

Correlation Between Language Laboratory and Student Achievement



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ABSTRACT: Every Islamic educational institution must strive to provide adequate facilities and infrastructure to support the learning system, especially Arabic. Good results in Arabic education require special facilities and places to study, deepen, and practice Arabic. The place is a language science laboratory. This study aims to determine the magnitude of the role of the language laboratory, to determine the magnitude of Arabic learning achievement, and to determine the magnitude of the correlation between language and Arabic achievement for fifth-grade students of SD Muhammadiyah 1 Ketelan Surakarta. The method in this research is quantitative with the type of associative research. The sample is class VD students who collect 21 students. The conclusion of this study shows that the correlation between the language laboratory and Arabic learning achievement of the fifth-grade students of SD Muhammadiyah 1 Ketelan Surakarta is negative and the correlation coefficient is -0.332 . The results of this study support the research of Ferrite Kiliçkaya (2007).

KEYWORDS: student achievement, the role of the language laboratory, and learning achievement.

I. INTRODUCTION

Humans are productive beings who are provided by God with various supporting facilities, both inherent in humans such as the five senses, soft and hard organs of the body as well as the mind, mental, and soul which make humans more perfect compared to other God's creations. In addition to these facilities, Allah also provides facilities in the form of the earth as a place to live which contains various minerals that are useful for the needs of human life, Sugiyanto (2020).

The journey of human life goes through various long cycles, created from a drop of lowly water which then develops and processes continuously so that the number of humans is increasing and spreading in various parts of the world. Humans are created with gender differences, differences in nationality, ethnicity, and language. Allah Ta'ala deliberately created humans with male and female gender, different nations and tribes to get to know each other and interact with each other. To get to know each other and interact, a communication tool is needed, namely language. Allah Ta'ala, the most merciful, has taught humans to speak well so that by understanding language humans can get along even though they are of different nationalities, skin colors, and ethnicities. Acquiring language skills properly and correctly requires a programmed and well-structured educational facility. These educational facilities can be in the form of official institutions that accommodate various kinds of scientific disciplines or non-formal institutions that specialize in certain disciplines. Muslims must be able to become pioneers of civilization and scientific progress. Islam is a religion whose source of law is the Arabic Qur'an. Therefore every Islamic educational institution must strive hard to provide adequate facilities and infrastructure to support a smooth learning system, especially language. These educational facilities can be in the form of official institutions that accommodate various kinds of scientific disciplines or non-formal institutions that specialize in certain disciplines. Muslims must be able to become pioneers of civilization and scientific progress. Islam is a religion whose source of law is the Arabic Qur'an. Therefore every Islamic educational institution must strive hard to provide adequate facilities and infrastructure to support a smooth learning system, especially language. These educational facilities can be in the form of official institutions that accommodate various kinds of scientific disciplines or non-formal institutions that specialize in certain disciplines. Muslims must be able to become pioneers of civilization and scientific progress. Islam is a religion whose source of law is the Arabic Qur'an. Therefore every Islamic educational institution must strive hard to provide adequate facilities and infrastructure to support a smooth learning system, especially language, Haironi (2016).

Language is a practical ability and not merely a theoretical ability. To get good results in Arabic language education, a special facility and place is needed to study and deepen language knowledge. The place could be a language laboratory.

It is hoped that learning Arabic with a language laboratory will be more enjoyable and can increase students' enthusiasm for learning so that learning Arabic is not viewed as something scary, but a fun challenge. This of course strongly supports the Active, Innovative, Creative, and Fun Learning (PAIKEM) model, Astuti (2020).

Correlation Between Language Laboratory and Student Achievement

The formulation of the problem in this study is what is the role of the language laboratory for VD class students at Muhammadiyah 1 Ketelan Surakarta Elementary School, and how is the Arabic learning achievement of the VD class students at Muhammadiyah 1 Ketelan Surakarta Elementary School, and how much is the correlation of the language laboratory on Arabic learning achievement VD class students at SD Muhammadiyah 1 Ketelan Surakarta?

This study aims to determine the magnitude of the role of the language laboratory, to determine the magnitude of Arabic learning achievement, and to determine the correlation between language laboratory and Arabic achievement for VD class students at SD Muhammadiyah 1 Ketelan Surakarta. The frame of mind in this study is shown by the independent variable in the form of the role of the language laboratory and the dependent variable in the form of Arabic learning achievement. With correlation analysis, this study seeks to prove the hypothesis, Suryono (2017).

