

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

The findings and discussion of this study are presented in this chapter. They are explained in order based on the research questions addressed. The first point describes about how the teacher implements the motion picture at Kebun Bunga Junior High School, Banjarmasin, Indonesia, the second point describe what the challenge of the use motion picture, and the last point describe about how the students response toward the use of motion pictures in English language teaching.

1. Implementation

To describe how the teacher implementation the motion picture in the classroom the researcher has observed teaching learning activities. Base on the result of the observation the researcher makes tabulation, those activities are tabulated such like mentioned below:

Table 4.1

Pre-activities		
No	Indication	Description
1	The teacher opens the lesson	<ul style="list-style-type: none">•The teacher greeted the students <i>“Good morning everyone!”</i>•The students greeted the teacher back <i>“Good morning sir”</i>

		<ul style="list-style-type: none"> •The teacher asked the students condition with question, <i>“how are you?”</i> •The students answered the teacher, the students said <i>“We are fine, how about you?”</i> •The teacher answered it <i>“I’m very good, thank you”</i>
2	The teacher prepare the students to get the lesson	<ul style="list-style-type: none"> •The teacher checked student attendance list name by name, from <i>Arbani</i> to <i>Yosdiva Fatimatuzzahra</i> •The students responded when the teacher has called their name by raising their hand •The teachers told the topic that they will discuss, the teacher said <i>“please open your book on chapter three, we will learn about present continuous tense!”</i> •The students took their book from their bag and then they followed their teacher order to open the book.

		<ul style="list-style-type: none"> •The teacher asked to the students “<i>what do you know presents continuous tense?</i>” •Almost of the students answered “<i>not yet sir</i>” •The teacher asked the students to pay attention seriously because they had not learned yet this lesson before.
3	The teacher prepare the tools to implement the motion picture	<ul style="list-style-type: none"> •The teacher asked some students to help him to set up the projector. •The teacher turned on his computer and connected the computer to the projector

Base on the table above the teacher does three sessions before implementing the motion picture. Firstly the teacher opens the class, secondly the teacher prepare the student to be ready get the lesson, and the last the teacher prepares the tools to implement the motion picture. The teacher invites the students to contribute in preparing to implement the motion picture.

Table 4.2

While-activities		
No	Indication	Description
1	The teacher explained the material before show the motion picture	<ul style="list-style-type: none"> •The teacher explained about present continuous tense, the teacher said <i>“presents continuous is one of tense, presents continuous is used for an event which going on now”</i> •The teacher wrote on the white board there are three types of sentence of present continuous, the first is positive sentence, its formula is <i>subject + am/is/are/ + verb + ing + object or complement</i>. The second is negative sentence, the formula of this sentence is <i>subject + am/is/are + not + verb + ing + object or complement</i>. The last is interrogative sentence, the formula of this sentence is <i>are/is + subject + verb + ing + object or complement</i>. •The teacher asked the students <i>“Do you understand what I explained?”</i>

		<ul style="list-style-type: none"> •The students were silent and the students were not answering the teacher
2	The teacher implements the motion picture	<ul style="list-style-type: none"> •The teacher asked the students to look at the LCD projector, and the teacher mentioned them to focus just on the LCD projector •The teacher played a motion picture by the projector •Some students talked with their classmate, they said “<i>Yeah..., we will watch a motion picture</i>” and some of them said “<i>Yes..., watching movie</i>” •The teacher asked the students to be calm when the motion picture was played and the teacher asked the students to do not talk with their classmate •The students followed the mention of the teacher, they were focus only on the motion picture •The teacher paused when the motion picture was showing its title “<i>Spring clean written by Andrew Clifford</i>”

