

ESSENTIAL ROLE OF LANGUAGE LABORATORY TO ENHANCE NAUTICAL SCIENCE STUDENT'S COMMUNICATION ABILITY IN MARITIME ACADEMY OF YOGYAKARTA

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Abstract

In the English Language Teaching (ELT) process, the four basic skills of reading, writing, speaking, and listening should be drilled continuously to get the maximum goal of English learning objective. However, mostly the lecturer or the teacher could not concern to the development of those skills due to some constraints. Classroom factor, strategy factor, student's factor, lecturer's factor may hamper the development of those skills at once. Regarding the curriculum, mostly lecturer will catch up to student's writing skill which involves the mastery of grammatical knowledge and reading competence at class. Somehow, the important of the development of speaking and listening or communication ability is neglected. This research focusses to find the essential role of language laboratory to enhance student's communication ability. It is hoped that the use of laboratory facility will enable and help lecturer or teacher to highlight their student's communication ability as well not only their writing and reading skills as a whole.

This study applies descriptive qualitative method and It uses theory of Wallace (1991) to analyze the data. The research is conducted in Yogyakarta Maritime Academy. The respondents are the the students of nautical science semester II of Academic year 2015/2016. The key instrument in this research is the researcher herself. Researcher collects the data by observing the teaching-learning process of English class in laboratory several times and then conducts twice in-depth interviews with the students at the end of the class. The data is analyzed through categorization based on the continuous comparison technique. To get the trustworthiness, researcher uses triangulation technique.

The result of the research shows that through the abundant variety of teaching technique and media as well as the facilities offered by language laboratory, it could give improtant role in the development of student's speaking skill or student's communication ability compared to the use of facilities in the classical room usage..

Key words:Role, Language laboratory, Enhance Communication ability

Intoduction

English is an international language used in any aspects. However it is still a foreign language in a number of countries including Indonesia. Mastering English will enable each individual to be well informed though it is assumed to be their second or even foreign language. Language is also the most important part in communication. Thus no body can even communicate with other people without understanding the language itself. English has gained its popularity all over the world including Indonesia as one of international language which means very important language as it is to unite, to cooperate, to transfer information and so on across nations.

Traditionally, language teaching in many countries concentrates on grammar, reading and writing. Throughout this century approach based mainly around oral language practice through repetition and drilling have been widely used. Nowadays most interest is expressed in a balance spread in its own right particularly emphasizing listening and speaking. It is because those two skills are more important in people's daily life. Those two skills deal with the communicative ability of the students. Scrivener(1998) states that in everyday life particular emphasis on communication of meaning through speaking and listening are more effective than mechanical practice. Further he mentions that mechanical practice mentioned is grammar. Therefore it is obvious that the need to enhance communication ability through speaking and listening are very needed instead of grammar itself.

Learning English as foreign language especially on how to be able to communicate is not that simple. English language teaching (ELT) in classroom therefore plays important role. In her book, Hedge (2000) states that ELT builds on a strong and fast-developing knowledge based for effective professional practice. On the other hand there are some important point that we have to consider when we want to be able to communicate fluently. For

instance it should be with correct pronunciation. Pronunciation is the way sounds are perceived by the hearer (Nunan,2003). The biggest problem in learning English is that there is a difference between the pronunciation and the spelling. Somehow in a country where English is supposed to be a foreign language it is difficult to distinguish it. Thus it leads to a problem for the language users. Mispronouncing the word will lead to misunderstanding. Therefore, nowadays many colleges or institutions try hard to develop facilities to eliminate this problem. Language laboratory is regarded to be important to enhance the quality of student's communication ability and the quality of the students of English subject. Subhan (2010) states that language laboratory is vital in English language teaching (ELT). He further declares that a language laboratory can be intensively used for (1) giving pronunciation or oral practice, (2) training and improving listening skill, (3) improving speaking ability and (4) improving mastery of structure and vocabulary.

Regarding the role of language laboratory in education institution, the researcher is excited and highly motivated to conduct a research on the role of language laboratory to enhance Nautical Science student's communication ability in Maritime Academy of Yogyakarta of academic year 2015-2016 especially for the second semester students.

