

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

In this chapter, the researcher presents the finding and discussion of study. The data obtained from the observation, interview and documentation which are discussed on the theory and concept from the preceding chapter. This chapter covers the implementation western movie as media in teaching listening in the third semester, the students' and lecturer perceptions of using western movies for their listening skills in the third semester.

A. Research Finding

In this research, the researcher is going to show the finding of the study based on the research focus, how does the implementing western movie as media in teaching listening in the third semester of TBI IAIN Madura academic year 2022-2023 and what are the students' and lecturer perceptions of implementing western movie for their listening skills in the third semester of TBI IAIN Madura academic year 2022-2023.

To obtain the data related in the implementation of western movie as media in teaching listening in the third semester of TBI Iain Madura academic year 2022-2023, the researcher conducted two times of the observation in the different classes of third semester that are class C and D on Wednesday, 19th October 2022 and Wednesday, 2th November 2022.

In analyzed this research, the researcher not only conduct observation but also conduct an interview to get the data that the researcher need. The researcher took all of the students in class C and D as respondents. The researchers conducted interviews with students and lecturer directly.

1. The implementing western movie as media in teaching listening in the third semester of TBI IAIN Madura academic year 2022-2023

a. Result of the first observation

There are three steps that used in listening class by implementing western movie as media in teaching listening . That are pre-teaching, whilst-teaching, and post-teaching.

1) Observation in C Class

In this case, the researcher conducted observations to obtain data in C class listening class in the third semester. Observations was conducted by researchers on Wednesday, 19th October 2022 from 07.00-08.41. The researcher attended a class held in room 57. In this observation the researcher found three steps of the teaching process carried out by the lecturer in class C, that are:

a) Pre-teaching

- (1) The lecturer greeting to students
- (2) The lecturer asks the students to lead the prayer before learning
- (3) Checking students attendance
- (4) The lecturer explains the goal of today's material
- (5) The lecturer does apperception in a way ask to students:
 - (a) Do you like movie?
 - (b) What kind of genres of the movie you like?
 - (c) What is the title of the movie?
 - (d) Can you talk a little bit about that?

b) Whilst-Teaching

- (1) The lecturer explains the elements that must be analyzed in the movie
- (2) The lecturer plays the main point movie Maleficent mistress of evil with a duration of 16 minutes
- (3) After watching a western movie, students were asked to express their opinion about the movie, such as, what message did you get from the movie? What is the movie about?
- (4) Discussion about the movie
- (5) The lecturer gives the task for the next week's meeting which is analyzing the western movies they like or watch

c) post-teaching

- (1) The lecturer give reflection for meeting 19th October 2022
- (2) The lecturer ends the class and asks to student to lead the prayer

2) Observation in D Class

In this case, the researcher conducted observations to obtain data in D class listening class in the third semester. Observations was conducted by researchers on Wednesday, 19th October 2022 from 08.41-10.21. The researcher attended a class held in room 57. In this observation the researcher found three steps of the teaching process carried out by the lecturer in class D, that are:

a) Pre-teaching

- (1) The lecturer greeting to students
- (2) The lecturer asks the students to lead the prayer before learning
- (3) Checking students attendance
- (4) The lecturer explains the goal of today's material
- (5) The lecturer does apperception in a way ask to students:
 - (a) Do you like movie?
 - (b) What kind of genres of the movie you like?
 - (c) What is the title of the movie?
 - (d) Can you talk a little bit about that?

b) Whilst-Teaching

- (1) The lecturer explains the elements that must be analyzed in the movie



Picture 4.1. The lecturer explain the material for an analysis movie

- (2) The lecturer plays the main point movie Maleficent mistress of evil with a duration of 16 minutes



Picture 4.2 Students watch movie

- (3) After watching a western movie, students were asked to express their opinion about the movie, such as, what message did you get from the movie? What is the movie about?
- (4) Discussion about the movie
- (5) The lecturer gives the task for the next week's meeting which is analyzing the western movies they like or watch

c) post-teaching

- (1) The lecturer give reflection for meeting today
- (2) The lecturer ends the class and asks to student to lead the prayer

b. Result of the second observation

There are three steps that used in listening class by implementing western movie as media in teaching . That are pre-teaching, whilst-teaching, and post-teaching.