	<ul style="list-style-type: none"> •The teacher said <i>“please see what Mr. Bean is doing”, “you should remember what Mr. Bean is doing because in the last of this lesson I will give you exercise!”</i> •The teacher written on the white board <i>“what’s happening? And what’s going on?”</i> •The teacher asked the students <i>“do you know what that text means?”</i> •The students answered <i>“we do not know sir!”</i> •The teacher explained that what’s happening is abbreviation of what is happening, and what’s going on is abbreviation of what is going on, you can combine subject and to be with comma to abbreviate it, happening is form of happen + ing, and going is form of go + ing, that words have same meaning in bahasa “sedang terjadi”. •The teacher asked the students <i>“so, what is the complete meaning of the texts?”</i>
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	<ul style="list-style-type: none"> •Some of the students answered in bahasa <i>“apa yang sedang terjadi?”</i> •The teacher said <i>“that right”, “okay, next please watch the motion picture again!”</i> •The motion picture showed two butterflies are flying •The teacher stopped the motion picture than the teacher asked the students <i>“what is happening?”</i> •The students answered <i>“butterflies are flying”</i> •The teacher asked the students <i>“why does the text use word butterflies?”</i> •The students answered <i>“because there are two butterflies sir”</i> •The teacher said <i>“yes, you are right”, ”when the subject is plural, it means more then one, we have to add s or es on the last of that word, in English it is called plural noun and you have to use are as their to be, you must not use is, so far do you understand?”</i>
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		<ul style="list-style-type: none"> •The students answered “yes, <i>understand sir</i>” •The teacher played back the motion picture, the motion picture showed two birds are singing, then the teacher asked the students “<i>what’s going on?</i>” •The students answered “<i>birds are singing</i>” •The teacher said “<i>okay, great answer!</i>” • After that the motion picture showed Mr. Bean is sleeping, the teacher asked the students “<i>what’s happening?</i>” •The students answered “<i>Mr. Bean is sleeping</i>” •The teacher asked again “<i>why do you use is on sentence of Mr. Bean is sleeping?</i>” •The students answered “<i>because Mr. Bean is not more then one</i>”
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	<ul style="list-style-type: none"> •The teacher said <i>“that’s right, the sentence use is as its to be because Mr. Bean is alone, it makes Mr. Bean as singular noun”</i> •The teacher played back the motion picture, it showed to the students Mr. Bean is looking out of the window then the teacher asked the students <i>“what is going on?”</i> •The students answered <i>“Mr. Bean is looking out of the window”</i> •The teacher asked <i>“what is the meaning of looking out of the window?”</i> •The students answered <i>“melihat keluar dari jendela”</i> •The teacher said <i>“okay, not bad, but the perfect meaning in bahasa is “melihat keluar jendela”, “do not translate word “of” to bahasa become “dari” because it will make different meaning and it is just preposition, you have to remember it!”</i>
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	<ul style="list-style-type: none"> •The students replied “yes, sir!” •Next the motion picture showed Mr. Bean is checking the calendar after that the teacher asked the students “<i>what is he doing now?</i>” •The students replied “<i>Mr. Bean is checking the calendar</i>” •The teacher asked the students “<i>what is he doing now?</i>”, the motion picture showed Mr. Bean is looking around his room. •The students replied “<i>Mr. Bean is looking at his room</i>” •The teacher said “<i>okay, good</i>” and “<i>what is the meaning of Mr. Bean is looking at his room?</i>” •<i>The students replied “Mr. Bean sedang melihat kamarnya”</i> •The teacher asked the students “next, what is he doing now?” •The students replied “Mr. Bean is cleaning the floor”