As the other teaching and learning process, the English language teaching (ELT) concerns to some particular problems in the classroom practices. Hedge (2000) in her book states that there are some fundamental current problems raised up in ELT for examples the design of the curricula which have as primary goals of the development of communication ability in learners, the design of classroom procedures to conduct an effective development of language skills especially in speaking and listening, the respective roles and responsibility of teacher and learners, the relationship between the content of teaching and the context of learning and

the last is the development of a critical pedagogy and the development of innovative teaching materials.

Wallace (1991) clearly draws three current models in language training. First model is imitative model that is trainee or students learn from expert. Second model is applied science model that is one way procedure often lead to the much-criticized separation between research and practice. Third model is reflective model where knowledge is experimental rather than received. With his theory, Wallace tries to describe the different use of laboratory teaching strategy and that of classroom teaching strategy based on the three models he offers.

Regarding the importance of communication ability for Nautical science students or cadets in Maritime Academy, in this research the researcher focussed to analyze how the design of classroom procedure or teaching-learning process in laboratory may contribute effectively in developing or enhancing Nautical science students' communication ability that is speaking and listening compared to that in classical classroom management especially for those of the second semester students of academic year 2015/2016 using Wallace theory.

Teaching-learning Process of English as A Foreign Language

The teaching-learning process of English as foreign language which usually known as TEFL needs much concern both from the lecturer and the students. According to Donough (2003) The aim of TEFL is to offer a small variety of effective teaching situation so that it influences the varying degrees of student's success. It includes the process of interactions among some important components in the classroom. Both in language laboratory and in classical classroom management, there are some important components which may be classified into main components and some supporting components. Those components can lead to the

success of English language teaching (ELT) practice. Some of those main components are teacher/lecturer, students, materials. Whereas for the supporting components are classroom management, time allocation, and technologies or media used.

The lecturer of English is one of the main component determining characteristics of the English language teaching process especially in communication ability. Richard and Lockhart (1994) assumes that teachers or lecturers know a great deal about teaching because they have two important determining aspects; competency and personality. The competency aspect can further be divided into cognitive, affective and pshychomotoric aspects. While personality aspect contains characteristics that the lecturer has.

Richard (2001) states that the cognitive aspect of the lecturer of English are about general knowledge and linguistics competence. The general knowledge includes knowledge about classroom management, knowledge related to students's development, knowledge related to technique of presenting learning materials, knowledge of using the learning aids, knowledge related to motivating students and knowledge to design or develop a good learning material. The affective aspect of lecturer is lecturer's attitude towards English, toward native speaker of English and toward his profession. Whereas aspect of pshychomotoric includes linguistic performance and other skill of classroom management, the skill of using technique of presenting learning material, skill of using learning aid, and so on. The linguistics performance includes four skills of learning language they are speaking (communication), reading, writing, listening.

Scrivener (1998) claims that there are three different kinds of lecturer/ teacher who may affect the success of language teaching process. First, teacher of explainer that is the one knows matter well but has limited knowledge of methodology. Therefore, they

tend to mainly explain, lecturing and students remain listening, answering but not personally involved or challenged. Second, teacher of involver that is the one who knows subject matter well and also be familiar with teaching methodology. This type of lecture is also able to use the teaching and organizational procedure and techniques to help students learn more. Third, teacher of enabler that is the one who knows matter and teaching methodology well also has awareness of how individuals / groups are thinking and feeling within her class. This lecturer also actively responds to this in her planning and working methods and create good classroom atmosphere. Besides, her personality and attitude are an active encouragement to learning.

Beside lecturer as the main component in the success of ELT practice, The type of English learning material will influence the English language teaching process as well. The materials can be both complicated and simple. The English learning process of the complicated materials will be different from that of the simple one. It depends on the teacher's creativity as well. As Evan and St. John in Richard (1997) states that the central acts of teaching also apply to the process of material development. Further they say that preparing effective learning material for students is similar to be a process involved in the planning of teaching the lesson. The goal is to create materials that serve as a resource for effective learning. Therefore lecturer also plays important role to create such an interesting and proper materials.

Besides the main components above, there are a number of supporting components which are also crucial in teaching-learning process of English as Foreign language that determine the success of teaching and also to know how the role of language laboratory to enhance student's communication ability. Those components are classroom management, time, technology and media.

