

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the results of survey and the analysis of the data based on the methodologies which have been stated in the previous chapter. This chapter will be divided into two sub chapters which are findings and discussion.

#### **4.1 Findings**

This study used questionnaire as the instrument to collect the data, it was served in Bahasa Indonesia to make students easier to understand the question and to minimize student's misunderstood. It has been validated by Dian Novita, M.Li. The expert was categorized from their teaching media while they are teaching in the class. Using media in their class had indicated if they are an expert of teaching media in the program. Then, lecturer who teach teaching media will be chosen as the expert for the researcher's research instrument. It was given to the students of the eleventh-grade behalf on 100 students at SMK Negeri 10 Malang as a single group. The questionnaire was asking the students to answer the question. The researcher presented and analyzed the data through the answer of the participants.

This section presents the students' perception about the use of English movie to improve listening skill. The researcher used questionnaire to present and analyze the students' perception. The questionnaire had been divided into 4 dimension which are frequency, students' opinion towards media, students' opinion towards teaching technique, and students' opinion on learning experience. Each

dimension has two variables and it was spread out into 18 questions. The subject administrated 100 students of the eleventh grade at SMK Negeri 10 Malang.

#### 4.1.1 Frequency

Using English movie as a teaching media to improve their listening skill is on of an alternative way in learning. The questionnaire about English movie have been filled by respondents. The questionnaire that have been filled in this part based on the frequency dimension. It is defined how often the respondent doing something based on the question of the questionnaire. It is divided into three question. The first question is “How often do you watch English movie?”. The data of this question can be seen on the table below.

**Table 4.1 Data from question 1**

Variable	Question	Answer of Respondents	Total Respondents	Question Number
Watching English Movie	How often do you watch English movie?	1. Jarang	28	1
		2. Sering	20	1
		3. Sering sekali	13	1
		4. Seminggu sekali	10	1
		5. Setiap hari	9	1
		6. Lumayan	8	1
		7. Jarang sekali	8	1
		8. Seminggu 3x	1	1
		9. Sebulan sekali	1	1
		10. 10 kali	1	1
		11. 4 kali	1	1

Form the table above, the data shows that mostly of the respondents stated “jarang” within 28 respondents. The second is “sering” with 20 respondents’ answer and the next is “sering sekali” with 13 respondents’ answer. The researcher has a parameter for those question in this part. The first is students doing something

up to twice a week indicated “sering sekali”. Second, students doing something once a week indicated “sering”. The last is students doing something less than twice a month indicate “jarang sekali”. Hence, based on the table above most of students watching English movie less than twice a month because they answered “jarang” for this question.

The next questionnaire’s question is “How often do you use English movie as a learning media?”. The data of this question can be seen on the table below.

**Table 4.2. Data from question 3**

Variable	Question	Answer of Respondents	Total Respondents	Question Number
Watching English Movie	How often do you watch English movie?	1. Tidak terlalu sering/jarang-jarang	31	3
		2. Sering	25	3
		3. Sangat sering	17	3
		4. Seminggu sekali	11	3
		5. Pernah	11	3
		6. Seminggu 4x	1	3
		7. Hanya 2x saja	1	3
		8. Setahun 3x	1	3
		9. 5x	1	3
		10. 90%	1	3

From the table above, the data shows that mostly of the respondents stated “tidak terlalu sering/jarang-jarang” within 31 respondents. The second is “sering” with 25 respondents and the next is “sangat sering” with 17 respondents’ answer. Based on the table above, it indicated most of respondents use English movie as a learning media less than twice a month.

The next questionnaire’s question is “How often do you have listening class?”. The data of this question can be seen on the table below.

**Table 4.3. Data form question 7**

Variable	Question	Answer of Respondents	Total Respondents	Question Number
Teacher-Listening	How often do you have listening class?	1. Tidak terlalu sering/jarang-jarang	36	7
		2. Seminggu sekali	15	7
		3. Sekali dalam sebulan	12	7
		4. Sering	12	7
		5. Sangat sering	11	7
		6. Dua pertemuan sekali	5	7
		7. Tergantung materinya	4	7
		8. Dua kali dalam 1 semester	3	7
		9. Dua kali dalam seminggu	2	7

Based on the table above, the data shows that mostly of the respondents stated “tidak terlalu sering/jarang-jarang” within 36 respondents. The second is “seminggu sekali” with 15 respondents. Next, 12 respondents answered “sekali dalam sebulan” and “sering”. Based on the table above, most of the respondents have listening class less than twice a month.

