be utilized to facilitate EFL learners in learning speaking skill. Just like any other English skills, speaking activity is potentially can be carried out using such electronic devices provided in language laboratory to help students express their verbal ideas. Utilizing language laboratory is expected to support students' speaking performances. This correlational research is conducted to examine whether the students' perception on the utilization of language laboratory in *Speaking* course correlate significantly with their speaking performances. The instruments used for collecting data are questionnaire and Speaking test. The result of this research shows that there is no significant correlation between the students' perception on the utilization of language laboratory in *Speaking* course with their speaking performances. The existence of students' perception on the utilization of language laboratory in *Speaking* course does not influence and gives any valuable contribution to their speaking performances. There are extraneous and possible factors that may influence the result of this research. Finally, this research is expected to become the new perspective about language laboratory that can be utilized as interactive media or teaching aid in teaching *Speaking* course. Furthermore, exploring the extraneous factors that occur to students in this research is needed to be investigated widely.

Keywords – Correlation, Students' Perception, Language Laboratory, and Speaking Performances

INTRODUCTION

English is taught as a foreign language in Indonesia and learned after the students master their first and second languages. The recent English curriculum objective is designed to develop students' communicative competence both in oral and in written communication. English proficiency is one of the main requirements for those who want to involve themselves in occupational or academic purposes as well as in communication and relationships within and between communities around the world (Sharifian, 2009:1).

In language teaching, the mastery of four language skills (listening, speaking, reading, and writing) is important. In the Indonesian context of English teaching, competence in speaking for students in undergraduate level of English majors particularly is considered as important as competence in other language skills. Ur (2012) states that of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as speakers of that language as if speaking included all other kinds of knowing, and many, if not most, language learners are primarily interested in learning to communicate orally (p.117). In addition, a large percentage of the world's language learners study English in order to develop proficiency in speaking.

The ability to speak in foreign language well is a very complex task while we try to understand the nature of what appears to be involved. Richards and Renandya (2002) illustrate that speaking is used for many different purposes, and each purpose involves different skills (p.201). When we use casual conversation, for instance, our purposes may be to make social contact with people. When we engage in discussion with someone, on the other hand, the purpose may to seek or to express opinions, to persuade someone about something, or to clarify information. In some situations, we use speaking to give instructions or to get things done. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in.

STKIP PGRI Banjarmasin as one of universities located in Banjarmasin has English department that trains and gives aid to the students to master English that will eventually prepare them to be professional English teachers. Within four semesters, they are trained on how to improve their speaking skill (Speaking I – IV). The objective of the course is training students to be able to communicate in English fluently and accurately within various activities, contexts, and situations. Since the first semester, the students are encouraged to speak English through various teaching and learning activities and they are

also stimulated to increase their abilities in English speaking by enriching their vocabularies.

Further, in the second semester, the teaching of speaking (Speaking II course) is focused on how to increase the students' self-confidence in speaking English, increasing their vocabulary mastery, and improving their speaking ability particularly in fluency. Speaking II course trains students to speak in attractive and communicative activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play (English Department Syllabus of STKIP PGRI Banjarmasin, 2012). Hence, the students of Speaking II course batch 2016 are engaged as subjects of this study.

Based on the observation conducted by the researcher, it was found that many students still have problems in expressing their verbal language in speaking class. A possible way of stimulating students to talk might to provide them with opportunities to use the language. However, the problems that seem to occur and to restrain their speaking are having little material and interesting media that stimulate students to speak actively. Shumin in Richards and Renandya (2002) specifies that the teacher needs to provide students with opportunities to learn from auditory and visual experiences, which enable them to develop effective interactive activities (p.209). The way of teaching speaking that conventionally asks the students to speak in front of the class is absolutely need to be updated. It was found that students perform worse when they were asked to speak only without any teaching aid to equip them develop their topics to be presented and elaborate the topic to be more communicative.

Language laboratory is one of media that cannot be separated from the language teaching. The existence of language laboratory is considered as vital and essential thing. It also becomes popular, trend, innovation of technology, and requirement to support the instructional process. It affords opportunity for the students to hear the language spoken by a native and to practice speaking the language themselves (Sampath et al., 2001, p.218). Furthermore, language laboratory can also be fascinating devices that equip students in learning language. It offers the modern alternative way for students to utilize the media to support them in learning language, from simple to high technology ones, such as: television, CD, DVD, tape recorder, multimedia, ICT, LCD, internet networking, CALL, and others relevant electronic devices.