Classroom setting is regarded to be able to support the success of education. Effective classroom management will keep the students learn actively in the learning process. Scrivener (1998) states that every organizational and technique that the lecturer needs to conduct in classroom for the sake of being success in teaching is called classroom management. The essential basic skill of classroom management is to be able to recognize available options, to make appropriate decision about or between these options, and to turn them into effective and efficient actions.

The time which is used for English language teaching (ELT) process can be divided into duration in each meeting. During the classroom activity, alocated time can determine whether the process of teaching-learning can run well in the given time. In the laboratory practices, the much longer the time of the activities the more being interested the students will be.

Another supporting component in English language teaching is the use of technology. In the recent years the use of technology especially related to the use of the computer has been rapidly increasing. It becomes a common feature in the classroom activity. There is no doubt that computer-based instruction will occupy central role in the second-language or foreign-language classroom activities. However, as we eagerly explore the potential of the new technology has to offer to language learning, we should not neglect the fact that it is the teacher also, not only the technology that determines the quality of the language teaching process that take place in the classroom even in the laboratory practices. Richard (2002) claims that new technology such as the use of multimedia or other network-based communication technology can help student's of English to comprehend the learning materials. Technology or media further can serve many roles in learning. The instruction may be dependent on the presence of lecturer. However, instruction may not require the lecturer. For example in

student-directed learning is often called as self-instruction. Common use of technology and media in an instructional situation is for supplementary support of the “live” instructor in the classroom. But still their effectiveness depends on the instructors in this case lecturer.

The Role of Material Instruction

English Language teaching in laboratory practices will commonly use audio-lingual method. Instruction which is given by lecturer assists the lecturer to develop language mastery for the learner. At this stage, exposure of the printed words may not be considered desirable because it distracts the attention from the aural input. It is as what Finney in Richard (2002) states that it is no longer enough to teach merely the structure and rules of language but more on how to communicate better. The lecturer, however will have access to a teacher’s book that contains the structured sequence of lesson to be followed and the dialogues, drills, and other practices activities used in class.

Environment Factor

Environment is crucial element in the analysis of any interaction that involves movement through space and time. It is usually environment that can make us getting better from the communication, interaction and so on. It is from environment that we can grow up and getting mature as well. Every of the simple thing comes from environment through interaction.

Method Factor

The purpose of this study is to evaluate the effectiveness of the program used in the language laboratory with particular reference to the use of starting point, brainstorming techniques, taped or audio practices in the self and peer-feedback. Thorough presentation, practice and review the students in the conversational english program are aimed to operationalize

dynamic conversation, build up conversational vocabularies through teacher's prompt and brainstorming, use the appropriate microskills form and function and vocabulary to initiate, maintain, and terminate a conversation.

The Role of Laboratory

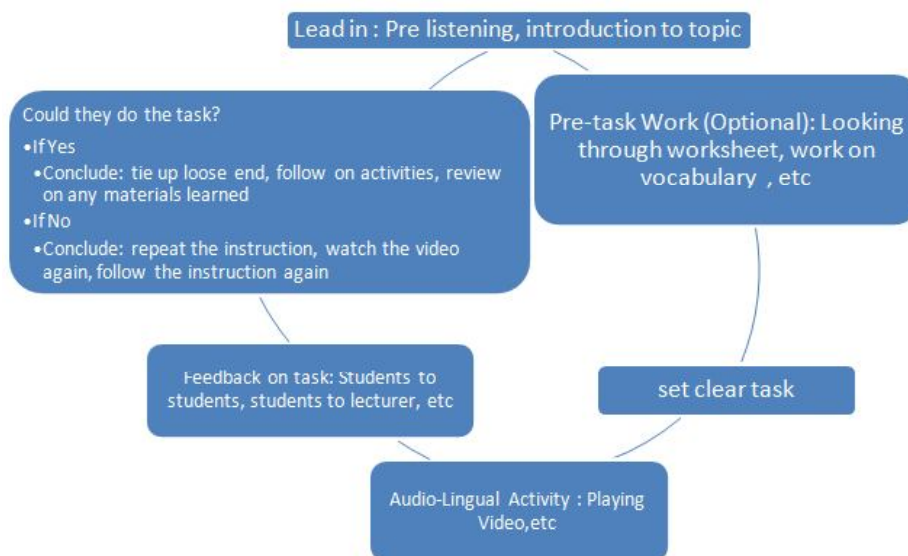
Laboratory is a place where it is effective to have only several booth for students to have intensively learning process. It is appropriate place if the lecturer wants her/ his students to work independently or in small groups on different programs and different activities to monitor the students activity in communication in improving their speaking or communication ability.