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		<ul style="list-style-type: none"> •The teacher said “<i>okay, good answer</i>”, then the motion picture showed Mr. Bean is washing the toilet, the teacher asked the students “what is he doing now?” •The students replied “<i>Mr. Bean cleaning the toilet</i>” sir •The teacher stopped the motion picture and said “<i>okay, great!, next I want you apply pronoun, when I ask you what is he doing now, you should answer it “he is.....”, do you still remember about pronoun ?</i>” •The students said “<i>yes sir, we still remember it</i>” •The teacher asked “<i>can you mention it!</i>” •The students replied together “<i>I, You, They We, She, He, It</i>” •The teacher continued the motion picture then the motion picture show Mr. Bean is looking at his laundry, the teacher asked the students “<i>what is he doing now?</i>”
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	<ul style="list-style-type: none"> •The students replied “he is looking at his dirty clothes” •The teacher asked the students “<i>what is its meaning in bahasa?</i>” •The students said “<i>dia laki-laki sedang melihat pakaian kotor</i>” •The teacher said “<i>okay, not bad, but you have forgotten “his”, it is possessive pronoun and it has meaning “kepunyaannya”, so the perfect meaning of the sentence is “dia sedang melihat pakaiannya kotornya”, any question about possessive pronoun?</i>” •The students replied “no, sir” •The teacher asked the students “can you mention all of possessive pronoun!” •The students mentioned possessive pronoun together “<i>my, your, their, us, her, his, its</i>” sir •The teacher said “<i>good job!</i>” then the teacher played back the motion picture and the motion picture showed Mr. Bean is putting his
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		<p>laundry in the washing machine, the teacher asked the students “<i>what is he doing now?</i>”</p> <ul style="list-style-type: none"> •The teacher replies “<i>he is putting his dirty clothes in the washing machine</i>” •The teacher continued the motion picture then it showed Mr. Bean is hanging his clothes outside the house, the teacher asked the students again “<i>what is he doing now?</i>” •The students replied “<i>he is hanging his clothes</i>” •The teacher played back the motion picture and then the motion picture showed Mr. Bean is cutting the bag, so the teacher asked the students “<i>now, what is he doing?</i>” •The students replied “<i>he is cutting the plastic, sir</i>” •The teacher asked the students “<i>now, what is he doing?</i>” when the motion pictured showed Mr. Bean is looking in the mirror
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	<ul style="list-style-type: none"> •The students replied “hi is looking in the mirror” •The teacher said “okay, good”, for the next the motion picture showed Mr. Bean is dusting the eggs then the teacher asked the students “<i>what is he doing?</i>” •The students replied “<i>he is dusting the eggs, sir</i>” •The teacher said “okay, very good”, the teacher continued the motion picture after that the motion picture showed Mr. Bean is dusting his doll, so the teacher said “<i>this is the last question, after this question I will give you exercise and you should answer that alone</i>” the teacher asked the students “<i>what is he doing now?</i>” •The teacher answered the teacher fervently “<i>he is dusting his doll</i>” •The teacher said “<i>okay, nice!</i>”
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Base on the table above in while-activities the teacher does two sessions, firstly the teacher explains the material before playing the motion picture, and secondly the teacher shows the motion picture as English teaching media. The teacher communicates with the students by questioning and answering, the teacher also gives the students feedback when they replied the teacher question.