In the context of teaching speaking, the language laboratory has been used due to intensive implementation of the communicative methodology in language teaching, particularly for speaking activities. As a medium of instruction, the language laboratory is,

like all other media, a means of reaching a purpose that speaking class trains students to have communicative competence (Wei and Liu, 2013, p.31). There have been explorations in the area of technology in language laboratory to meet this purpose. Using language laboratory, the students can use both hardware and software multimedia provided, such as: radio, television, headset, CD, DVD, Power Point slides, computer, and other materials that surely help them develop their critical thinking to be expressed verbally. Moreover, the internet network provided in language laboratory will equip them to look for and share information, additional knowledge, and other valuable ideas as basis relating to the topic they want to talk and discuss in speaking class.

Moreover, the language laboratory is also representative enough for assessing students' skills. It provides them with the technical tools to get the best practice of English language skills. The electronic devices used in language laboratory will stimulate the eyes, the mouths, the hands, the ears, and other gestures to acquire the language quickly and easily (Aulia, 2016, p.185). In short, each student can get the experience of having interaction with native speakers through the use of it. It will also facilitate both the teacher and the students to integrate the various skills of language learning (listening, speaking, reading, and writing) and integrate technology more fully into language teaching. Hence, the language laboratory has become the need in foreign language learning process.

Considering that language laboratory offers the important role in facilitating students to be more active in speaking class, it is expected that the students will be helpful and have the valuable experience and positive personal views, perception, impression, and judgment on the use of the language laboratory. Ideally, when they have experience, get the benefit on the use of electronic devices in language laboratory, and show positive perception on its utilization in speaking class, it is also followed by the progress of their speaking performances. The electronic devices used in the laboratory will stimulate the eyes, mouth, and ears of the students to acquire the language quickly and easily (Wilson and Thayalan, 2007). As a result, the students will transfer everything easily to come to their minds to be something to speak communicatively. This progress is represented as they will be more active to participate and more communicative in speaking class and later will increase their speaking performances.

In the English instructional process, the students' perception on the use of particular media is highly related to their responses after utilizing the devices. In this case, the selection of appropriate media is one of important factor in learning language. It will contribute and give an effect to their performances. When they feel comfortable and choose appropriate media, it will contribute something positive to their learning attitudes.

In other words, students who utilize reliable media demonstrate positive attitude towards the use of electronic devices though efforts to develop attractiveness of their performances (Mintzes and Leonard, 2006).

Language teaching today utilizes any varied forms of technology to enhance learning in the classroom. In a language laboratory, students do not play a passive role, but they listen to, and/or watch multimedia materials in which native speakers are talking in authentic contexts. They can record themselves and listen to themselves speaking the target language and compare themselves with the original material. Finally, they can converse with their fellow students in pairs or in groups using the target language. Students feel less self-conscious, try harder, and are more open to try new things in a lab than in a classroom. Audio, video, multimedia, and the internet provide appropriate resources culturally and prompts with which students can interact (Bush, 1997).

Traditional classroom teaching has usually offered interaction between the teacher and one student at a time. Leaving the rest of the class waiting for their turn, and possibly uninvolved in the learning activity, but language laboratory with their electronic devices enable teachers to interact with the whole class simultaneously, offering students the opportunity to develop their language skills, as well as their speaking proficiency in an environment that is entertaining and stimulating, and which promotes effective language acquisition.

Furthermore, according to Satya (2008), within a language laboratory, teachers can use modern techniques to teach speaking and to spark students' interest in learning, and because they can watch and listen to native language speakers, their speaking skills can greatly improve as they can get inspiration to develop their ideas verbally. The language laboratory supports students in gaining more confidence speaking and overcoming their natural shyness. Due to this assumption, this objective of conducting this research is to know whether the students' perception on the utilization of language laboratory in *Speaking* course correlate significantly with their speaking performances.

Above all, this study can be an alternative perspective in TEFL area focusing on infusing modern technology into students' activities. Language laboratory which is usually used dominantly for listening activity, will lead the students and the teacher develop learning experience in other language skills. This will accommodate such idea in integrating technology-based foreign language instruction.

In general, it is hypothesized that there is a significant correlation between students' perception on the utilization of language laboratory in *Speaking* course as indicated by the

progress of their speaking performances. There are two hypothesis formulated under this research.

Alternative hypothesis (H1):

There is a positive correlation between students' perception on the utilization of language laboratory in *Speaking* course with their speaking performances.

Null hypothesis (H0):

There is no correlation between students' perception on the utilization of language laboratory in *Speaking* course with their speaking performances.

METHOD

This research is conducted in *Speaking* course of English majors in STKIP PGRI Banjarmasin. It is the correlational research aiming at examining whether there is correlation between students' perception on the utilization of language laboratory in *Speaking* course and their speaking performances. There are two classes of second semester students taking *Speaking II* course. They are Morning class and Afternoon Class. There are 27 students of Morning class and 25 students of Afternoon class. In other words, the numbers of population of this research are 52 students.