1) Observation in C class

In this case, the researcher conducted observations to obtain data in C class listening class in the third semester. Observations was conducted by researchers on Wednesday, 2th November 2022 from

07.00-08.41 the researcher attended a class held in room 79. In this observation the researcher found three steps of the teaching process carried out by the lecturer in class C, that are:

a) Pre-teaching

- (1) The lecturer greeting to students
- (2) The lecturer asks the students to lead the prayer before learning
- (3) Checking students attendance
- (4) The lecturer explains the goal of today's material
- (5) 30 minutes for remedial mid-term test
- (6) The lecturer does apperception in a way ask to students:
 - (a) How have you seen the western movie, and have it analyzed and presented today so we can discuss it together?

b) Whilst-Teaching

- (1) The lecturer asks several students in turn to present the results of the analysis of the movies they have made. The lecturer shares the results of the analysis carried out by the presenter with other students, so that other students can understand when the presenter explains their results and then discusses them together.

The presenter are:

- (a) First, presentation from Sakiatun Darojah the title of the movie that was seen and analyzed was Titanic.



4.3 Sakiatun Darojah presentation

- (b) Second, Ainul Yakin the title of the movie that was seen and analyzed was Chicken Little



4.4 Ainul Yakin presentation

- (c) Third, Rian Rita Erfandi the title of the movie that was seen and analyzed was Frozen



4.5 Rian Rita Erfandi presentation

- (d) Last, Ibrahim Ibnu Adam the title of the movie that was seen and analyzed was Kingsman



4.6 Ibrahim Ibnu Adam presentation

- (2) The lecturer asked the students to respond to the presentation, such as whether anything was missing from the things regarding the analysis that was mentioned last week
- (3) The presenter and audience do discussion about analysis of the movie the presenter made

d) post-teaching

- (1) The lecturer give reflection for meeting today
- (2) The lecturer ends the class and asks to student to lead the prayer

2) Observation in D class

In this case, the researcher conducted observations to obtain data in D class listening class in the third semester. Observations was conducted by researchers on Wednesday, 2th November 2022 from 08.41-10.21 the researcher attended a class held in room 79. In this observation the researcher found three steps of the teaching process carried out by the lecturer in class D, that are:

a) Pre-teaching

- (1) The lecturer greeting to students
- (2) The lecturer asks the students to lead the prayer before learning
- (3) Checking students attendance
- (4) The lecturer explains the goal of today's material
- (5) 30 minutes for remedial mid-term test

(6) The lecture does apperception in a way ask to students:

(a) How have you seen the western movie, and have it analyzed and presented today so we can discuss it together?

b) Whilst-Teaching

(1) The lecturer asks several students in turn to present the results of the analysis of the movies they have made. the lecturer shares the results of the analysis carried out by the presenter with other students, so that other students can understand when the presenter explains their results and then discusses them together.

The presenter are:

(a) First, presentation from Shinta Nuriya the title of the movie that was seen and analyzed was Truth or Dare.



4.7 Shinta Nuriya presentation

(b) Second, presentation from M. Anwar the title of the movie that was seen and analyzed was Fast and Furious 1.



4.8 M. Anwar presentation

- (c) Third, presentation from Putri Selia Novianti the title of the movie that was seen and analyzed was The Twilight Saga Breaking Dawn Part 1



4.9 Putri Selia Novianti presentation

- (d) Last, presentation from Sufiah Suhrotul Wardah the title of the movie that was seen and analyzed was The School for Good and Evil.



4.10 Sufiah Suhrotul Wardah presentation

Based on the observations conducted above, it can be seen that the implementing of western movie was carried out in two meetings in the third semester. At the first meeting, the lecturer gave and explained what things were used to analyze movies, so it

was hoped that this would make it easier for them to analyze movies which would also be carried out at the next meeting. After that, the lecturer showed a movie entitled Maleficent: Mistress of Evil, but due to time constraints, the film could not be screened in full, so the screening only focused on the crucial points of the film. After watching the film, students were asked to express their opinion about the film according to the factors that had to be analyzed that had been given earlier. This is supported by the statement from Mrs. Lasmi Febrianingrum as a lecture in listening class in classes C and D in the direct interview was conducted on Wednesday, 2th November 2022