Recently when colleges or schools have a limited number of media, for examples, computers become available in classroom activities, lecturer soon discover how they could successfully use multiple computers in their classroom. There are many advantages of using laboratories. For example, a group of students can be taught the same lesson simultaneously which might be more effective for the lecturer also. Besides, laboratory is also often structured to facilitate case of use by using network which enable students to access materials from the internet provided by the laboratory.

Modern language laboratory is usually equipped with the modern technology or even sophisticated technology. There has been modern changing in the use of the technology. Previously not many laboratories use the advance technology on the computer feature but nowadays there have been much changing on it. It enables the lecturer to easily access in the teaching and learning process. Apart from the separate usage of language booths, laboratories also have a console or computer terminal manned by the lecturer. Thus lecturer not only can listen or talk to individual

student but also can talk and listen to all students at once using microphone and headset. Modern system also allows lecturer to join booth in pair or group activities excitingly. Therefore, students will find it as joyful classroom teaching-learning process. Besides, students can also watch a video using multimedia devices in the laboratory.

According to Wallace (1991) here it is the planning and implementation scheme of English language teaching (ELT) in Laboratory;



Factor to develop EFL Student's Communication Ability

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners also have to acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange. Therefore it is difficult for the EFL learners to speak the target language fluently and appropriately. In order to provide effective guidance in developing competence of English speakers, it is necessary to examine the factors affecting adult and young learners's oral communication, component that underlies speaking proficiency and specific skill or strategies used in communication.

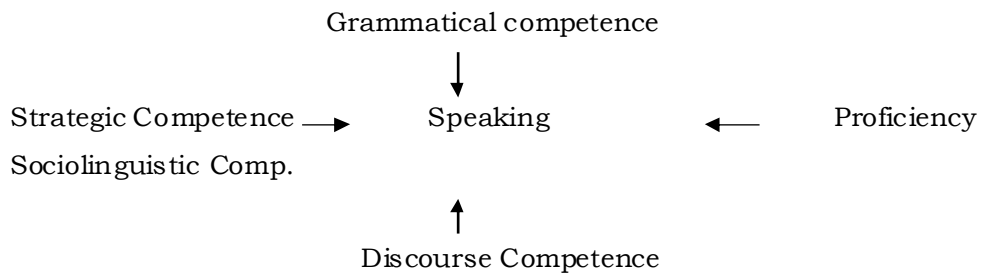
Speaking a language is difficult especially for foreign language learners. It is due to the reason that the effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, intonation. Brown in Richard (2002) states that nonlinguistic elements such as gesture and body language or posture, facial expression, and so on may also accompany speech or convey meaning in communication. Therefore, it is also influencing communication ability of someone.

Canale and Swain (1980) propose that communicative competence includes grammatical competence which reflect the use of the linguistic system and the functional aspects of communication. Further they explain about grammatical competence includes increasing expertise in grammar, vocabulary and mechanics. In regard to speaking, mechanics refer to basic sounds of letter and syllables, pronunciation of words. They have to know how words are segmented into various sounds, and how sentences and syllables are stressed in particular ways.

Besides mastering grammatical competence, EFL learners must also develop discourse competence. It is concerned with the intersentential relationship. In communication, both the production and comprehension of language require one's ability to perceive and process stretches of discourse. Effective speaker should acquire a large repertoire of structure and discourse markers to express ideas. With this, learners can manage turn taking in conversation.

Knowledge of language itself does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by the users of the target language. On the other words, learners must acquire the rule and the norms

of the language. Understanding sociolinguistic side of language helps learners know what components are appropriate, how to ask question during interaction, and how to response communication according to the purpose of the talk (Brown in Richard, 2002).