The selection of second semester students as population of this research is based on some considerations. First of all, they had got *Speaking I* course as the early session *Speaking* course when they are in the first semester. Next, there is no outstanding class between them. They are considered to have homogeneous learning experience and have the same speaking activities although they do not have the same frequency of meeting in one semester of *Speaking II* course in particular situation and condition.

As the numbers of population are 52 students, the researcher employs simple random sampling due to the homogeneous of the students as the subject of this research. A simple random sampling is the one in which each element of the population has an equal and independent chance of being included in the sample. The researcher uses lottery to determine the sample. There are 26 of 52 students from 2 classes taken as samples of this research.

There are two instruments of collecting the data used in this research. They are questionnaire and speaking performance test. First of all, questionnaire is distributed and administered to the students in order to know and to see their responses, personal feelings, impressions, and perceptions about the utilization of language laboratory in *Speaking* course. In this case, perception is what a student says about his or her attitude towards the utilization of language laboratory in *Speaking* course depending on what the student

undergoes to his or her beliefs and feelings. The researcher obtains data of the opinion for each student through the questions by getting a students' expressed reaction to provided statements.

The researcher obtained data of the opinion of a student through the use of questions and by getting a student's expressed reaction to statements. All favourable statements in questionnaire are scored from maximum to minimum as: Agree (5 points), Tend to agree (4 points), Cannot say (3 points), Tend to disagree (2 points), and disagree (1 point). The result of students' responses are decided on an order and arranged chronologically by importance and by frequency of the answers given. The results of questionnaire are mapped out and calculated in form of table. The form of questionnaire can be seen in the attachment.

Next, speaking performance test is carried out to measure the students' progress on their speaking performance. The material for the test is to describe some possible topics in forms of discussion and presentation. They are asked to utilize all language laboratory devices as possible supporting media, supporting material, or supporting teaching aids that hopefully, can be helpful for their performances. The researcher employs an analytic oral language scoring rubric adapted from O'Malley and Pierce (1996, p.68). The analytical oral language scoring rubric used in this research can be seen on the attachment. The use of this scoring rubric is based on consideration that it provides students specific feedback on their speaking performance with respect to each of the individual scoring criteria so that the students will realize which parts from their ability need to be improved. The results of this speaking test are analysed as important data to see students' speaking performances.

The technique of collecting the data using both of instruments covers some steps that are presented to some meetings. First of all, at the first meeting, the researcher comes to the class and explains what the students should do in *Speaking* course, what the materials are, and everything relating to activities they have to do. Besides that, the researcher informs students to select one or more electronic devices provided in language laboratory as supporting tools for their speaking activities. They are asked to think about and provide speaking activities they have to perform utilizing such tools in the next meeting.

Next, in the second, third, and the fourth meetings, the researcher asks students to perform their speaking activities one by one by utilizing electronic devices in language laboratory to support their performances. The researcher assesses and evaluates the students' performances using provided scoring rubric. At the end of this meeting, the researcher reinforces and delivers feedback for the whole speaking activities accomplished

by them. Finally, in the fifth meeting, the researcher discusses and shares what the students had learn in *Speaking* course by utilizing language laboratory and its electronic devices. Then, the researcher distributes the questionnaire to students to gain their perceptions related to their feelings after performing their abilities utilizing it in speaking activities.

In order to measure the correlation level, the researcher employs Pearson Product Moment formula developed by Karl Pearson. The data analysis is covered by the following procedures:

- (1) Checking the result of questionnaire and giving score for each item and total score for each students, then calculating the total score of the whole items;
- (2) Checking the result of students' speaking performances and calculating the total of speaking score for the whole students;
- (3) Tabulating the questionnaire result and speaking score to describe the total for each instrument. The questionnaire result are symbolized as variable X and the students' speaking scores are symbolized as variable Y;
- (4) Computing the coefficient correlation of both variables by using the following formula:

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

where:

$\sum X$ = the total score of students' perception on the utilization of language laboratory in *Speaking* course derived from questionnaire

$\sum Y$ = the total score of students' speaking performances derived from the speaking test

$\sum X^2$ = the total score of square of students' perception on the utilization of language laboratory in *Speaking* course

$\sum Y^2$ = the total score of square of students' speaking performances

$\sum XY$ = the total of multiplication between the score of students' perception on the utilization of language laboratory in *Speaking* course and students' speaking performances

N = the number of subjects/ students

r = the coefficient correlation between two variables (calculated r)

In order to ensure and convince that the result of computation using previous formula is absolutely correct, the researcher calculates the coefficient correlation using another deviation formula as follows:

$$\sum xy = \sum XY - \frac{(\sum X)(\sum Y)}{n}$$

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n}$$

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

where:

r_{xy} = the coefficient correlation between two variables (calculated r)