“The objective of watching a movie there has two activities that are watching a movie and then analyzing the movie. For the first watching movie, I give a short clip of a movie, some scenes in the maleficent movie because we do not have much time to watch all from the first minute to the end minute, so I take the short one, the main part that students can take and analysis. Before being given a movie, I asked students to look at the factor points or elements that must be analyzed so that they can make a narrative on how to analyze the film. After they watched the film, they tried to express the opinion of the students watching and they had the assessment rubric. So they gave an opinion, a statement for the movie based on the rubric. I confirmed what the students' opinions were lacking, and I asked the students to explain the essential parts of the movie that must be analyzed. Because movie analysis is not only about the content or how the story is but how the director prepares the characters, how they take the scene, and the cinematography, acting, lighting, music and sound that should be emphasized to students regarding movie analysis”¹

¹ Interview with, Mrs. Lasmi Febrianingrum, Listening Lecturer, direct interview on Wednesday, 2th November 2022

Besides, the lecturer also talked why she choose Maleficent: Mistress of Evil as a movie shown in class. She stated that:

“There is no certain reason. The first reason is Maleficent represents an adult same as the audience ages now. The second reason is about action, romance, drama, and fantasy, a maleficent is something like evil, but she has good behavior means that he can be humanism. She has feelings about how to treat humans even though she still has her black side but when she has to take care of humans, her natural behavior changes, not completely but at least there is a change. Also avoid things that smell of sexual abuse and are not worth showing.”²

Based on the statement above we can know that the lecturer choose Maleficent because in the movie there is a message that fellow living things must be able to treat other living things well. Hopefully, this can be applied by students who watch the movie.

At the second meeting, because at the first meeting, the lecturer had given them the task of analyzing the movies they watched according to the assessment rubric that they already knew. So at this second meeting, they only presented and discussed the results of their analysis. This is supported by the statement from Mrs. Lasmi Febrianingrum as a lecturer in listening class in classes C and D in the direct interview was conducted on Wednesday, 2th November 2022

”The second is to analyze the movie after students analyze the previous movie (maleficent). Then, I give challenge them to find out a movie that they like or watch, so I ask students to analyze the movies they have watched, western movies to be more precise. Then they have to analyze based on the content of the rubric that has been provided and I ask for the report in the form of an infographic, so it

² Ibid

will be more interesting to read, to be listened to and I ask students to make presentations to account for what they have analyzed. Then the discussion asks the audience or other friends to comment on what is there, what is lacking, what needs to be explained, what are the advantages of the film, and what are the advantages of the report that has been made. The main point is that students can teach themselves to listen to movies, what is clear is that western movies have become a tool to help them learn listening.”³

Based on the statement above that found, the main goal of implementing western movie as media in teaching listening is students can teach themselves and can help them to learn listening by use western movie.

The lecturer stated that the implementing of western movie for teaching in listening class is easy to apply. She stated that:

“Easy since the facilities are complete. I think it is easy, but the difficulty is the time, we do not have much time to play all the scenes in the movie because we have limited time, and then the facilities must support. If the facilities don't support it, in the end, we can't watch it optimally. During the class then watch it on our own cellphone, it's not good. That is why yesterday I was looking for a class that has an LCD.”⁴

Based on the statement above, the limited time for listening classes and facilities that do not support it make it difficult to the implementing western movies in class. The rest of the implementing of movies in listening class is easy. Hearing this answer, the researcher asked further: If, for example, using a whole movie and more time and supporting facilities, would it be even better, mam?

³ Ibid

⁴ Ibid

“Yes, we explore more. So we watch a western movie with subtitles, from there are many things we can explore. The first is about vocabulary there is scene A, scene A from that minute until that minute what vocabulary appears there. Do they understand without us telling them to find out in the dictionary? Because we are limited in time and at the RPS only two meetings, it's not enough, if we have there is a lot of time. Okay, today we directly watch the movie in the first meeting, then they have to grasp the vocabulary in the sense that before I give the movie, this is the vocabulary that we have to look for, but without checking in the dictionary. So there are many things that can be explored by watching movies, not just what we do. I still feel lacking because vocabulary also needs teaching by watching movies we can learn about vocabulary, and we can learn how our vocabulary they pronounced, so during the presentation of the movie, I always corrected how they pronounced words.”⁵

From the statement above, it can be seen that the application of implementing western movies in class is not only useful for the listening aspect but also for the vocabulary and pronunciation aspects. Because the use of subtitles in movies can be useful for increasing the vocabulary of students, and also students can know the correct pronunciation. So the implementation of using western movies has many benefits, not only for listening but also for students' vocabulary and pronunciation.