Further Brown in Richard (2002) states that strategic competence is also important in communication. It is regarded as the way learners manipulate language in order to meet communicative goals. He claims that it is the most important communicative competence elements. Further Richard and Renandya (2002) states that strategic competence refers to the ability to recognize when and how to make the floor, how to keep a conversation going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problem.

Research Methodology

This study is a type of descriptive qualitative analysis with naturalistic approach. This study tries to describe the essential role of language laboratory to enhance the Nautical Science student's communication ability in Maritime Academy of Yogyakarta especially of the second semester students of academic year 2015/2016.

The object of the study is the language laboratory at Maritime Academy of Yogyakarta. This study focusses on the role of it to enhance the second semester students of Nautical science

student's communication ability. This decision is due to the reason that Nautical science students are regarded to be very mandatory to master communication ability since their future working scheme is seafaring on board ship. They are educated to be seafarers especially to be a master or captain of a ship as the highest position on board ship or at least to be ship's officers which oblige them to master communication ability.

In qualitative research we can use several data collection methods as the main forms of the research. According to Heigham and Croker (2009), in qualitative research approach, there are some data collection methods. They are interviews, observation, recording, questionnaires, diaries and verbal reports, discourse analysis, and documents and records. Those data collection methods can be used randomly based on kind of research being conducted. The methods of the data collection in this study is the use of observation that is observing the teaching-learning process at the second semester nautical science student's use of language laboratory. Then it also used document and record in the form of categorizing the data that might happen during the teaching-learning process. In this research the researcher herself is the key instrument for collecting the data. She collected the data by observing the role of language laboratory to enhance student's communication ability. She also conducted in-dept interviews and distributing questionnaires with the students about their experience of using the laboratory. The data were recorded in the field notes and interview transcripts.

Getting the relevant data from data sources, the next step is to analyze the data. According to Milles and Huberman (2002), there are three keys in analyzing the data. First, it is data reduction. The process in data reduction includes the process of selecting, focussing, simplifying, abstracting, and transforming the raw data that appear in written-up field notes. Second, it is data

display. It can involve matrix display. In this step, the data were defined as an organized assembly of valuable information that permits conclusion drawing and action taking. Third, it comes to conclusion drawing and verification. In this step, it is explained what things mean.

To get the trustworthiness of the data, the researcher used triangulation technique. This was done by checking the result of the research with the respondents. The process of triangulation was done during the observation and in dept-interviews with the students.

Discussion

In the discussion section, it is explained what the basic differences between classical room-used and laboratory room-used model are, what the preferred teaching media are and what the English skills are to be developed.

Comparison of Classical Room-Used and Laboratory Room-used Model

To begin with, this part compares the different use of classical classroom from that of laboratory practices. For one example the researcher gave material about “ Enclosed Space” It talks about the space on board a ship in which it is very dangerous area. It is restricted area to enter. All ship’s crews should legally have a very urgent reason if they have to enter it. There are also some procedural rules to enter it. Not all crew may enter this restricted place but only those who are legible may enter it. From the same topic that the researcher gave to students that is about “Enclosed Space” with one condition that once it was explained in classroom and once it was given in laboratory, it is known that there are some different result upon the students’s understanding. The students were out of 58 students of nautical science cadets of the academic year of 2015/2016. Different classroom-used in

teaching and learning process will effect the different use of teaching methodology, teaching media as well as the aspect of language skill which is going to be developed by the target of learning process.

The first result of the research was to show the different use of teaching methodology as shown in the following chart.

Table 4.1 The Different Impact of Teaching Methodology Toward Communication Ability of Students in Two Different Class Practices

No	Teaching Methodology (prefered)	In Classroom		In Laboratory		TOTAL (Number of Students)
		Number of Students	Percentage	Number of students	Percentage	
1.	Discussion	0	0	49	84,48%	49
2.	Tutorial	5	8,62%	0	0	5
3.	Presentation	2	3,45%	0	0	2
4.	Demonstration	0	0	2	3,45%	2
5.	Individual Task	0	0	0	0	0
6.	Group Assignment	0	0	0	0	0
Total						58

Table 4.1 shows that the methodology in English language teaching in classical classroom and that in laboratory were different. In the classroom teaching process students tend to hardly get their ease in discussion process. They preferred to have discussion session in the laboratory. From the questionnaire, it is seen that they much feel comfortable of having discussion in the laboratory since the situation is very much different. The facilities in the laboratory support the discussion session also. Even mostly of them as many as 49 out of 58 students agreed that discussion would be best done in the laboratory practices to support their communication skill.