$\sum xy$ = the value deviation between the score of students' personal views of language laboratory in speaking class and students' speaking performances

$\sum x^2$ = the value deviation of students' personal views on the utilization of language laboratory in speaking class

$\sum y^2$ = the value deviation of students' speaking performances

- (5) Computing the degree of freedom (df) to test the significance of coefficient correlation using the formula : $N - 2$. The subject of this study are 26 students, so the value of $df = 26 - 2 = 24$
- (6) Testing and comparing the calculated r from data analysis with the value of r (critical r) in table at .05 and .01 level of significance to know whether it is correlated significantly or not with $df = 24$. The table of level of significance for correlation can be seen in the attachment.

There are two possibilities to interpret the value of correlation coefficient. The correlation is significant when the correlation coefficient (r) is the same as or higher than the critical r. It means that there is an actual relationship between two variables under this research. On the other hand, the correlation is not significant when the correlation coefficient (r) is lower than the critical r. It means that there is no relationship between them.

FINDINGS AND DISCUSSIONS

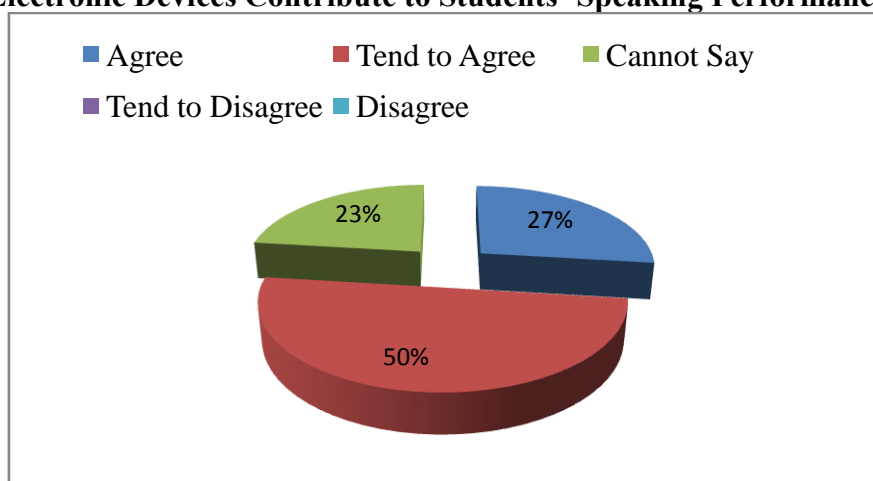
Findings

Findings of this research cover three areas. They are the result of students' perceptions on the utilization of language laboratory in *Speaking* course, the result of students' speaking performances, and the correlation result of both of them.

1. *The Result of Students' Perceptions on the Utilization of Language Laboratory in Speaking Course*

As mentioned in previous section, obtaining the data being related to what students feel about the use of language laboratory in *Speaking* course is carried out by administering the questionnaire. In this case, the researcher concludes the result of questionnaire into four essential parts that represent the students' perception about that. First of all, figure 1 describes the students' responses toward the question that ask them related to the contribution of utilizing language laboratory and its devices on their speaking performances.

Figure1. The Result of Students' Views that Language Laboratory and its Electronic Devices Contribute to Students' Speaking Performances



From Figure 1, it can be concluded that majority of students (50%) state that they tend to agree that the utilization of language laboratory and its electronic devices contribute to their speaking performances. It indicates that in average, some of them feel happy in using language laboratory in speaking class and half of them probably are uncomfortable to use it.

Secondly, figure 2 describes the response of students when they are asked whether utilizing of language laboratory and its electronic devices help them much in developing ideas to speak.

Figure 2 The Result of Students' Views that Language Laboratory Help to Develop Ideas in Speaking