#### 4.1.2 Students' Opinion Towards Media

Using media is most familiar as a tool to teach students in learning process. It helps students easier to understand the material. Hence, they need something new in their English learning process. After their learning process, basically they have opinion/perception about the media. This is what the researcher needs for his data of this study. This part of this study is based from the dimension “Students' Opinion Towards Media” which is have two variables and five question. The first question

is “What is your opinion about the use of English movie for learning listening?”.

The data of this question can be seen on the table below.

**Table 4.4. Data from question 4**

Variable	Question	Answer of Respondents	Total Respondents	Number Question
Students' Opinion Towards Media	What is your opinion about the use of English movie for learning listening?	1. Bagus, baik dan cepat dimengerti	33	4
		2. Cukup membantu dalam pembelajaran listening	27	4
		3. Seru dan menarik	13	4
		4. Sangat mudah dipahami	12	4
		5. Sangat efektif dalam pembelajaran	10	4
		6. Susah	4	4
		7. Sangat menyenangkan	1	4

From the table above, the data shows the respondents' answer about their opinion. Most of the respondents stated “bagus, baik dan cepat dimengerti” within 33 respondents. The second answer is “cukup membantu dalam pembelajaran listening” with 27 respondents. The next answer is students argued “seru dan menarik” for English movie within 13 respondents. Based on the data of respondents' opinion, it indicates if English movie get positive answer from the most of respondents.

The next questionnaire' question that the researcher take for this study is “Do you like to watch short movie or film?”. The result of this question can be seen on the table below.

**Table 4.5. Data from question 5**

Variable	Question	Answer of respondents	Total respondents	Number Question
Using Movie for Learning Listening	Do you like to watch short movie or film?	1. Short Movie	20	5
		2. Film	80	5

The table shows that 80% of respondent vote that they like to watch film and 20% of respondent stated that they prefer to watch short movie.

The next questionnaire's question is "Is the accent of native speaker easier to understand if it is loaded in film?". The result of this question can be seen on the table below.

**Table 4.6. Data from question 16**

Variable	Question	Answer of respondents	Total respondents	Number Question
Using Movie for Learning Listening	Is the accent of native speaker easier to understand if it is loaded in film?	1. Yes	94	16
		2. No	6	16

The table shows that 94% of the respondent stated that the accent of native speaker is easier to understand if it is loaded in film, but the 4% respondent vote "no" for this question.

The next questionnaire based on the respondents' teacher media. The question was made to know what media that their teacher used to teach listening in class. The question is "What media that your teacher used for listening class?". The data of this question can be seen on the table below.

**Table 4.7. Data from question 8**

Variable	Question	Answer of Respondents	Total Respondents	Number Question
Teacher media	What media that your teacher used for listening class?	1. Speaker dan rekaman	35	8
		2. Speaker, lcd dan laptop	26	8
		3. Lagu	19	8
		4. Speaker dan video	16	8
		5. Handphone atau laptop	2	8
		6. Berbagai banyak media	1	8
		7. Buku paket	1	8

Based on the data above, most of the students said "speaker dan rekaman" as their teacher's media with 33 respondents. The second answer is "speaker, lcd dan laptop" with 26 respondents. The next answer is "lagu" with 19 respondents and "speaker dan video" with 16 respondents.

The next questionnaire's question is "Do you think that your teacher media is interesting?". The result of this question can be seen on the table below.

**Table 4.8. Data from question 9**

Variable	Question	Answer of respondents	Total respondents	Number Question
Teacher media	Do you think that your teacher media is interesting?	1. Yes	72	9
		2. No	28	9

The table shows that 72% of the respondents think that the teaching media that their teacher used is interesting for learning listening and 28% of the respondent vote that the teaching media is not interesting for students in learning listening.

#### 4.1.3 Students' Opinion Towards Teaching Technique.

Technique can be well defined as the skills you have acquired with experience and applying it as per requirement. Teaching technique can also be called as the methodology or the skill a teacher is using while teaching in the class. This part is divided into two variables which are "movie for learning listening" and "learning process". It consists five question for this part. The first question is "Do you like using English movie for learning listening?". The result of this question can be seen on the table below.