Table 4.3

Post-activities		
No	Indication	Description
1	The teacher invite the students to follow the quiz and the teacher ensures the students understanding	<ul style="list-style-type: none"> •The teacher paused for playing the motion picture and the teacher said <i>“I am going to test your understanding about present continuous tense!”</i>, then the teacher asked the students <i>“what is the formula of present continuous tense?”</i> •The students replied it together <i>“Subject + to be + verb ing + object / complement”</i> •The teacher said <i>“that is right”</i>, <i>“okay, next I am going to ask you for guessing what the motion picture is showing”</i>, <i>“are you ready?”</i> •The student replied <i>“yes, sir”</i>

2	<p>The teacher starts the quiz by using motion picture as the media</p>	<ul style="list-style-type: none"> • The teacher choose a students and the teacher said <i>“Nazwa , I want you to guess what the motion picture show, please watch the motion picture !”</i> then the teacher play back the motion picture, it showed Mr. Bean is vacuum his living room • Nazwa answered <i>“He is cleaning his room”</i> • The teacher said <i>“good, nazwa!”</i>, <i>“the next is Fajar, okay fajar you should guess what the motion picture show like Najwa has done!”</i> the motion picture showed Mr. Bean is looking for his doll • Fajar answered <i>“He is looking for his doll”</i> • The teacher said <i>“Very good Fajar “</i>, <i>“The next is Dita!”</i> The motion picture showed Mr. Bean is checking the list • Nordita answered <i>“He is checking his list”</i>
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		<ul style="list-style-type: none"> • The teacher said “Okay, very good, <i>“for the next who want to try for guessing what the motion picture show?”</i>” • Anissa raised her hand and she said <i>“I want to try it sir”</i> • The teacher said “<i>okay, Aniss it is your turn</i>” The motion picture showed Mr. Bean is arresting the spider on his bath by using vacuum cleaner • Anissa answered “<i>his is cleaning his bath</i>”\ • The teacher said “<i>okay, not bad annisa</i>” and the teacher asked the students “<i>who is the next?</i>” • Maulia raised her hand and she said <i>“I’am, sir”</i> • The teacher said “<i>okay, maulia time is your!</i>”, the motion picture showed Mr. Bean is preparing his bath because he will be taking a bath • Maulia answered “<i>He is filling his bath with water</i>”
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		<ul style="list-style-type: none"> •The teacher said <i>“very good, maulia”</i> •Hibran raise his hand and he said <i>“I want to be the next, sir”</i> •The teacher said <i>“okay, hibran”</i> the motion picture Mr. Bean is taking a bath •Hibran answered <i>“he is taking a bath”</i> •The teacher said <i>“who want to be the last?”</i> •Putri raised her hand and she said <i>“Me, sir!”</i> •The teacher said <i>“okay, Putri”</i> the motion picture showed Mr. Bean is playing soap with his doll •Putri answered <i>“he is playing soap”</i>
3	The teacher asked the students to example about the material	<ul style="list-style-type: none"> •The teacher said <i>“okay, very good Putri”, “the quiz has finished, for the students who have not guessed the quiz, I want you to make a sentence of present continuous tense, and I give you five minutes to make it start from now!”</i>

		<ul style="list-style-type: none"> • The students followed the order of the teacher • The teacher said “<i>the time is up, so please collect your papers here!</i>” • The students collected their papers
4	The teacher conclude by repeating the explanation and the teacher closes the class	<ul style="list-style-type: none"> • The teacher said “<i>before I close our lesson today, I want to summarize the topic, present continuous is used to describe an action is happening now or at the moment, and once again I mention the formula of present continuous the first is positive sentence , it has formula subject + to be + verb ing + object or complement , the second is negative sentence , it has formula subject + to be + not + verb ing + object or complement for example she is not watching film now, and the last is interrogative sentence, it has formula to be + subject + verb ing + object or complement + question mark</i>”, “do you understand ?” • The students replied “yes, sir”

		<ul style="list-style-type: none"> • The teacher said “<i>okay, enough for today, do not forget you should always learn at home if you want to expert in English, wassalamualaikum wr.wb</i>” • The students replied “<i>yes, sir</i>” “<i>walaikumsalam wr.wb</i>”
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Base on the table above the teacher does four session in post-activities, firstly the teacher notice rules of the quiz, secondly the teacher implement the quiz by using motion picture as its media, the third the teacher test students understanding by making the example of the material, and the last the teacher concludes the topic by repeating the explanation before the teacher close the class. The teacher also gives feedback when the students can guess the quiz.

2. Challenge

To describe what the challenge of the use motion picture, the researcher interviewed the teacher to know the challenge. The interview is done by the researcher after the researcher has finished the observation. The researcher also combined the result of observation and the result of interview of the teacher to get it completely. Those are the result of interview with the teacher like mentioned below:

1. The teacher explained that he used the motion picture as English teaching media because his students are still young learners and he considered that young learners do like to watch motion picture but he have to choose the

motion picture which has education value especially in English course.

The teacher also explained if we want to use motion picture as English teaching media, we have to ensure our students not only watch the motion picture without getting benefit of that motion picture.

2. The teacher explained that when he used motion picture in the classroom, his students gave good response and they become more enthusiasm to pay attention the lesson. The teacher also explained the students become more active to answer the questions that had given when he used motion picture in teaching English.
3. The teacher mentioned there are some different when he used and when he did not use the motion picture in teaching English. Firstly the teacher felt that the students was easy for understanding the material but when the teacher did not use the motion picture the students would understand the material slowly. Secondly the teacher felt that the students more focus to learn in the classroom, it will be deferent when the teacher did not use motion picture in the classroom, the students will not be focus to learn, a lot of them will talk with their classmate, and other will be busy to do activity that did not relate to the lesson. The last the teacher explained that when he had been using the motion picture to teach English, the students will be able to finish exercise which has given by the teacher and almost students finished the exercise correctly but it will be different if the teacher do not use motion picture.
4. The teacher mentioned there are some strengths of the motion picture. Firstly, motion picture is a media which we can get it easily and we can also get it freely. Secondly, as a media, motion picture has complete

feature such as picture and sound. The last motion picture can make the students enjoying their lesson and the motion picture will not make them bored.