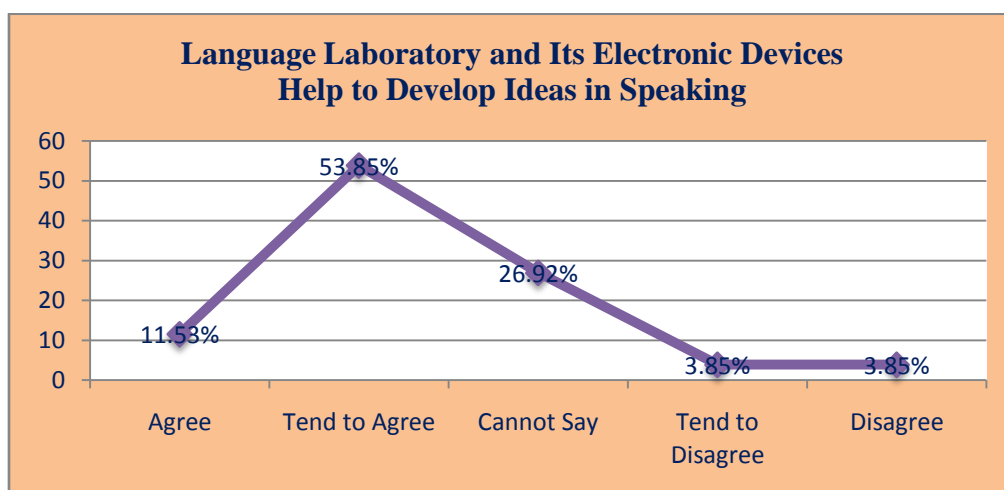


Figure 2 shows that majority of students (53.85%) state that they tend to agree that the utilization of language laboratory and its electronic devices help to develop ideas in speaking. It indicates that in average, some of them state that language laboratory and its electronic devices help much in getting and developing ideas to speak in speaking class. Half of them may feel that the use of language laboratory and its electronic devices do not contribute anything in developing ideas to speak.

Next, figure 3 describes the students' statements and personal views whether language laboratory and its electronic devices are appropriate as supporting media or not to be used in *Speaking* course.

Figure 3. The Result of Students' Views that Language Laboratory is Appropriate Media Used in Speaking Class

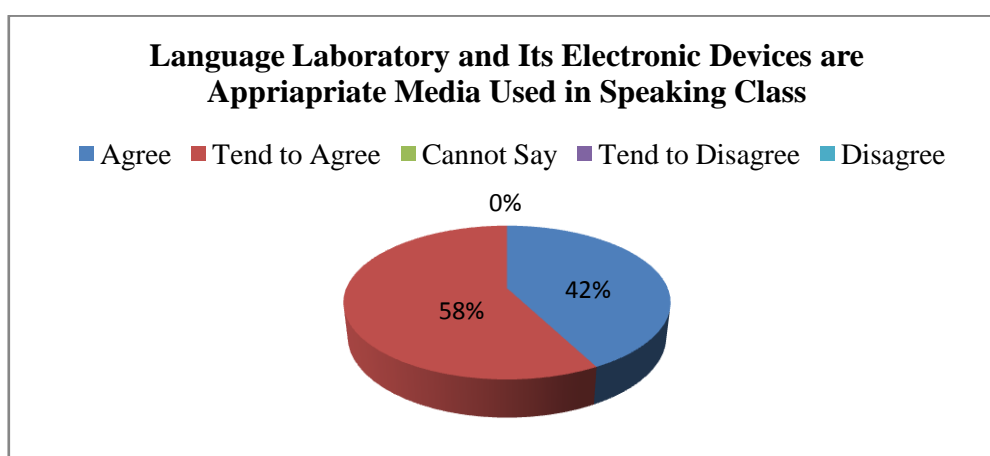


Figure 3 shows that majority of students (58%) state that they tend to agree that language laboratory and its devices are appropriate to be used as supporting media in *Speaking* course. It indicates that in average, some of them state that it is

representative enough to be used as supporting and additional media that can facilitate them in learning to speak. Furthermore, half of them may feel that language laboratory is optional to be chosen as media or teaching aid in speaking class.

Finally, figure 4 concludes the students' perception on the use of language laboratory in *Speaking* course. Their perceptions present their feelings, attitudes, and beliefs related to classroom atmosphere when they were learning to speak in English using language laboratory and its devices.

Figure 4 The Result of Students' Views on Classroom Atmosphere of Speaking Class in Language Laboratory

