**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

* 1. **Research Findings**

In this research field, the researcher collected the data by doing interview and study documents. The details of classroom interview result were stated on the field note of the research in appendices. In addition, the researcher also captured the interview activities were taken by researcher. The objective of this research is to analyze the students and teacher perception about the advantages of TV series movie as media part in listening English subject. The researcher took all data relating students and teacher perception at the second grade students at SMK Istiqlal Delitua Medan. In order to make description clearer and easier to understand the researcher about students and teacher perception about the advantages of TV series movie as media part in listening English subject. It contains of the roles and materials used in listening English process. the data description as follow:

1. Data Display

Based on the interview to the English teacher about the advantages of TV series movie as media part in listening English subject in 9th May 2020, the researcher found some perception. The teacher said that the advantages of TV series movie as media part in listening English subject to improve students listening skill or uses at Istiqlal Delitua medan can works.

1. Teacher

**(The Researcher**) : ”*What do you think if one day TV series movie could be one of media part in listening English subject to improve students listening skill, is it works?”*

**(The Teacher**) : ”*Absolutely yes, moreover it can combine with listening repeating and acting. In fact TV series movie are not bored.”*

**(The Researcher**) : *“One day if TV series movie could be one of media part in listening English subject what genres do you choose?”*

(**The Researcher)** : “*I think young people genres.”*

**(The Researcher)** : “*What kinds the problems did you faced in*

*Teaching* *listening English subject at class?”*

(**The Researcher)** :”*The problems were having by school does not have facilities to support TV series of English learning process, such as laboratory and head set.*

*So it was difficult to apply at classical listening because the noisy sounds come from the out side of classroom interfere the students*”

From the statement above it can be concluded that in listening English subject the teacher said agreed to apply TV series movie as media part in listening English subject at class. The students would enjoy and relax in teaching process, but the school does not have laboratory yet. So, it was difficult to apply classical listening because the noisy outside classroom.

1. The students

Based on the interview on May 2020 the researcher described the students perception about the advantages of TV series movie as media part in listening English subject. Here are the explanations from the interview by using whatsapp group:

1. The researcher did the interview on Saturday, 9th May 2020 at 11.00 until 12.00 by using whatsapp group. Before the researcher join in the group that teacher and researcher created, the researcher asked the teacher permission privately. After that he allowed the researcher to join in the group doing interview.

These are students who gave positive answered did they ever have watched TV series movie.

**(The Researcher**) :*“Have you ever watched TV series movie ? such Riverdale, Game of Thrones and Supernatural?”*

**(NS)** :” *Yes, I am”*

**(LP)** : *“Yes”*

**(DN)** :”*Of course”*

**(TI )** :*”Yes, I am. But it was about animation”*

And here are students who stated never watched TV series movie.

**(SF)** : “*Never”*

**(DA)**  : “*Never, but I have ever watched Korean drama*

*series”*

**(ZH)** :” *I only prefer Movie rather than TV series”*

**(NS)** : “*Never”*

The next asked about what kind of TV series genres did they ever watched.

**(The Researcher )** :”*What kind of TV series genres did you ever*

*Watched”*

**(TI)** : *“every genres, but my favorite are comedy*

*And romance”*

**(DN)** *:”My favorite is romance, because it was mad me*

*Felt happy”*

And here are students claimed never watched TV series genres, but chosen movie.

**(ZH)** : “*Romance, because it was really impressed me”*

**(DA)**  : “I never watched TV series movie, but I love

Romance.”

**(SF)** : “*Animation, I guess.”*

**(NS)** :”*Action”*

Then, the researcher asked their perception about use TV series movie as media part in listening English subject and all of them gave positive statements. They felt it could improve their listening skill.