Upon the sample topic of "Enclosed Space" the discussion session in laboratory came right after they watched the short-duration movie entitled "Enclosed Space". They enjoyed watching the 10-minute English language duration movie and afterward they had to answer some of the following questions in their discussion group. This method gives them much chances to speak up in

English as they are supposed to be. With their joy feeling they did not feel they get much burden to speak English which they might assume to be harder when it is done in different situation, different place and different atmosphere such as in classical classroom.

Beside discussion, two students out of 58 students chose demonstration as their best way to improve their speaking ability and it should be conducted in laboratory practices. From the questionnaire, it is known that they assumed the laboratory was the best place to do demonstration. Upon the sample of the topic entitled "Enclosed Space" they can demonstrate the content of the short duration movie by retelling in front of the class in English. They thought it was a good way to enhance their English speaking ability. Watching the movie with audio visual media made them easier understanding the content of the movie and enabled them to retell it easily with their own language of English.

On the other hand, there were about 5 out of 58 students or approximately 8,62% agreed that the best way to improve their speaking or communication ability was the tutorial teaching method in classical classroom management. Based on the questionnaire, it was seen that they assumed they still need any guidance from the lecturer on how to develop their English communication ability. Some of them have not got their confidence if they have to make any improvisation upon their English mastery and proficiency thus they still thought that they need lecturer to guide them with the material they have to master.

Furthermore, there were about 2 out of 58 students believed that presentation done in the classroom enabled students to develop their communication ability. From the questionnaire, it is seen that they believed if by having a presentation talking about enclosed space, students get abundant chance to speak up in English thus it leads to their success in learning how to communicate in English. Further, none of students assumed that

both individual and group assignment enable them to enhance their communication ability in English.

On conclusion, upon the teaching methodology that were applied by the lecturer it is seen that the use of discussion method in language laboratory place the highest option as a method to enhance the second semester nautical science students's communication ability. Besides better atmosphere and situation, language laboratory was assumed giving the best chance for students to express their communication skill.

Preferred Teaching Media

English language teaching (ELT) in classical room and in laboratory logically gives very different atmosphere not only because they have different situation and condition, however the facilities they offer are also very much different. We can not find all facilities that are provided in the laboratory in there of the classical room. On the other hand, we can not also supposed that everything that we can do in the classical classroom can be done in the laboratory. Nevertheless, usually laboratory can give better chance for the students in term of the facilities offered especially for triggering student's activity in speaking and listening. To see the different use of media – preferred in both classical room and laboratory, it can be seen from the chart below.

Table 4.2 The Comparison of the Teaching Media-Preferred in ELT Process

No	Teaching Media (preferred)	Amount		Note
		Number of Students	Percentage	
1.	Audio Visual (CD, DVD VCD, Recording, movie)	55	94,82%	done mostly in laboratory practice
2.	Picture, Carricature	1	1,73%	done in classical room / laboratory

3.	Hand out about Enclosed Space	2	3,45%	done mostly in classical room
4.	Quiz	0	0%	done either in laboratory practice or classical room
TOTAL		58	100%	

From the table above, it could be seen that the use of laboratory in terms of giving much more chance for the audio visual teaching and learning process places the highest rank instread of the use of classical room. 55 out of 58 students chose laboratory for audio visual teaching and learning media that they preferred to have. It is due to the fact that the material they learned were easier to understand, the picture from the audio visual teaching and material were also clearer. Moreover they could also get the audio in which they could hardly get or even they could not get when the English language teaching conducted in the classical room. From the questionnaire it is also known that Audio visual teaching media which could be done mostly in laboratory practices was much more interesting so that it could attract students's attention better so that they could more focus on what they learned. Thus it led to the better success of study.