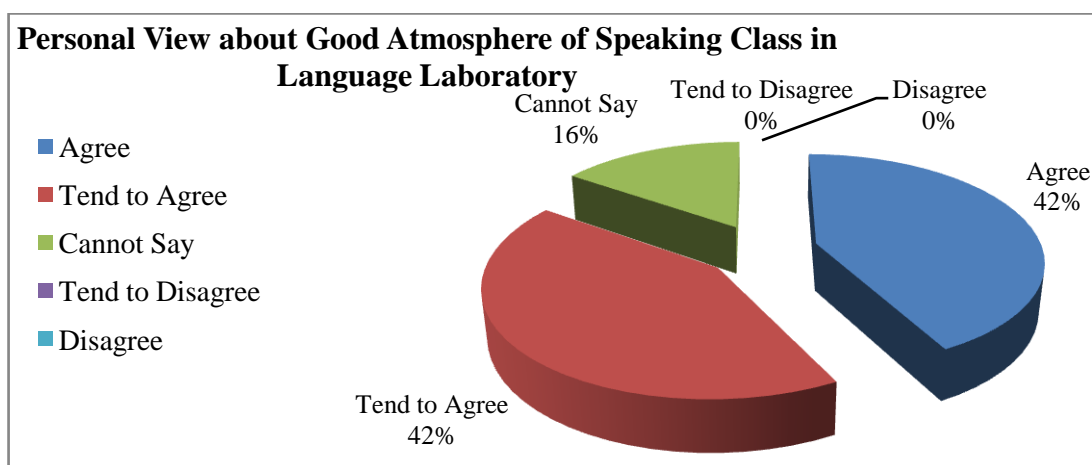


Figure 4 shows that majority of students (42%) state that they tend to agree that classroom atmosphere is good when they are learning to speak in language laboratory. It indicates that in average, some of them state that they are happy and comfortable to learn in language laboratory. However, half of them may feel that there is no something special when they are learning to speak in language laboratory. Probably, they may feel that classroom atmosphere is good enough or sometimes bad because of some personal considerations.

In conclusion, there are 51% of 100% students at average as indicated by four indicators above that the students have positive personal judgment, feel happy, and consider that language laboratory and its electronic devices help them in learning to speak in speaking class. The rest 49% of students may have the opposite statement. They may feel that the use of language laboratory and its electronic devices in speaking class do not contribute and influence their speaking performances.

2. The Result of Students' Speaking Performance

As mentioned in previous part, obtaining the data to know the students' speaking performance is carried out by speaking performances test. The data of students' speaking performances are presented in terms of percentage as follows:

Table 2The Percentage of Students' Speaking Performances

| Students' Scores | Criteria | Frequency | Percentage |
|------------------|-----------|-------------|------------|
| 80 | Excellent | 1 | 4% |
| 75 – 79 | Very good | 6 | 23% |
| 70 – 74 | Good | 10 | 38% |
| 65 – 69 | Fair | 9 | 35% |
| 64 - 60 | Poor | - | - |
| Total | | 26 students | 100% |

Based on table 2, it can be concluded that majority of students (38%) have good speaking performances. It means that the average of students' speaking performances is not too bad, but also not too good. In other words, the students' speaking performances are in the level of average.

3. The Result of Correlation Between Students' Personal Views on the Utilization of Language Laboratory in Speaking Course with their Speaking Performances

In order to calculate the correlation value of two variables, the raw score of both variables are mapped out in forms of table. The computation of the data using Pearson Product Moment formula is presented below:

$$\begin{aligned}
 r &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \\
 &= \frac{26 \times 108028 - (1490)(1885)}{\sqrt{[26 \times 85608 - (1490)^2][26 \times 136905 - (1885)^2]}} \\
 &= \frac{2808728 - 2808650}{\sqrt{[2225808 - 2220100][3559530 - 3553225]}} \\
 &= \frac{78}{\sqrt{[5708][6305]}} \\
 &= \frac{78}{\sqrt{35988940}}
 \end{aligned}$$

$$= \frac{78}{5999.08}$$

$$= 0.013$$

The result of computation of correlation coefficient (r) is 0.013. Meanwhile, the value of r in the table of significance with 24 as the degree of freedom (df= N-2) at 0.5 level of significance is 0.330 and at 0.1 level of significance is 0.496. It indicates that the value of correlation coefficient is lower than the value of r. It means that the correlation between two variables under this research is not significant.

Moreover, in order to make sure that the result of computation above is reliable and believable, the researcher calculates correlation coefficient by using another deviation formula. The result of computation is presented as follows:

$$\begin{aligned}\sum xy &= \sum XY - \frac{(\sum X)(\sum Y)}{n} \\ &= 108028 - \frac{(1490)(1885)}{26} \\ &= 108028 - \frac{2808650}{26} \\ &= 108028 - 108025 \\ &= 3\end{aligned}$$

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{n} \\ &= 85608 - \frac{1490^2}{26} \\ &= 85608 - \frac{2220100}{26} \\ &= 85608 - 85388,46 \\ &= 219.54\end{aligned}$$

$$\begin{aligned}\sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{n} \\ &= 136905 - \frac{1885^2}{26} \\ &= 136905 - \frac{3553225}{26}\end{aligned}$$

$$= 136905 - 136662.5$$

$$= 242.5$$

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$= \frac{3}{\sqrt{219.54 \times 242.5}}$$

$$= \frac{3}{\sqrt{53238.45}}$$

$$= \frac{3}{\sqrt{219.54 \times 242.5}} = \frac{3}{\sqrt{53238.45}}$$

$$= \frac{3}{230.73} = 0.013$$

The result of computation using another deviation formula is 0.013. It can be concluded that the result of computation using Pearson Product Moment and the result of computation using deviation formula are the same. It indicates that the value of r (coefficient correlation) is correct and reliable to be interpreted. From both computation of correlation coefficient (r), the computed r is lower than the value of r in the table (critical r). It means that the correlation between two variables under this research is not significant.