2. Students' and lecturer perceptions of implementing western movie as media in teaching listening in the third semester of TBI IAIN Madura academic year 2022-2023

In this part the researcher would like to discuss about students' and lecturer perceptions of implementing western movie as media for teaching

⁵ Interview with Listening Lecturer

in listening class. The researcher did interview to the students class C and D of third semester of TBI IAIN Madura academic year 2022-2023.

Perception have two types that are positive perception and negative perception. Based on direct interview that has been done on Wednesday, 2th November 2022, the researcher found the result of students' and lecturer perception of using western movie as media in teaching listening, the perception is quite positive.

a. The implementing western movie is good

Maulana Habib Hidayat said:

“Very good for students because learning is not complicated.”⁶

Ainul Yakin said:

“Is very nice that's make me more excited”⁷

Raynita Yulia Windayani said:

“I think the implementing western movie is good because it understands better than just audio. Is good because I prefer to use western movies because I like western movies.”⁸

Moh. Fahri said:

“I think it is very good, I really like western movie as listening learning media and I really excited about it.”⁹

Nuri Oktaviani Sakinah said:

“I think it' very good because apart from listening we can also describe what the movie is like. I prefer learning using movie because I will not get bored”¹⁰

⁶ Maulana Habib Hidayat, Student of TBI C class the third semester, Direct Interview, 2th november 2022

⁷ Ainul Yakin, Student of TBI C class the third semester, Direct Interview, 2th november 2022

⁸ Raynita Yulia Windayani, Student of TBI C class the third semester, Direct Interview, 2th november 2022

⁹ Moh. Fahri, Student of TBI C class the third semester, Direct Interview, 2th november 2022

¹⁰ Nuri Oktaviani Sakinah, Student of TBI C class the third semester, Direct Interview, 2th november 2022

Nor Hayati said:

“I like it because I like watching movies and the use of movies is very good.”¹¹

Novi Sofianti said:

“I think is good I really interesting because for me personally it is more interesting to use movie because I prefer to use western movie because I like it.”¹²

Siti Aisyah said:

“I think use movie is good”¹³

Shinta Nuriyah said:

“I think it’s good”¹⁴

Moh. Sholehuddin A said:

“Using western movies for listening class is good because it can develop our listening skill and I’m so interested.”¹⁵

Zulfa kamalia said:

“Its good because beside we can study to speaking English well, we can entertaint our self also and it is very interesting.”¹⁶

Wardatus shalihah said:

“I think listening classs using western movie is good”¹⁷

Siti nur fadilah

¹¹ Nor Hayati, Student of TBI C class the third semester, Direct Interview, 2th november 2022

¹² Novi Sofianti, Student of TBI C class the third semester, Direct Interview, 2th november 2022

¹³ Siti Aisyah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

¹⁴ Shinta Nuriyah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

¹⁵ Moh. Sholehuddin A, Student of TBI D class the third semester, Direct Interview, 2th november 2022

¹⁶ Zulfa kamalia, Student of TBI D class the third semester, Direct Interview, 2th november 2022

¹⁷ Wardatus shalihah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

“Very good because with the using western movie we can find out the contents of the movie that we have not watched and I like it”¹⁸

Putri selia novianti

“I think it’s good because it help me to improve my listening and speaking and very good for learning media”¹⁹

Sulfia suhrotul wardah said:

“I think about listening class western movie it’s great”²⁰

Toyyibah said:

“I think that is nice and interesting to studied because to give our knowledge media kinds of listening”²¹

From the data above can be seen that some students perception toward the use of western movie as media in teaching listening is good for them because it help them to learning listening. Not only students but the lecturer also think that the use of western movie as media in teaching is good for upgrading listening skill students and student can learn about visual like how to interact with others.