**(TI)** *:”I think that’s a good idea we get more information About abroad, and also relax us during school Activities”*

**(LP)** : “*That’s a good idea, we can more practice our listening skill and feel enjoyable”*

**(FR)** :” *I agree, because it could increase our skill, then it is the effective way to make students interest to learn listening more”*

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**(DN)** :*” I agree, and I think we should apply it right now,*

*So student could feel enjoyable and happy to learn listening more”*

**(NS)** :”*That’s a good idea, because we get more unfamiliar words and know how to pronounce it”*

**(SF)** *:” For me that’s a good idea because we know how to pronounce the good words and practice to translate words by watching and listening TV series”*

**(DM)** *:”That’s a good idea, Because of This method helps students learn inside or outside of class. And I think we could enjoyable with others”*

**(DN)** *:”That’s a good idea, because not only focus with books and others”*

the researcher asked students what kinds of media that Teacher gave to them in class for listening English subject. All of them gave positive statements.

**(FR )** *:”The teacher gave papers, books, printed sheets*

*And short video found on you tube by using Laptop and projector”*

**(TI)** *:”In teaching listening process the teacher gave students videos then showed by using projector”*

**(RF)** *:”Explains in front of class, after that plays music or short Story”.*

**(DN)** :”*Listened some music, wrote in books and saw teacher delivered the material”*

**(LP)**  *:“The teacher used books, but sometimes show videos by using projector”*

**(ZH)** *:”Used the material that found on the internet, then printed related to the topic”*

**(NS)** *: “Show couples of animation videos by using in*

*Projector”*

**(DA)** *: “Listened music together by using speaker at class.”*

Asked students perception about the advantages listened and watched TV series movie, all of them gave positive statements.

**(ZH)**  : “*For me, there are lots of advantages watched and*

*Listened TV series movie, such as get new vocabulary”*

***(*LP)**  *:”Got more information and interest to learn more”*

**(DN)**  *:”found new vocabulary and interested study more”*

**(SF)**  :”*Learned how delivered words, then know how to translate words by watching and listening TV series movie.”*

(DA) : “*Absolutely yes, because of TV series or movie made us got more information and know how pronounced different accents.”*

**(NS)**  *:” Made us mastering English more.”*

**(FR)**  : *“Found new vocabulary interested know western culture.”*

**(TI)**  : *“Got more information, increase our creativity to find out unfamiliar words.”*

And the last couples of students stated choose TV series rather than Movie.

**(TI)** *:”I prefer choose TV series rather than movie, it was made busy and found new vocabulary.”*

**(DN)**  *:”TV series, because it was mad me found new vocabulary more”*

**(ZH)** *:”TV series”*

Here are students who prefer choose Movie rather than TV series.

**(DA )**  *:”Movie”*

**(NS)**  *:”I prefer Movie”*

**(FR)**   *:”Movie”*

(LP) *:”I love watching movie and that’s my hobbies.”*

From the interview above the researcher concluded that The teacher states it was a good idea to apply TV series movie as media part in listening English subject because it could makes students enjoy and relax to learn English more. Couples of students stated TV series can be good authentic learning materials for listening skill, because they contain dialogues form highly proficient English speaker, which could contribute to an easier understanding of their pronoun.

The result of documentation that the researcher collected used students and teacher capture interview by using whatsapp group, because of Covid 19 Pandemic. The data that found from documentation as follow:

1. Teacher and Students Interview

In this research the students and teacher answered the question that researcher gave.

1. Based on the result of documentation, the researcher taken the data from students and teacher interview capture only by using whatsapp group and the result of the interview show there were many factors that made problem in TV series movie as media part in listening subject in Istiqlal Delitua Medan. The researcher divides into two:
2. The Teacher

Based on the interview, May 9th 2020 the teacher said that in listening English used there some faced problems.

*“Istiqlal does not have laboratory yet so it was difficult to apply listening classical, in the mean time noisy sounds comes from the outside of class and also English subject difficult to students got, then made them bored and give up. It depended on the teacher who just would to watching or listening it only”(Sir Budi)*

It means that the problem of the technique was comes from school its self, still does not have material needed. Then, the other problems come from students who made noisy sounds.

1. The Students

The students stated they got problems dealing listening, in fact they need to focus. After that it was made them difficult in the case of vocabulary. Then they were confused.

*“Foreign language is easier ,but sometimes I felt difficult memorized and got new words that I have been heard before”( DA)*

*“Sometimes foreign language would be difficult, because does not still understand and that’s way we need practice more”(SF)*

1. **Data Reduction**

In data reduction the researcher collected the data from the interview and documentation, The researcher summarized and focused on the important data that would be supported the researcher findings.