4. Hypothesis Testing

The correlation coefficient (r) of this research is 0.013. Consequently, the value of correlation coefficient is lower than critical r (0.330 at 0.5 level of significance and 0.496 at 0.1 level of significance). Findings of the research show that the correlation between students' perception on the utilization of language laboratory in *Speaking* course with their speaking performances are not significant. The relationship between those two variables does not correlate significantly because the independent variable (the students' views on the utilization of language laboratory in speaking class) increases, and another variable one/ dependent (the students' speaking performances) decrease. It indicates that the independent variable under this research does not affect students' speaking performances to be higher, but lower in stated.

Based on the findings, the formulated alternative hypothesis (there is a positive correlation between the students' perception on the utilization of language laboratory in *Speaking* course and their speaking performances) is rejected. It cannot be proven in this

research since the computed r is lower than critical r in the table. On the other hand, the formulated null hypothesis (there is no correlation between students' perception on the utilization of language laboratory in *Speaking* course and their speaking performances) is accepted. The result of coefficient correlation shows that there is no significant correlation between them.

Discussions

Theoretically, the correlational study conducted in this research aims at measuring the extent of relationship between two or more variables. The relationship does not indicate cause and effect relationship. It expresses the extent to which changes in one variable are accompanied with changes in the other variable. The correlation coefficient (the expression of the extent of relationship) involves no units and varies from -1 (indicating perfect negative correlation) to +1 (indicating perfect positive correlation). In case the coefficient of correlation is 0 (zero), it indicates no correlation between two sets of measure (Singh, 2006, p.304). If it is positive, it is perfect positive correlation. It is perfect because there are no reversals or change of pairs of ranks and it is positive because both variables increase together. If there is high aspect on one variable, there is high on the other, and, if there is low on one, there is low on the other. The perfect positive correlation is denoted by a coefficient of +1.00.

However, there is perfect negative correlation. It is perfect because there are no changes or reversals of pairs of ranks and it is negative because one variable increase so that the other one decreases. Perfect negative correlation is denoted by a coefficient of -1.00. In other words, any coefficient less than perfect means that there have been some reversals or changes in the relative ranking.

Due to the theory explanation above, the result of this research shows that the correlation between students' perception on the utilization of language laboratory in *Speaking* course and their speaking performances are not significant. It indicates that there is no correlation between those variables. The students' perception on the utilization of language laboratory do not affect to their speaking performances. In other words, both of variables under this research do not correlate significantly which presents no relationship between them. The positive perceptions toward the use of language laboratory in speaking practice given by students are not followed by the higher score they reach.

The existence of language laboratory at the English Department of STKIP PGRI Banjarmasin does not give any contribution to support students' speaking performances in this study. Moreover, since only 51% of 100% students state that they have positive

personal judgment, feel happy, and consider that language laboratory and its electronic devices help them in learning to speak in *Speaking* course, they do not tend to have progress on their performances. The average of all students' speaking performances is 72.5 only in which it stands in good performances. It is not too excellent, but also not too bad performances. There is unabsolute result in this research because the students who have positive views on the use of language laboratory and its electronic devices do not always get satisfied in speaking performances. It seems that the utilization of language laboratory do not give any influence on the progress of students' performances.

Finally, based on the result of this research, the researcher concludes that there are some extraneous factors which may affect the students' speaking performances. Instead, their scores is not satisfied although they have utilized language laboratory and its electronic devices as media in speaking class. It is possible that the some possible factors may occur and come from internal and external of students. These factors lead and contribute to the success of students' speaking performances.

Lightbown and Spada (1993) state that internal factors known as learners' personality characteristics, such as: intelligence, aptitude, motivation, and attitudes are generally considered to be relevant to language learning (p.35). The learners with introvert character and having low self-confidence probably feel great difficult in practicing their English, while the extrovert ones will practice their English confidently. In this case, many students still have problems in expressing their verbal language so that their speaking abilities are not too good and not too bad in average. It can be seen from their performances that the students who are identified as active learners tend to speak up with rich of vocabularies. On the other hand, those who are passive tend to speak up with low intonation and limited use of vocabularies.

Further, a study that is conducted by Manalu (2014, p.379-385) about the relationship among motivation, attitudes, and learning achievement supports the result of this study. She found that there is no significant correlation among motivation, attitudes, and learning achievement. Motivation and attitude donot always become the predictor of someone's learning performances. In fact, students who have high motivation and positive attitude toward the subject being learned are not followed by the success of their learning results. Instead, the other factors might be the determinant affecting the students' learning outcome.