Mrs. Lasmi Febrianingrum as a lecturer said:

“Watching movie is good for upgrading our listening skills since we are trained to listen to any vocabulary in the movie, how the character speaks to other characters, how they make conversation, how they respond to each other, how the pronunciation is, how is the way they talk to each other like behavior, the eye contact, the body language, we learn a lot from watching movie so it is not only about auditory, but we also learn about visual like behave to

¹⁸ Siti nur fadilah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

¹⁹ Putri selia novianti, Student of TBI D class the third semester, Direct Interview, 2th november 2022

²⁰ Sulfia suhrotul wardah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

²¹ Toyyibah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

someone, behave to other characters and then how we respond to others, how they are pronouncing the word.”²²

b. The implementing of western movie is effective

Maulana Habib Hidayat said:

“More effective because things that are more fun and interesting are more understood by someone”²³

Nuri Elisiqomah said:

“Yes is more effective because it is more fun and interesting than mp3 audio which can only be heard.”²⁴

Raynita Yulia Windayani

“Is better effective using movie”²⁵

Moh. Fahri

“Yes effective, because listening use movie can show the visual of people that speak”²⁶

Nor Hayati

“Yes effective. Because with movi I can understand the speaking style and behavior of native speakers”²⁷

Nabila Dwi Mulyanti

“Yes it is more effective because with movies I can immediately see the style of speech from the movie.”²⁸

Rohmatul ummah

²² Interview with Mrs. Lasmi Febrianingrum, Listening Lecturer, direct interview on Wednesday, 2th November 2022

²³ Maulana Habib Hidayat, Student of TBI C class the third semester, Direct Interview, 2th november 2022

²⁴ Nuri Elisiqomah, Student of TBI C class the third semester, Direct Interview, 2th november 2022

²⁵ Raynita Yulia Windayani, Student of TBI C class the third semester, Direct Interview, 2th november 2022

²⁶ Moh. Fahri, Student of TBI C class the third semester, Direct Interview, 2th november 2022

²⁷ Nor Hayati, Student of TBI C class the third semester, Direct Interview, 2th november 2022

²⁸ Nabila Dwi Mulyanti, Student of TBI C class the third semester, Direct Interview, 2th november 2022

“Yes, it is more effective because besides being able to improve my listening skills, I can also tell the accent used by the movie player.”²⁹

Nani Prawati

“Yes ofcourse it is better use movie, because if just audio I must imagination and listen together.”³⁰

Rofidah Wahid

“Yes, I think using movie is more effective than just audio”³¹

Rian Rita Erfeandi

“Yes, I think using movies is more effective than just audio”³²

Novi sofianti

“For me is effective, because I can see the picture and some time there use translate.”³³

Sakiatun Darojah

“Is better effective using movie”³⁴

Siti Aisyah

“Yes more effective because I like watch and easily learning”³⁵

Shinta Nuriyah

“effective because I can watch”³⁶

Moh. Sholehuddin A

²⁹ Rohmatul ummah, Student of TBI C class the third semester, Direct Interview, 2th november 2022

³⁰ Nani Prawati , Student of TBI C class the third semester, Direct Interview, 2th november 2022

³¹ Rofidah Wahid , Student of TBI C class the third semester, Direct Interview, 2th november 2022

³² Rian Rita Erfeandi , Student of TBI C class the third semester, Direct Interview, 2th november 2022

³³ novi sofianti, Student of TBI C class the third semester, Direct Interview, 2th november 2022

³⁴ Sakiatun Darojah, Student of TBI C class the third semester, Direct Interview, 2th november 2022

³⁵ Siti Aisyah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

³⁶ Shinta Nuriyah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

“Effective, it can be exercise to increase our focus on audio while watching the movie”³⁷

Tarisa Wulandari

“Yes, very effective because with using movie also the student can more interest”³⁸

Zulfa kamalia

“effective, because we can more understand and getting the point of the conversation”³⁹

Toyyibah

“movie more effective than just mp3 audio because movie has a picture”⁴⁰

Wardatus shalihah

“I think using movie is more effective than just mp3 audio because we not only hear but also watch the actor and the actress”⁴¹