**Table 4.9. Data from question 6**

Variable	Question	Answer of respondents	Total respondents	Number Question
Movie for Learning Listening	Do you like using movie for learning listening?	1. Yes	89	6
		2. No	11	6

The table shows that 89% of respondents vote that they like using Movie to learn listening and 11% of the respondents vote that they don't like using English movie to learn Listening.

The next questionnaire's question is "Does the use of English movie make listening class more fun and interesting?". The result of this question can be seen on the table below.

**Table 4.10. Data from question 14**

Variable	Question	Answer of respondents	Total respondents	Number Question
Movie for Learning Listening	Does the use of English movie make listening class more fun and interesting?	1. Yes	97	14
		2. No	3	14

The table shows that 97% of the respondents vote that English movie make Listening class more fun and interesting. Thus, 3% of the respondents vote that English movie can't make Listening Class more fun and interesting.

The next questionnaires' question is "Does the use of English movie can help to imagine the condition on learning listening?" The result of the question can be seen on the table below.

**Table 4.11. Data from question 15**

Variable	Question	Answer of respondents	Total respondents	Number Question
Movie for Learning Listening	Does the use of English movie can help to imagine the condition on learning listening?	1. Yes	100	15
		2. No	0	15

The table shows that 100% of the respondent vote that using English movie can help to imagine the condition on learning listening and no one respondent who disagree with this question.

The next questionnaire's question is "Based on your opinion, it's easier to learn listening by using movies or learning activities as usual?". The result of this question can be seen on the table below.

**Table 4.12. Data from question 17**

Variable	Question	Answer of respondents	Total respondents	Number Question
Learning Process	Based on your opinion, it's easier to learn listening by using movies or learning method as usual?	1. Yes	68	17
		2. No	32	17

The table shows that 68% of the respondent thought that it's easier to learn listening by using movie and 32% of the respondent vote that learning activities as usual is easier to learn listening.

The last question in this part is opinion of respondents about teaching method that they want in the future. The question is "What learning method that you expect in the future?". The data of this question can be seen on the table below.

Based on the data below, 26 respondents argued "metode yang lebih mudah dipahami dan menyenangkan", 18 respondents argued "menggunakan film/video English", 13 respondents stated "belajar dengan santai" and 12 respondents said "menggunakan alat elektronik seperti handphone/laptop tanpa menggunakan buku". According to the data above, there are many answered form the question. The researcher found that using English movie have 18 respondents for learning media that they want in the future. This is second answer which is chosen the

respondents. The first answer is learning method that easier to understand and fun with 26 respondents.

**Table 4.13. Data from question 18**

Variable	Question	Answer of Respondents	Total Respondents	Number Question
Learning process	What learning method that you expect in the future?	1. Metode yang lebih mudah dipahami dan menyenangkan	26	18
		2. Menggunakan film/video English	18	18
		3. Belajar dengan santai	13	18
		4. Menggunakan alat elektronik seperti handphone/laptop tanpa menggunakan buku	12	18
		5. Lebih menarik dan membuat siswa antusias	9	18
		6. Metode yang efektif dan efisien	5	18
		7. Yang kreatif dan modern	5	18
		8. Full of media/menggunakan media	5	18
		9. Belajar langsung dengan bule	2	18
		10. Dibiasakan masuk kelas Bahasa Inggris menggunakan Bahasa Inggris	2	18
		11. Metode online listening	2	18
		12. Tidak ada belajar listening	1	18

#### 4.1.4 Students' Opinion Towards Learning Experience

Every student learns in a wide variety of settings and ways, the term is often used as a more accurate, preferred, or inclusive alternative to terms such as course, assignment, learning media, etc. learning experience refers to any interaction course, program, or other experience in which learning takes place. The question that related for this part included 5 questions with 2 variables. The first question is “Have you ever used English movie as learning media?”. The result of this question can be seen on the table below.

**Table 4.14. Data from question 2**

Variable	Question	Answer of respondents	Total respondents	Number Question
English Movie	Have you ever used English movie as learning media?	1. Yes	100	2
		2. No	0	2

The table shows that all of the respondents vote that they have used English movie as learning media and no one of the respondent who vote “no for this question.

The next questionnaire’s question is “Do you think that your listening skills are good?”. The result of this question can be seen on the table below.