**(TI)**  *:”That’s a good idea. Furthermore, the students would get more*

*Information about abroad, and also improve they creativity to find out the material related to their hobbies”*

**(FR) :”***I totally agree with you, because the more interesting media would motivating student to improve their listening skill and find out new method”*

**(DN) :*”****I think that’s a good idea, and need to apply as soon as possible. Because to support students mastery English subject more and in fact it would make students easy to improve their skill”*

As stated in the data finding there are some positive statement supported TV series movie as one of media part in English subject especially from students.

1. **(TI)** stated by watching TV series movie would get more information about abroad, then improve their creativity to find out new method. It concluded by watching TV series movie allows students to access more information in listening.
2. **(FR)** stated the interesting media motivating them to learn English more, it explains probably by watching TV series are interesting and motivating because the students would feel entertaining, and probably they may see their favorite actor/actress or even idols. This statement supported by Van duzer (1998) “Selected English TV series, movies, advertising, could increase students’ motivation.”
3. **(DA)** stated it would supports students mastery English more and easily to improve their listening skill. It concluded by watching TV series movie can improve students listening skill easily and they can mastery English subject more, especially vocabulary knowledge and they can make their pronunciation and intonation better. This statement supported by Johnson (1956: 144) noted that watching movies in foreign languages give benefits for students, such as their ability in understanding spoken language increases, their pronunciation improves, they acquire new vocabulary, they can develop students’ self-expression ability, and they unconsciously adapt to language’s grammatical forms and sentence patterns in context.

From the data above students stated watching TV series movie and listening it can improve their listening skill, and knows about vocabulary knowledge more. and it concluded TV series are relevant media to apply at school.

*“The problems were having by school about the minimum facility*

*Of English learning process particularly to support the students*

*Listening. Then, the noisy sounds from the outside classroom interfere” (Mr. Budi)”*

*“I prefer movies, because TV series have lot of episodes and it would makes me difficult if not watch previous episodes”(DN)*

*“Movie more interested rather than TV series”(FR)*

1. **(Mr. Budi)** stated the problems were having by school about the minimum facility of English learning process particularly to support the students listening. In fact the school does not have laboratory and head set (facility), then also the noisy sounds from the outside of classroom interfere concerntration. It explains the school does not enough facilities to support TV series of English learning process at classroom.
2. **(DA)** stated she prefer chosen Movie rather than TV series, because have lot of episodes. It explains the students does not would waste her time and felt bored watched TV series.
3. **(FR)** stated Movie more interested rather than TV series. It explains she did not like TV series.

From the statement above it concluded TV series not relevant media part of English learning process, because couples of students stated did not like TV series and it would difficult to apply. In fact need several times to get significant result for students improve their listening skill by watching TV series. And the last the school does not enough facilities to support TV series of English learning and the noisy sounds comes from the outside of classroom interfere students concerntration. And it concluded TV series irrelevant to apply at school.

* 1. **Discussion**

In study finding, the researcher has discussed some theories concerning results interviews in SMK Istiqlal Delitua Medan, which has been observed and studied in many dimensions. The theories are discussed the result of data analysis. In order to justify the study finding, the researcher tried discussed the references to theories related to the advantages of TV series movie as media part in listening English subject.

1. The advantages of TV series movie as media part in listening English subject as suitable strategy in developing students’ ability in listening. The progress in developing students’ ability in listening through TV series movie was quiet convincing because this strategy could encourage the students’ enthusiasm, interest and motivated students to improve their listening skill. The research also supported by Yangting Wang (2014) with the title “The Effects of L1/L2 Subtitled American TV series on Chinese EFL students’ Listening Comprehension” has found the use of American TV series as media part has been advocated in listening process. Typically, TV series movie are very interested to be implemented to improve listening skill. Students have a lot of opportunity to practice listening by using TV series. Teaching listening through TV series can be enjoyable experience for students. In fact, the students can improve their listening skill after being taught by listening TV series technique.
2. The problems were having by school about the minimum facility of English learning process particularly to support the students’ listening skill. Then noisy sounds from the outside classroom interfere the students’ concerntration.