Siti nur fadilah

“Effective, because by watching we can see that plot and the picture”⁴²

Putri selia novianti

“I think it’s more effective if it’s easier to show a movie”⁴³

Sulfia suhrotul wardah

“Using western movie is effctive because we not only hears but also watch the actor and actres”⁴⁴

³⁷ Moh. Sholehuddin A, Student of TBI D class the third semester, Direct Interview, 2th november 2022

³⁸ Tarisa Wulandari, Student of TBI D class the third semester, Direct Interview, 2th november 2022

³⁹ Zulfa kamalia, Student of TBI D class the third semester, Direct Interview, 2th november 2022

⁴⁰ Toyyibah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

⁴¹ Wardatus shalihah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

⁴² Siti nur fadilah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

⁴³ Putri selia novianti, Student of TBI D class the third semester, Direct Interview, 2th november 2022

⁴⁴ Sulfia suhrotul wardah, Student of TBI D class the third semester, Direct Interview, 2th november 2022

Based on the data above, it can be seen that students' perception toward the implementing of western movies as media in teaching listening is effective because during the implementing of western movie, students can also use visuals so they can easily to learning listening.

c. The implementing of western movie is helpful

Tarisa Wulandari

“I think that’s helpful for student to practice the vocab with listen some movie, I’m agree if use movie and enjoyed too.”⁴⁵

From the data above it can be seen that Tarisa gave her perception toward the use of western movie as media in teaching listening is helpful for learning listening and also can make her to practice the vocabulary. This statement also supported by the lecturer, Mrs. Lasmi stated:

“After I hear that response regarding the movie, then I compared it with audio only. From the movie they can make the audio from the movie into reality means that students' have visual thing although then students do not understand the speaker's character but since there is a visual image there it is very helpful. That's why students can answer it well. From watching movies they are helped by visual images, so with the pictures in the movie it helps them to be able to answer.”⁴⁶

So the lecturer also thinks that the use of western movie is helpful for students because the movie has visual images, so it helps students to be able to answer.

⁴⁵ Tarisa Wulandari, Student of TBI D class the third semester, Direct Interview, 2th november 2022

⁴⁶ Interview with Mrs. Lasmi Febrianingrum, Listening Lecturer, direct interview on Wednesday, 2th November 2022

d. The implementing of western movie is interesting

Nuri Elisiqomah

“Interesting and fun because learning is not boring”⁴⁷

Nabila Dwi Mulyanti

“I really like it because it's very interesting and also fun”⁴⁸

Nani Prawati

“I am very interesting because I like western movie and my favorite movie is action.”⁴⁹

Rian Rita Erfeandi

“Apart from listening to it, it is more exciting, movies can also reveal the information we listen to in the image display of the movie. The use of western movie is more interesting and fun.”⁵⁰

Sakiatun Darojah

“I'm really interested because if we implementing movies it's clearer and I like western movies”⁵¹

Samsul arifin

“I think interesting implementing western movie because make our listening understand about the object language and use movie is more interesting.”⁵²

Rofidah Wahid

“It is more interesting because we can know what is being said by looking at how it is pronounced and I really like it.”⁵³

Based on the data above, the students said that the implementing of western movie as media in teaching is interesting because it makes studying fun and not boring, and also they can get information.

⁴⁷ Nuri Elisiqomah, Student of TBI C class the third semester, Direct Interview, 2th november 2022

⁴⁸ Nabila Dwi Mulyanti, Student of TBI C class the third semester, Direct Interview, 2th november 2022

⁴⁹ Nani Prawati, Student of TBI C class the third semester, Direct Interview, 2th november 2022

⁵⁰ Rian Rita Erfeandi, Student of TBI C class the third semester, Direct Interview, 2th november 2022

⁵¹ Sakiatun Darojah, Student of TBI C class the third semester, Direct Interview, 2th november 2022

⁵² Samsul arifin, Student of TBI D class the third semester, Direct Interview, 2th november 2022

⁵³ Rofidah Wahid, Student of TBI C class the third semester, Direct Interview, 2th november 2022

e. The implementing of western movie is fun

Rohmatul ummah

“ It's fun because I can learn listening plus with visuals and I prefer to use western movies”⁵⁴

Based on the data above, Rohmatul's perception of the use of western movies is fun because she can watch the visuals, not only the audio.