Other internal factors that seem to restrain their speaking is lack of self-confidence. The majorities of students still feel reluctant, nervous, and shy to speak, especially when they are asked to speak in front of their friends. This condition also affects to their active

involvement during the speaking class. Very few of them who are willing to ask for clarification, responding to or answering the teacher's instruction and question, doing the task given by having active discussion with their classmates, helping or asking for help from each other, and answering their friends' question actively. Yagub et al (2014, p.44) said that the language laboratory gives every learner of any language freedom to learn at their own pace. It allows every student his or her privacy in speaking practice. Dealing with this, the students should utilize the language laboratory as a media to practice their speaking abilities without feeling anxious of making mistake. If they feel enjoy and comfortable, they will have positive attitude towards the use of language laboratory.

Furthermore, there are also external factors that give contribution in students' speaking performances. First of all, learning atmosphere in language laboratory becomes the main factor affecting students' speaking performances. Language laboratory is a room designed for learning language and equipped with some electronic devices enabling both teacher and student to work together using technological tools. The rapid development of technology has offered a better tool to explore the new teaching method (Pun, 2013, p.29). However, traditional lesson format still exist. There is no change related to classroom atmosphere in conventional classroom and in language laboratory. There is no something special that encourages students to be more active in *Speaking* course using language laboratory and its electronic devices. As a result, students may feel that there is no difference of classroom atmosphere either in conventional classroom or in language laboratory.

Secondly, the number of students' seats provided in language laboratory affects the students' speaking performances. There is lack of space for students when they move from conventional classroom to language laboratory. Since the number of students is relatively high, it is difficult to accommodate them at the same time. As a result, each student is limited to speak up in 15 minutes maximally. The teacher has difficulty to focus or give much time to all the students in speaking. These cause students may feel that learning to speak in language laboratory is not effective due to the lack of students' opportunities to speak maximally. It is inline with the statement of Ajisafe and Okotie (2011, p.112). They describe that a language laboratory can only accommodate a limited number of students. This does not give chance for the teacher allocates adequate time for giving attention to students.

The last is the goal of teaching speaking utilizing language laboratory affects the way of teacher in guiding students' speaking activities. It becomes the challenges that teachers or lecturers should be able to guide students using the language laboratory for the

right interest. Although the language laboratory is completed with any super modern elements, but the students do not utilize it maximally, the goal of teaching and learning for *Speaking* course is not well achieved. As teachers, we need to be aware of utilizing the media for learning that fit the students in terms of their learning potential and technology literacy (Aulia, 2016, p.183). Utilizing language laboratory for learning language is not easy. It requires much time to study and to train all students becoming familiar with the technology. Teachers should have the competency required for operating such electronic tools to achieve the success of learning objectives.

Hence, the researcher concludes that no matter what the students perceive related to the use of language laboratory and its electronic devices, it does not affect and contribute to their speaking performances. In addition, no matter how high the score of their speaking performances, it is affected by extraneous factors that come from inside and outside of students. Investigating the possible obstacles of integrating language laboratory and other electronic tools on students' speaking performances should be conducted in the future.

CONCLUSIONS AND SUGGESTION

Concerning to the result of two variables that have been investigated, the result shows that there is no significant correlation between students' perceptions on the utilization of language laboratory in *Speaking* course and their speaking performances. The existence of independent variable (the students' perceptions on the utilization of language laboratory in *Speaking* course) does not influence and gives any valuable contribution to changing and progress of another variable one (the students' speaking performances). It may happen because of many extraneous factors that occur to students. They are internal factors that come from themselves as well as external one coming from outside of students. Based on these results, this study provides further opportunity to be investigated widely on identifying larger area contributing on the success of students' speaking performances. It also includes on studying the infusing of technology in all English skills as well. Hopefully, it gives additional knowledge on the possibility of integrating the development of technology into EFL instruction based on students' needs.

Due to the result of this research, some possible suggestions may be given to the English teacher, the students, and the future researcher. The English teacher is recommended to employ enjoyable extra activities and extra time for students in learning to speak in English. It aims to encourage them to improve their speaking performances better. He or she needs to determine appropriate technique, strategy, and media that can help students practically. Moreover, the creative technique and activities will create

effective classroom atmosphere either using conventional way or modern tools as language laboratory.

Secondly, the students are suggested to train their speaking performance by practicing to speak in English using various topics and activities. No matter they use language laboratory and its devices or not. Speaking ability is essential to train as early as possible since it will be used actively for English communication. The use of language laboratory or other technological devices as supporting tools in speaking activity should be utilized based on their needs.

The last is suggestion for future researcher. It is suggested to conduct the further research by exploring the other extraneous factors that may occur to students widely based on the results of this research. They are expected to develop the research by administering specific instruments in order to get more reliable results. Moreover, the scope for similar research can be considered to cover some weaknesses found in this research.

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