CHAPTER 4

FINDINGS & ARGUMENTS

There are four sequences about research finding, interview, documentation, and discussion. The discussion will be related from the theories discussed in previous chapter.

4.1. Findings

In this chapter, the researcher will describe about the finding of data during the process of collecting data. The data collection technique will use interview, documentation, and coding the data.

4.1.1. Field Note Observation

The first data collection technique is field note observation. This data collection was conducted on April 12, 2019. First of all, researchers attending a discussion of the movie which requires a goodly many participants. This movie requires two discussion sessions. The first session was watch a short movie and afterwards discuss how the participants responses on the movie. Then, the participants were given an exercise game reserved by the hosts and then observe the questions from the screen. Until the next session, the participants do the same thing as the previous session. Only the difference is just the difference in content.

The second is this research was conducted on 01 to 02 July 2019. This observation consists of two participants. Observations with participant A was conducted on 01 to 02 July 2019 and participant B is done enough for a day on July 01, 2019. The place where the observation is through a social app through chat. Application usage because of the problem conditions and bustle participants to be a factor users. The observation is done at night for the first day and the second day is the afternoon time.

Table 4.1

Rewrite Field Note Observation

Place	Date	Time	Participant	Day	No	Note
All Participants (Movie Discussion)	April 12th, 2019	10.39 a.m. - 15.00 p.m.	All	1	1	Participants compete to explain the essence of the movie is in the discussion of the movie.

Place	Date	Time	Participant	Day	No	Note
Participant A (via LINE)	July 01st, 2019	18.30 p.m. 18.35 p.m.	A	1	1	Participants were unwell and given the busy organizations that rely on chat.
Participant B (via LINE)	July 01st, 2019		A		2	Participants were exhausted and could not continue on the first day
			B		3	Participants there that freely and there were likely to continue from the topic.
			A & B		4	Participants particularly enjoyed the use of the discussion of the movie.
			A & B		5	Participants having trouble at the time of synchronize movie and content.
			A & B		6	The participant gave the tasks and practice of the results of the instruction. Sometime misunderstood
			A & B		7	Participants choose a theme or topic from the movie that would

						be screened and consider the content of the movie.

4.1.2. Interview

Interview is used in this research with depth interview using the structure interview. The Interview was related with the participants. The participants is the students in Islamic University of Indonesia with the major of English Language Education since 2016. The result of the questions of the interviews.

For Example of interview questions

When did you use your tasks/activities during movie discussion?

How the difficulting of selected of movie?

4.1.3. Documentation

Documentation data obtained from observations. The type of observation uses a taking pictures, video recorder, and screenshots. The researcher conducted took pictures, video recorder, and screenshots were only used during movie discussion sessions. The existence of this tool is to get the authenticity, validity, and reliability of the data.

4.1.4. Proposition

In this section, researcher give an initials into the grouping in accordance with category and elaborated in more detail. So that some categorizes can easy to determine which parts are intended.

Table 4.3

Proposition Matrix

Subject	Concept	Component	Interview questions
Task based language teaching	Nunan (2010), Ellis (2009), Ellis (2003)	• Meaning-focused activities	• When did you use your tasks/activities during movie discussion?
Movie discussion	National Agency For Education (2001), Ronnberg (2006), Ohlin-Sheller (2006), Trost (2005), Chaudron (1995), Gunter and McAleer (1997)	• Thoughts about movie • Amusement • Using media and movie • Difficulties of selecting movie	• What is the thought about the utilize of motion picture movie discussion in task based language instruction? • How you used movie as task-based language instruction? • How was the difficulties of selecting movie? • What is your statement as a student can get from movie discussion?

This finding shows that in term of task-based language teaching implementation movie discussion is perceived in positive way by the students. For example, in terms of the meaning-focused activities that the student said that using the tasks when practice and production phase, also using *kahoot* as assessment. There are 10 questions with 4 choice answer.

4.1.5. Marking

Marking is a process of entering some evidences in categories based on themes and codes used. Based on the themes above, researcher create a

system of coding and categorization from the field note observation, interview, and documentation.