B. Discussion of Research

In this part, the researcher discuss the data that the researcher get about the researcher focus. Here the researcher discuss about the implementing western movie as media in teaching listening in the third semester of TBI IAIN Madura academic year 2022-2023 and the students' and lecturer perceptions of implementing western movies as media in teaching listening in the third semester of TBI IAIN Madura academic year 2022-2023.

1. The implementing western movie as media in teaching listening in the third semester of TBI IAIN Madura academic year 2022-2023

Based on the finding of the research above, found that the whilst-teaching of the implementing western movie as media in teaching in the third semester of TBI IAIN Madura academic year 2022-2023 are:

- a. The lecturer gives the material the elements that must be analyzed in the movie

⁵⁴ Rohmatul ummah, Student of TBI C class the third semester, Direct Interview, 2th november 2022

- b. The lecturer and students watch the western movie together. The title of the movie is Maleficent: Mistress of evil
- c. The lecturer asks students about their opinion about the movie they just watched; if there is a wrong opinion, the lecturer will justify it.
- d. The lecturer gave the task of analyzing western movie to the students, so the students must watch a western movie.
- e. The lecturer ask several students to present their task analyzing western movie
- f. The students presentation
- g. The lecturer ask to the audience to respond to the presenter, so they could discuss about that

Based on the teaching activity above, it can be seen that the lecturer gives material for analyzing western movies, and this makes it easier for students to do movie analysis. So that the results of the student analysis are structured and easy to understand. Because without guiding instructions or a rubric for analyzing movies, students will find it difficult to analyze. Because they only focus on storylines, analyzing western movie is not only about storylines but also about cinematography, sound, lighting, acting, and others aspects.

The data above shown that the researcher found the data suitable with the basic concept of teaching, according to H. Douglas teaching, which is implied in the first definition of learning, may be defined as showing or helping someone to learn how to do something, giving

instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is guiding and facilitating learning, enabling a person to learn, and setting the conditions for learning.⁵⁵

Based on the finding of the researcher, the use of a western movie entitled *Maleficent: mistress of Evil* is also in line with the theory of selecting the movie for teaching by Nouara⁵⁶:

- a. The teacher has to make sure that it has a pedagogical value, i.e. it can ameliorate and enhance the designed lesson.
- b. Then, the choice of a film depends on the content of the lesson, the learners' needs and the didactic aims which the instructor needs to accomplish.
- c. A film selection is also based on a number of matters like the availability of the film, the students' academic level, their linguistic level and previous cultural knowledge, and the length of the film.
- d. Films with complex topics or dense colloquial language should be avoided because they inhibit comprehension and even create discomfort and anxiety with students.
- e. In addition to this, because of different cultural backgrounds and values, films from the Western World may contain kinds of content which are inappropriate for our students or unacceptable

⁵⁵ Brown, *Principles of Language Learning and Teaching*, 8.

⁵⁶ Nouara Kharouni, 'Film as a Means for Teaching Civilization: Advantages and Challenges', *El-Tawassol: Langues et Littérature*, 25 (2019), pp. 264–265.

in our cultures like films containing scenes of violence, suicide, despair and sexuality.

- f. Learners understand better when films have strong story lines and easily recognizable main characters.
- g. Instructors avoid slow-moving films that contain frequent monologs and that require detailed background knowledge.

Based on the theory above, the selection of the film maleficent: mistress of evil fulfills several criteria, that is:

- a. The movie Maleficent has a good movie message, namely that we can treat other living things well. So it can improve the designed learning.
- b. Selecting movie according to the student's academic level and language level, searching for movie is also easy.
- c. Maleficent is not a movie with a complex topic
- d. Maleficent is not a movie that shows violence or sexual scenes, so it is suitable for use in listening classes.
- e. Maleficent also has a strong storyline and easily recognizable main character
- f. Maleficent is also not a slow-moving movie

So the implementing of western movies as media in teaching listening in the third semester of TBI IAIN Madura academic year 2022-2023 is great because the lecturer chooses the right media and western film titles. The implementing movies in class is easy when the facilities are adequate, such as having an LCD projector and speakers

so that the implementation of western movies as a learning media can be implementing optimally. Students are also enthusiastic about the implementing of western movies in class so they can have good final results from the teaching process or achieve goals from the implementing western movies as a media for teaching listening in the third semester.