II. METHOD

The method in this research is quantitative with the type of associative research.

The population in this study was 21 students in class VD at SD Muhammadiyah 1 Ketelan Surakarta. The sample in this study were students of class VD, totaling 21 students

The object of this research is SD Muhammadiyah 1 Ketelan Surakarta.

Data collection techniques in this study are:

Library Research / Library Research

Namely the method of collecting data from library books by the title of this thesis as a written method.

Field Research / Field Research

That is research conducted at the scene. As for the place of data collection in this study, SD Muhammadiyah 1 Ketelan Surakarta.

There are several methods for this, namely:

(1) Observation, namely by collecting data by observing and recording the symptoms being studied directly or indirectly. This is used to find information about the history of SD Muhammadiyah 1 Ketelan Surakarta.

(2) Documentation, namely searching for variable data in the form of notes, transcripts, books, newspapers, magazines, and so on. This method is used to find information on the condition of teachers and employees as well as data on grades/achievements in Arabic for VD class students at SD Muhammadiyah 1 Ketelan Surakarta which will be used as the Y variable.

(3) Interview, namely the question and answer method to investigate the experience of feelings, motives, and so on. This method can be used to find information about work programs and the division of tasks for school leaders (wakasek) at SD Muhammadiyah 1 Ketelan Surakarta.

(4) Questionnaires, namely by giving questions to students with indicators of the role of language laboratories in student learning. This method is used to find data on the role of the language laboratory to be used as the X variable.

The data source in this study is primary data, namely data obtained directly by the first researcher.

The data analysis method is correlation analysis, namely the analysis used to determine the relationship between the independent variables and the dependent variable. The magnitude of the correlation coefficient is between +1 to -1. The closer the correlation coefficient value to +1 or -1, the stronger (higher) the relationship between the independent and dependent variables.

III. RESULTS AND DISCUSSION

The results of data collection on the variable role of the language laboratory showed that in the good category group there was 33.33%, and in the sufficient and poor category groups were 28.57% and 38.09%, respectively. The achievement in learning Arabic for VD class students at SD Muhammadiyah 1 Ketelan Surakarta is quite good. This can be shown by the results of calculations with good category groups of 61.90%, and sufficient and poor category groups of only 28.57% and 9.52%.

Education is an activity that leads to the formation of individual personality. Because humans are gifted with reason, they develop speech techniques in various ways, including by developing language laboratories. The effectiveness of language laboratories in schools is currently very low and depends on the abilities of each teacher and principal. This happens because most of the existing language laboratories are not used optimally and the implementation of language laboratory installations in schools is not monitored for quality (no standardization of quality), maintenance, and training. Improving the quality of laboratories in schools is highly expected to support learning activities.

The language laboratory has the role of improving the quality of language learning programs as follows:

- a. Increase the flexibility of teaching methods
- b. Increase student self-confidence, because one student is one monitor
- c. Increase the introduction of teaching aids
- d. Increase teacher access to students to monitor and assist during writing, listening, and reading exercises.
- e. Support the achievement of PAKEM model learning

The results of data collection on the variable role of the language laboratory showed that in the good category group there was 33.33%, and in the sufficient and poor category groups were 28.57% and 38.09%, respectively. The data on the role of the laboratory,

Correlation Between Language Laboratory and Student Achievement

it shows that the role of the laboratory on student achievement is still low because as many as 38.09% of students are in a low category. This study is consistent with previous research conducted by Feliks (2007) who showed that there was no statistically significant difference between the control group (taught using traditional teaching methods in a traditional classroom setting) and the experimental class (taught using computer-assisted instruction in a language laboratory).

This is inversely proportional to the research results reported by Rita (2019), that there is a significant positive relationship between school facilities and infrastructure and students' English learning achievement with rho-obtained (0.860) and a correlation coefficient (0.569), and the relationship is categorized into fair correlation.

Learning achievement is an activity that cannot be separated from learning activities. Because learning activities are a process, and the process requires time and perseverance. According to WS Winkel, that learning achievement is evidence of successful learning or a student's ability to carry out learning activities by the weight achieved.

Achievement is something that is highly coveted by everyone, scholars, scientists, entrepreneurs, and all various fields of work highly value achievements in their respective fields.