Table 4.3

Marking system from data collection

Data Origin	Marking Sample	Hint
Interview	I1/A/MF/11	'I1' for (to begin with meet) implies the information is gotten from to begin with meet. 'A' is the criteria, which is the truncation from Meaning-focused exercises. '11' implies the information is gotten from the meet day 1.
Field Note Observation	FO/B/MF/1	'FO' for (field note observation) implies the information is gotten from field note perception. 'B' is the criteria, which is the truncation from Meaning-focused exercises. '1' implies the information is gotten from perception day 1 (motion picture dialog).
Documentation	TP/UM/1/08.53	'TP' (taking picture) means the data is obtained from taking picture. 'UM' is the criteria, which is the abbreviation from Using media and movie. '1' means the data is obtained from observation day 1 (movie discussion). In day 1, '08.53' means the time in take a picture.

4.2. Arguments

This section will discuss about the researcher lays out and analyze from data that has been obtained. The elaboration and analysis can be seen in the categories below.

4.2.1. Task based language teaching

- Interview

a) Meaning-focused activities

Meaning focused activities or communication when they mentioned students' speaking for a purpose, problem-solving and contextualization.. Below is the data that has been obtained from the interview.

(Participant A) "I use my tasks when **practice and production phase**. I use **Kahoot** as assessment. There are 10 questions with 4 choice answer. After that, I began with classroom discussion" (I1/A/MF/12)

(Participant B) "When **I have spare time**. Sometimes I noted the vocabulary that I don't know and then translate it." (I2/B/MF/12)

From the interview (I1/A/MF/12) the use of the most appropriate task according to participant A was during the practice and production phases. Next, participant A just uses the kahoot application to answer every question that has been listed. After the session, the discussion is just starting. Meanwhile, the use of the task that is most appropriate according to the participants B (I2/B/MF/12) are in a moment of leisure or leisure after the discussion of the movie. Sometimes, Participant B noted what is not to understand the vocabulary of the given task and translate the task.

Those statements is a line to the theory task based language teaching by Nunan (2010) mentions that a significant figure within the field of task-based language teaching and argues that the focus of language teaching should be on creating opportunities of through Kahoot, which allow students to engage in giving the tasks above that are communicative and meaning focused. The Engagement from the statement of Participant A that task-based dialect instructing alludes to educating remote dialect that finds to lock in learners in interactionally true dialect utilize by having them perform a arrangement of assignments. This strategy had characteristic learners-centred and the errand served as the implies for accomplishing normal utilize of dialect (Ellis, 2003).

- Documentation

From the results of observations, as is evident from the results of a image below.

Image 4.1 The Activities of Movie Discussion (TP/MF/1/08.53) and (TP/MF/1/10.19)

- Field Note Observation

This finding has been proven through the results of the observations.

Excerpt of field note observation FO/A/MF/D1/6 and FO/B/MF/D1/6

Participant	Day	Line	Note
A & B	1	6	The participant **gave the tasks and practice** of the results of the instruction. **Sometime misunderstood**

4.2.2. Movie discussion

- Interview

a) Thoughts about movie

Thoughts about movie is generally sometime is an easy solution for meeting or discussion, but this is important to change the idea. Below is the data that has been obtained from the interview.

(Participant A) "Provide speaking activities in context. **Movie discussion allow student to interact each other**." (I1/A/TS/02)

(Participant B) "**To attract the attention and interest of learners** in learning languages using a movie discussion." (I2/B/TS/02)

From the interview (I1/A/TS/02) in the use of the movie that was stated Participant A can be used in providing the activity of speaking in terms of the context. In movie discussion, could also give the students to interact with each other. Furthermore, in the use of the movie that was stated participant B (I2/B/TS/02) can be used to attract the attention and interest of students in language learning using a discussion of the movie.

Those statements is a line for the theory of NAE (2001) mentions that with through watching a movie together can provide an absolutely starting point for conversation and reflection about important issues in life.

- Documentation

    From the results of observations, as is evident from the results of a image below.

Image 4.2 The Engaging Moment in Movie Discussion

(TP/TM/1/10.59 – 15.00)

- Field Note Observation

This finding has been proven through the results of the observations.

Excerpt of field note observation FO/A/TM/D1/8 and FO/B/TM/D1/8

Participant	Day	Line	Note
All Participant (Movie Discussion)	1	1	Participants **compete to explain the essence of the movie** in movie discussion.

b) Amusement

- Interview

Amusement is within the motion picture setting is some of the time respected as profitable instructing fabric and at other times as it were utilized for beguilement or as a time-filler. Underneath is the information that has been gotten from the meet.