2. The students' and lecturer perceptions of implementing western movies as media in teaching listening in the third semester of TBI IAIN Madura Academic year 2022-2023

The ability of the brain to translate a stimulus or process to translate a stimulus that enters the human senses is called by perception. In human perception there are different points of view in sensing. There are those who perceive that something is good or positive or negative perceptions that will affect visible or real human actions.⁵⁷ The emergence of a positive or negative perception all depends on how the individual describe all his knowledge about the object.⁵⁸

From the discussion above we can know that perception is ability or process in translating stimulus that enter the human sense by the brain. And there are two kinds of perception that are positive and negative perception that depends on how person describes the object according to their knowledge.

⁵⁷ Jayanti and Arista, "Persepsi Mahasiswa Terhadap Pelayanan Perpustakaan UJayanti, Fitri, and Nanda Tika Arista, 'Persepsi Mahasiswa Terhadap Pelayanan Perpustakaan Universitas Trunojoyo Madura', *Kompetensi*, 12.2, 207niversitas Trunojoyo Madura," 207.

⁵⁸ Shandi, "PERSEPSI MASYARAKAT TENTANG PERGAULAN BEBAS DI MASA PEMINANGAN," 14.

In this part, the researcher discusses the perception of the students' and lecturer perceptions of implementing western movies as media in teaching listening in the third semester. Based on the data that the researcher got from the interview the students' third semester classes C and D and the lecturer listening class have a different perceptions. The students' and lecturer perceptions of implementing western movies as media in teaching listening are:

a. The implementing of the western movie is good

The use of English movies to learn and teach English is always welcomed as they might have a positive effect on students' language learning.⁵⁹ Besides that, watching western movies also could give other advantages such as can keep students' interest in learning listening, improve students listening ability and also students can learn some new words and phrases used in English movies.

b. The implementing of the western movie is effective

According to Moh. Ramli By using learning media it will increase learning productivity because it will help the student for materials understanding quickly and make the learning process more be effective.⁶⁰ Based on the this theory, it was found a new finding from this research that the implementation of western movie as a media in teaching listening is effective for learning students.

c. The implementing of the western movie is helpful

⁵⁹ Waheeb S Albiladi and Fahad H Abdeen, "Learning English through Movies : Adult English Language Learners ' Perceptions" 8, no. 12 (2018): 1573.

⁶⁰ Ramli, *Media Teknologi Pembelajaran*, 2–3.

There are some advantages of using English movies in English teaching, such as can keep students interest in learning English, movie can improves students listening skill, movie can improve students speaking skill, movie can improve students pronunciation and movie can improve students vocabulary.⁶¹ From the statement, it was found in a new finding by the researcher that the implementation of western movie is helpful. It is included for improving students listening skills, improve students pronunciation, and students vocabulary.

d. The implementing of the western movie is interesting

The use of western movie is interesting because movie are a kind of audio-visual media so that they make lessons more interesting. It is related to movies can keep students interest in learning English.⁶² Audio-visual media in particular refer in teaching methods using both sight and Sound. Audio Visual can be divided into two types. The first, pure audio-visual media is sound and images in one unit, such as film, television and video.⁶³

e. The implementing of the western movie is fun

Used appropriately, English movies will help language learners develop their language in enjoyable and appealing ways.⁶⁴ Not only fun and also make students not bored when the learning process be held.

⁶¹ Sari and Sugandi, "Teaching English through English Movie: Advantages and Disadvantages," 14.

⁶² Ibid., 12.

⁶³ Surkapm and Viebrock, *Teaching English as a Foreign Language*, 212.

⁶⁴ Albiladi and Abdeen, "Learning English through Movies : Adult English Language Learners ' Perceptions," 1573.

So the students' and lecturers' perceptions of using western movies as media for teaching listening in the third semester of TBI IAIN Madura academic year 2022-2023 is all of students and lecturer have different perceptions, different opinions or different points of view, but all perception is positive perception. All the answers from students and lecturer using western movie are good, effective, helpful, interesting, and fun.