5. The teacher explained the challenge of the use motion picture, the first, sometimes he is confused for managing the time, because before he play the motion picture, he have to give the students explanation about the lesson, he have not play the motion picture without explanation. Secondly, he have to be able to organize the students, the motion picture must not make the students happy without understanding its goal. Thirdly, when he use motion picture he have to find exercise that related to the motion picture, motion picture must be not useless, and it must not become only entertainment for the students. The last, problem technical will be the challenge to use the motion picture, the teacher can't use the motion picture when the LCD Projector is getting trouble, sometimes the teacher can't use the motion picture when he forget to bring the sound system, and when electricity was off.
6. The teacher claimed that his students more active to response the question that is gave by the teacher and the students score was high after they learn by using motion picture. The motion pictured also increase spirit of the students for learning English. The teacher also claimed that not the students are going to feel comfortable when the motion picture is used as English teaching media and the students will be easy to finished tasks in the classroom.

Base on the teacher explanation above the teacher claims that those are time management, it means that for implementing motion picture as media the teacher should plan time to make motion picture sending its goals to the students, the next is student management, it means the teacher should be able to organize the students and the situation in the classroom, because it will influence understanding of the motion picture. Looking for task or exercise that related to the motion picture is the third of the challenge, the teacher claim it is not be easy if the teacher give exercise that not related to the motion picture, it will make motion picture useless. The last challenge is problem technical, it will be important to implement the motion picture because the motion picture will not be implemented without support tools such like LCD projector, sound system, and electric installation.

3. Response

To describe how the student response toward the motion picture in learning, the researcher had taken questionnaire of the students. The questionnaire had taken by the researcher after the teacher just finished teaching the students by using the motion picture. There are twenty four students who answered the questionnaire, the result of the questionnaire like mentioned below:

1. There are twenty two students who like motion picture and there are two students who do not like motion picture.
2. There are nineteen students who fell there is difference between using and not using motion picture as English teaching media and there are five students who do not fell it.

3. There are twenty students who understand the material by using motion picture as English teaching media and there are four students who do not understand it.
4. There are nine students who claim there is difficulty to understand the material by using motion picture and there are fifteen students who do not claim it.
5. There is a students who claims that the teacher often use motion picture as English teaching media and there are twenty three students who claim that that the teacher often use motion picture as English teaching media.
6. There are twenty students who claim that motion picture helped them to understand the lesson and there is a student who does not claim it.
7. All of the students claim that they like motion picture when the teacher use it as English teaching media
8. There are twenty one students who say that the can finish the exercise after they watched motion picture and there are four students who cannot do it.
9. There are twenty three students who claim that getting good score after the teacher used motion picture as English teaching media and there area there students who claim that they got bad score after the teacher has used motion picture as English teaching media.
10. There are nineteen student who still want to learn English by using motion picture and there are five students who do not want it.

B. Discussion

1. The implementation of motion picture

Base on the finding above, the teacher implements the motion picture as English teaching media in the classroom correctly. The teacher does three stages to implement the motion picture. The stages are pre-activities, while-activities, and post-activities. The first stage is pre-activities, on this stage the teacher does some steps such like the teacher opens the class, the teacher prepares the students to get the lesson and the teacher prepares the tools to playing the motion picture. The second stage is while-activities, on this stage the teacher does two steps such as the teacher explains the material before playing the motion picture and then the teacher plays the motion picture. The last stage is post-activities, on this stage the teacher does four steps such as the teacher closures understanding of the students by asking them, the teacher give the students quiz by guessing what the motion picture is showing, the teacher asks the student to make example of material on their papers, and the last the teacher conclude the lesson by repeating explanation then the teacher closes the class.