**Table 4.15. Data from question 10**

Variable	Question	Answer of respondents	Total respondents	Number Question
Individual Opinion	Do you think that your listening skills are good?	1. Yes	33	10
		2. No	67	10

Based on the table, 33% of the respondent stated that their listening skills are good and 67% of the respondent argued that their listening skills are poor.

The next questionnaire’s question is “Do you often have difficulty on listening process?”. The result of this question can be seen on the diagram below.

**Table 4.16. Data from question 11**

Variable	Question	Answer of respondents	Total respondents	Number Question
Individual Opinion	Do you often have difficulty in learning listening?	1. Yes	79	11
		2. No	21	11

The table shows that 79% of the respondents voted that they often have difficulty on learning listening and 21% of the respondents voted “no for this question.

The next questionnaire's question is "Does the use of English movie can reduce your difficulties on learning listening?". The result of this question can be seen on table below.

**Table 4.17. Data from question 12**

Variable	Question	Answer of respondents	Total respondents	Number Question
Individual Opinion	Does the use of English movie can reduce your difficulty in learning listening?	1. Yes	81	12
		2. No	19	12

The table shows that 81% of the respondent vote that using English movie can reduce their difficulties on learning listening and 19% of the respondents vote that using English movie can't reduce their difficulties on learning listening.

The last question in this questionnaire for this part is "What kind of disturbance that you feel during listening process in the class?". The data for this question can be seen on the table below.

**Table 4.18. Data from question 13**

Variable	Question	Answer of Respondents	Total Respondents	Number Question
Individual Opinion	What kind of disturbance that you feel during listening process in the class?	1. Speaker tidak jelas	21	13
		2. Kegaduhan teman-teman di kelas	16	13
		3. Suaranya kurang jelas	16	13
		4. Kurang bisa mengerti pronunciation	12	13
		5. Terlalu cepat kalau bicara	10	13
		6. Fasilitas yang kurang memadai	8	13
		7. Kurang dengar	7	13
		8. Tidak terlalu banyak gangguan	4	13
		9. Bosan dan mengantuk	3	13
		10. Konsentrasi terkadang pecah saat proses listening	2	13
		11. Terlambat menjawab	1	13

From the table above, mostly of the respondent answer “speaker tidak jelas” within 21 respondents. The second answer is “kegaduhan teman-teman di kelas” and “suaranya kurang jelas” with 16 respondents each of those answer. Then, there are respondents who stated “kurang bisa mengerti pronunciation” with 12 respondents.

## **4.2 Discussion**

This section will answer the research problem that have been stated in Chapter 1 which written “What are the students’ perception about the use of English movie as a media to improve their listening skill?”. To answer this research problem, the researcher took questionnaire for 100 eleventh grade students in SMKN 10 Malang to participating answer the questionnaire.

Based on the data, it can be concluded that the use of English movie to improve listening skill had a positive answer. It was provided by the result of the data which was written in 4.3 and 4.4 on the table. The first finding is English movie can reduce their difficulties on learning listening with 81% positive answer. Thus, English movie can help students easier to learn listening. It can be a great tool for students learning activity in/out the class. Using English movie can decrease their difficulties in listening process. The second finding is English movie is an interesting media to be used because it can attract and interest the students. It is a great and good media to teach listening for listening process. It can be seen on the table 4 part 4.1.2. Respondents argued that English movie is a good and great tool media. It is easier to understand and helps students while in learning process. This finding relevant with Harmer theory. Harmer (2006) stated that using good viewing

and interesting listening activities attract the students' attention. So, based on this theory, English movie is one of good viewing and interesting listening activities for students. It can motivate students to learn listening easily because of interesting teaching media. It makes students interest to learn listening and they feel comfortable when they are on listening class.

In conclusion, most of the students had positive perception about the use of English movie to improve listening skill. It could be seen from the data that comes from open ended – questionnaire filled by the students as the respondents. The use of English movie makes the students easier to learn listening because it provides a visual media and they can imagine the condition of the speaker. Forney (2009) in Smith argued that movie is a great tool for students because it allows them to learn outside of the average college parameters such as books, lectures, papers, and the like. She sees the value in these methods of learning, but she also thought that a student can get a real active picture of material from a movie, such as watching a counseling subjects' progress over time in film. Then, the second perception is English movie is one of interesting listening media to be used because it can attract and interest the students that supported by the theory Brown (2006).