Upon the sample of 10-minute short duration movie entitled "Enclosed Space" students thought that they were more attracted with the movie thus they found that they much enjoyed the English class in laboratory practice. The movie could chase their bordon that they might find when the English teaching and learning process was conducted in classical room. In laboratory the use of audio visual teaching media also might omit the monotonous activity that they might get in classical room. Their good impression on the audio visual teaching media indirectly might lead to their success of learning. It is due to the fact that students saw the picture from the slide while they could also heard the content that the movie conveyed at once directly. It helped

them understand the content of material that the movie wanted to convey. Whenever they found that feeling, they would become more and more attracted with the atmosphere of learning and further as it was mentioned above it led to their success of learning.

From the questionnaire it is seen that just one student out of 58 students chose the use of picture as the teaching media preferred in classical room practice. It shows that the use of classical room in terms of the use of picture was not that interesting for students. When talking about whether they were interested or not with the teaching media used by the lecturer, logically it would effect on their mood to study hence it would led to the less smoothness of learning activity and thus it led to the different target of learning. It seems that the use of picture in their learning in the classical room practice did not offer them easier or interesting teaching media compared to that of audio visual teaching media that generally was offered in the laboratory practice. They might think that picture was only from visualized object that might be helpful for them to understand the material but it was not better than audio visual teaching media in which from this they could get both the visualization and audio at once.

From the above elaboration, it could be concluded that picture as teaching and learning media could hardly contribute to the success of student's learning compared to that of the use of audio visual teaching media in laboratory in terms of the opportunity to enhance their speaking or communication ability. It is due to the fact that they preferred the use of audio bisual teaching media which might give them ease to understand the material or topic which was discussed. Picture might be good option but the use of audio visual teaching media in this case movie about "Enclosed Space" offered easier understanding for them thus it gave them chance for expressed their understanding in spoken skill.

From the questionnaire it could be seen that there were 2 students out of 58 students chose hand out in classical room as their learning media preferred. They thought that hand out could give them ease to enhance their spoken skill compared to the other use of the teaching and learning media. Hand out could be given in both classical room and laboratory practices. But based on the questionnaire what is meant by hand out here is the teaching media which is given in classical room practice. Somehow hand out could help them understand the material given. However from the research it was clearly seen that upon the topic of “Enclosed Space” students found that the use of hand out was not that helpful for them so speak up better compared to the use of other teaching media in this case the use of audio visual media or movie. Therefore it leads to the conclusion that mostly students preferred the use of laboratory room than classical room to give them easier chance to speak up or to enhance their communication ability.

4.3 English Skills to develop

In the process of English language teaching (ELT practice) both in classical room and laboratory practices, it has the target of learning or objective of learning. The target of learning can be based on what perspective it would determine. Since it is about language study in which the goal or objective of the study is measured from whether students master four of language skills or not, therefore the learning objective here is determined from the achievement of those four language skills namely speaking, listening, writing, and reading that might be achieved on the process of their study. Those four language skills can arise or can be triggered out based on different situation and condition of the English language teaching process. Different strategy, different

media used, different methodology used in the English language teaching may result different language skill to develop. In terms of this explanation, from the research conducted by the researcher, the researcher got the data from the students about their interest in the language laboratory practices to develop their English skills. The result could be seen as in the following chart.

Table 4.3 English Skills to develop

No	English Skills to develop	In Laboratory	
		Number of students	Percentage
1.	Speaking and Listening	50	86,20%
2.	Writing and Reading	8	13,80%
Total Amount		58	100%

From the table above it could be analyzed that speaking and listening skills are skills in the English language teaching (ELT) which could not be separated one and another. Besides, those two skills are usually supposed to be harder to achieve by the students. Nevertheless as it is mentioned by Scriverer (1998:21) that in everyday life particular emphasis on communication of meaning is through the skills of language that are speaking and listening rather than from mechanical practices such as writing and reading. Therefore, mostly of students found that it is more interesting to learn how to develop their productive skill to communicate daily in the laboratory practices.