According to Nana Sujana, there are three areas of achievement target, namely:

1. Cognitive Aspect, namely the area of knowledge that includes memorization, understanding results, application results, learning outcomes, and evaluation
2. Affective Aspect, namely one's attitude towards a problem which includes attention, discipline, learning motivation, and respect for teachers and others.
3. Psychomotor Aspect, namely a person can master certain skills so that it becomes a plus for him.

To get the achievement as expected, it is necessary to pay attention to several factors that influence student achievement. Some of these factors come from outside (external), namely the family environment, school environment, and society. The internal factors are symptoms that arise from the students themselves such as intelligence, talent, interest, will, and motivation.

We need to know that in a learning process it takes a good spirit to motivate students to be active in learning. According to Ngalim Purwanto, learning is a relatively permanent stage of change in behavior that occurs as a result obtained from practice and experience. According to Oemar Hamalik, learning is defined as a growth or change in a person which is expressed by a new way of behaving thanks to experience and training.

The two opinions do not show a very striking difference, in essence, learning is a change in different behavior that is shown by a person because he has undergone various training and has a lot of experience.

As Muslims, we have got the foundation of motivation to learn. Allah has explained in His word as follows:

"O mankind, verily there has come to you a lesson from your Lord and a cure for the diseases (which are) in the chest and guidance and mercy for those who believe (Yunus [10]: 57)

In this verse, it can be understood that God has sent down/given lessons to humans. Here we are required to want to learn, read, practice, and think smart. This is also confirmed by Allah in Surah Al 'Alaq as follows:

Read, and your Lord is the Most Gracious. Who teaches (humans) using the word? He taught man what he did not know (Al 'Alaq [96]:3-5)

The achievement in learning Arabic for VD class students at SD Muhammadiyah 1 Ketelan Surakarta is quite good. This can be shown by the results of calculations with good category groups of 61.90%, and sufficient and poor category groups of only 28.57% and 9.52%.

This achievement is in line with Nana and Ardiansyah's research (2020) which states that learning using learning media in the form of an Android-based application can activate student participation in class and can even access it at home or anywhere. So educators and also students must be responsive in accepting the current era of technological development. It can be understood that learning facilities will affect the quality of learning achievement.

Other researchers state that learning with computers will give significant results if the teacher gives direct feedback, but if the feedback is delayed then it will not have a significant effect.

The results of this study are also in line with those reported by Wahyudi et al (2020), that the learning process carried out using a language laboratory can improve students' listening and speaking skills. Learning with this model can also improve student achievement because students and teachers can immediately provide feedback by communicating through native speakers.

The results of calculating the correlation coefficient using SPSS show a correlation coefficient of -0.332 . This means that the relationship between the role variable of the language laboratory and the Arabic language learning achievement of VD class students at SD Muhammadiyah 1 Ketelan Surakarta is negative or inversely related. Further interpretation of the results of the hypothesis test can be seen in the table of interpretation guidelines for the following correlation coefficient.

Table 1. Guidelines for Interpreting Correlation Coefficients.

| <i>Coefficient interval</i> | <i>Relationship level</i> |
|-----------------------------|---------------------------|
| 0.00 – 0.199 | Very low |
| 0.20 – 0.399 | Low |

Correlation Between Language Laboratory and Student Achievement

| | |
|---------------------|-------------|
| 0.40 – 0.599 | Currently |
| 0.60 – 0.799 | Strong |
| 0.80 – 1.00 | Very strong |

If we look at the table of guidelines for the interpretation of the correlation coefficient above, the correlation coefficient of -0.332 is found in the coefficient interval with a low level of relationship. It can be understood that the correlation between the language laboratory and the Arabic learning achievement of VD class students at SD Muhammadiyah 1 Ketelan Surakarta is low.

The low relationship between the role of the language laboratory and students' Arabic learning achievement can be caused by several factors, namely, when the learning process takes place the teacher has not been able to use the language laboratory to its full potential. Apart from that, it could be because the laboratory at Muhammadiyah 1 Ketelan Surakarta Elementary School is still new in its procurement. Another factor is that teachers and students have not learned much in its utilization, Saifuddin (2013).

IV. CONCLUSION

Based on the results of the data analysis that has been described, it can be concluded that the correlation of the language laboratory with the Arabic learning achievement of VD class students at SD Muhammadiyah 1 Ketelan Surakarta is negative and low with a correlation coefficient of -0.332. The results of this study support previous research conducted by Ferit Kiliçkaya (2007). It is suggested that the next researcher increase the number of samples and increase the number of independent variables so that the results of the next research will be better.

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Correlation Between Language Laboratory and Student Achievement

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