To implement the motion picture correctly, the teacher combined both the motion picture and explanation. The teacher chose motion picture which related to the lesson, in order to make the students ware easy to understand their lesson. The teacher also chose the motion picture that has familiar character like Mr. Bean because almost students know how Mr. Bean because is, and it also makes the student enjoyed to watch the motion picture. When the teacher gave the students quiz by using motion picture, they have answered the quiz enthusiastically. In the last season of the meeting the teacher asked the students who were not guessed the quiz to make a sentence of present continuous tense

then they have to collect it to the teacher. When they had collected their papers, the teacher control the papers and the teacher find that almost students papers are correct, so it indicated the motion picture which was implemented by the teacher had helped the students to understanding their lesson.

After analyze the finding above, the researcher claims the steps of implementation of motion picture for answering the research question number one are firstly, the teacher give introduction of the lesson before playing the motion picture, secondly, the teacher asked the students to prepare their learning tools such like book and pen, thirdly the prepare the equipment to show the motion picture, fourthly, the teacher play the motion picture and the teacher add explanation when he was implementing the motion picture, fifthly, the teacher asked the students to know their understanding by guessing the motion picture, sixthly, the teacher asked the students to write the example of the material which the teacher has explained, and the last, the teacher concluded the lesson.

2. Challenge of using motion picture

Base on the finding, there are some challenge for implementing the motion picture, the teacher explain that the teacher have to add explanation when he was implementing the motion picture, the teacher needs managing the time when he implementing the motion picture in the classroom, the teacher have to organize the students when he was playing the motion picture, and the last the teacher have to ensure the equipment to implement the motion picture is available. The teacher conclude that for using the motion picture as English teaching media, he has to handle the challenge, that challenge are explanation to make the motion picture clearly, managing time to implement the motion picture

to make it well done, and the last organizing the students to direct situation in classroom.

After analyze the finding above the researcher claim there are four challenges to implement the motion picture in classroom and they also answer research question number two. First challenge is time management, it means the teacher has to manage time if the teacher implement the motion picture in order to give clear understanding to the students, second challenge is the teacher has to manage students in order to the student can focus to watch the motion picture and in order to the students can get the goals of the motion picture. The third challenge is the teacher has to choose motion picture which related to the topic, the teacher cannot send goals to the students if the motion picture is not related to the topic. The last challenge that is also important is problem technical, the teacher has to ensure the tools are available to implement the motion picture and there is no trouble when the teacher will use them. Electricity is the most important to support implementation of motion picture if the electricity is off the teacher cannot implement the motion picture.

3. Students response toward the use of the motion picture

Base on the finding above they are a lot of the students who like motion picture as English teaching media, a lot of the students claim that motion picture help them to understand the lesson, a lot of the students claim that there is positive effect that they felt when learning English by motion picture such like they will be more easy to understand the topic by using motion picture, and the last a lot of the students still want to learn English by using motion picture.

Detail of the number students who response toward the motion picture like mentioned below:

1. Twenty two students like motion picture and two students do not like motion picture.
2. Nineteen students fell there is difference between using and not using motion picture as English teaching media and five students do not fell it.
3. Twenty students understand the material by using motion picture as English teaching media and four students do not understand it.
4. Nine students claim there is difficulty to understand the material by using motion picture and fifteen students do not claim it,
5. A students claims that the teacher often use motion picture as English teaching media and twenty three students claim that that the teacher often use motion picture as English teaching media.
6. Twenty students claim that motion picture helped them to understand the lesson and a student does not claim it.
7. All of the students claim that they like motion picture when the teacher use it as English teaching media.
8. Twenty one students say that the can finish the exercise after they watched motion picture and four students cannot do it.
9. Twenty three students claim that getting good score after the teacher used motion picture as English teaching media and three students who claim that they got bad score after the teacher has used motion picture as English teaching media.
10. Nineteen students still want to learn English by using motion picture and five students do not want it.

After the researcher analyze the finding above the researcher conclude that almost all of the students give good response toward the motion picture as English teaching media and the students response it positively. The researcher claim that almost students can feel benefit of the use motion picture as English teaching media although there are some students who give negative response toward the use of motion picture and claim that they do not get the benefit of the using of motion picture. However it means the motion picture brings positive response to the students of Kebun bunga junior high school