From the table it is also known that they do not like to concern much on the skills of writing and reading. It goes hand in hand with Scrivener's statement (1998) that emphasizing speaking and listening is more effective to produce daily communication effectively rather than mechanical practices. It is seen that there were 50 students out of 58 students or it is around 86,20% almost the majority students prefer to develop their spoken skills such as speaking and listening skills through the use of laboratory practices. Logically laboratory could be a good place and

alternative place to enhance their communication ability. As it is mentioned in the previous explanation that laboratory practices offer students with some more attractive experiences of learning. With its facilities such as the use of audio visual teaching media, quiz, audio lingual practices, it gave the students ease to get the point of what they study.

Laboratory is set to give much chances and access for students to express their experience of study. It is set for students to be actively speaking through the use of audio visual, picture, games, quiz or any other media that the lecturer use to teach. The environment in the laboratory creates bigger opportunity for students to practice speaking in their own English language. It leads them to be acknowledged and actualize themselves through spoken language. They are also getting autonomous to train their speaking skills through the activities offered by the lecturer. It is not that simple to develop speaking skill, however the atmosphere, the learning condition, the learning situation, the teaching and learning media that the lecturer use to teach students trigger the students to be accustomed in using English as their spoken language. Therefore this is logically reasonable that mostly students prefer the use of language laboratory to enhance or develop their speaking skills or their communication ability because mechanical practices is considered to be in the second or even in the further place.

However, There were just 8 students out of 58 students or about 13,80% preferred to learn about writing and reading skills. Those two skills prepared students with mechanical practices such as grammar. Those who chose writing and reading were the typical of students who were not really pay much concern on the spoken skills. Compared to that who chose speaking and listening skills that highly concerned in the laboratory practices, the number of students who were not interested in developing spoken skills in the

laboratory were far different. From the research , the researcher could highlight that the students found themselves interested to learn and develop their spoken and communication ability in the use of laboratory practices. Besides the facilities offer abundant chance for it, many various activities could also be offered in the learning process in the laboratory.

Conclusions And Recommendations

From the analysis, it is found that in English language teaching in Indonesia in which English is still considered as foreign language, it is a challenging experience for students as well as lecturer to explore the best result or target of the study. Upon the four basic skills of English to develop, speaking skill or communication ability becomes the most important skill to catch up. Moreover for the object of the research that is the second semester students of Nautical Science academic year 2015/2016 at Maritime Academy of Yogyakarta who want to join on board ship in their working experience, ability to speak English or being proficient in speaking English is a mandatory for them. Lecturer should be able to decide the best strategy to teach them with the proper learning plan to help them achieve the goal or target of their study.

In terms of developing students's speaking skill or communication ability, the use of language laboratory is supposed to be very important. From the result of the research, it is seen that students get more interested to use language laboratory for their English study since laboratory offers more complete facilities

with abundant teaching and learning sources, media, as well as modern technologies that the students require compared from that of the classical room usage in giving them opportunity to achieve the goal of being able to speak English fluently. From the questionnaire and the result of observation done by the researcher it is obvious that students get more confident to express their English proficiency through the activities offered by the lecturer in the language laboratory. They were more autonomous to speak up since the facilities in language laboratory enable them to express their feeling and thought easier than when they get the same treatment in the classical room usage. For example the use of short duration video about “Enclosed Space” was much better to understand by them rather than the use of hand out about the same topic that is “ Enclosed Space”.

From the result of observation, and questionnaire as well it is obvious that students could understand the topic about Enclosed Space easier from the video than from the hand out. They believed that the audio visual that language laboratory offered was much easier to catch and understand rather than the printed version of the hand out. Besides, audio visual gave interesting experience of learning since it was not being monotonous, therefore students found it was more interesting to learn in the language laboratory thus their interest feeling might help them to learn easily and finally they could be confidently speak up actively. From the result of the study also it can be concluded that Language laboratory gives much chance and essential role for the students to develop their speaking skill or ability to communicate better in English rather than the use of classical room.

This study gives some suggested research to other researchers who are interested in the same field. The first suggestion is that a future researcher can take deeper research on how the media offered in the language laboratory give significant difference from

that of the use of classical room in enhancing student's speaking skill. Besides, they could also conduct a research on what media is giving the best contribution in enhancing student's speaking skill and how it does so. Further researcher can also conduct a different research by analyzing the possibility of language laboratory to develop one of students' skills such as writing, reading or listening.

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