(Participant A) "Great sources very contextualized with the daily life. Also the watching movie is **very fun learning**." (I1/A/A/06)

(Participant B) "Movie is **very interesting to learn language**, why? Because movie has an **interesting genre, such as comedy, action, fantasy, detective, horror, etc**. What else movie has visual. Therefore, the movie **can be easy in learning language** with add English subtitle if any." (I2/B/A/06)

From the Interview (I1/A/A/06) Participant A said that the results of the study through seeing the movie that has a source that is large enough in terms of contextual in everyday and by seeing the movie can make learning more fun. Yet, Participant B (I2/B/A/06) said that the movie is very interesting for Language learning. In fact, the movie has many genres that are interesting and have the presence of a visual than other media. More interestingly again, the movie very easy if there is subtitles for learning English Language.

Those statements is a line from the theory by Ohlin-Sheller (2006) expressed that in case a motion picture adaptation of a book was utilized

as educating fabric, it was continuously the book that was respected as the proper form additionally found that motion picture was most frequently utilized as a filling time or for beguilement on a Friday evening and the motion picture at some point was utilized as an elective.

- Documentation

This evidence is from the results of observations, as is evident from the results of a image below

Image 4.3 The scene of short movie from movie discussion

(TP/A/1/10.39)

- Field Note Observation

This finding has been proven through the results of the observations.

Excerpt of field note observation FO/A/A/D1/4 and FO/B/A/D1/4

Participant	Day	Line	Note
A & B	1	4	Participants particularly **enjoyed** the use of the discussion of the movie.

c) Using media and movie

Using media and movie is be able to practice in many different abilities. The use of movie was to find a link between academic and the

life of students out of academic. Below is the data that has been obtained from the interview.

(Participant A) "I choose the **topic first**. Then decide what movie that we'll going to watch. Select **the movie based on ratings or the meaning, also the movie should be appropriate (no sara no rating R, etc)**". (I1/A/A/04)

(Participant B) "First, we **can practice how to found main idea**, **the plot, the moral value of movie discussion, etc**. Second, discussed with **group or pair work**. Third, presented with **speaking in front of people**. Movie discussion **can enhance learner language**." (I2/B/A/04)

From the Interview (I1/A/A/04) Participant A said that the use of the movie in task based language teaching is the first to be prepared is to prepare a topic, determine the movie what to watch, and choose the rating according to the theme selected. Whereas, Participant B (I2/B/A/04) said with more detail that the first to find the main idea, looking for a plot, has a moral value in the discussion of the movie. Second, discussion in a group or in pairs. The third, presented from the results of the discussion. Through movie discussion can enhance language learning.

Those statements is a line from using media and movie by Lundahl (2009) emphasizes that the conceivable outcomes of utilizing news, documentaries, motion picture and music within the classroom.

- Documentation

From the results of observations, as is evident from the results of an image below

Image 4.4 The short movie from movie discussion

(TP/UM/1/09.22)

- Field Note Observation

This finding has been proven through the results of the observations.

Excerpt of field note observation FO/A/UM/D1/7 and FO/B/MF/D1/7

Participant	Day	Line	Note
A & B	1	7	Participants choose **a theme or topic from the movie** that would be screened and **consider the content** of the movie.

d) Difficulties of selecting movies

The difficulties of selecting movies is that the students feel that they don't have to do anything since they are watching a movie and found that the movie was troublesome to urge hold of and oversee. Below is the data that has been obtained from the interview.

(Participant A) "**Hard** to select the movie for the learning purpose."

(I1/A/NA/10)

(Participant B) "There is something that the movie has **indecent** to watch." (I2/B/NA/10)

From the interview (I1/A/NA/10) Participant A said that the difficulty in choosing a movie appropriate for language learning. Meanwhile, Participant B (I2/B/NA/10) said that find a movie that is not supposed to be seen for English Language learning.

Those statements is a line from the theory by Kageson (1981) said that a sequence from the movie The Chain Saw Massacre was shown to illustrate the violence that young people were exposed to. Afterward, that the issue has been discussed, every now and again at different occasions.

- Documentation

  From the results of observations, as is evident from the results of a image below

Image 4.5 The scene of short movie from movie discussion

(TP/NA/1/10.39)

- Field Note Observation

This finding has been proven through the results of the observations.

Excerpt of field note observation FO/A/NA/D1/5 and FO/B/NA/D1/5

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Participant	Day	Line	Note
A & B	1	5	Participants **having trouble** at the time of synchronize movie and **content**.