CHAPTER IV

THE FINDINGS AND DISCUSSION

This chapter presented the research finding of data followed by the discussion that could be derived from the analysis.

A. Data Presentation

The Following Data Presentation can be stated from the description of the data include the description of the data of students' interest in watching English movie and the description of the data of speaking test.

a) The Description of The Data

1. Questionnaire about Students' Interest in Watching English Movie and Score of Speaking Test.

To find out students' interest in watching English movie, the researcher collected the data by conducting the questionnaire. The questionnaire was about interest in watching english movie and it consist of 20(twenty) questions and provide 5(five) optional answer they were A, B, C, D, E. The researcher gave score 5 for chosing A and so on. For the clearly explanation see Table 4.1.

Table 4.1 Score for each answer of questionnaire

Answer	Score
A	5
B	4
C	3
D	2
E	1

The researcher gave 5 point for answer A, 4 point for answer B, 3 point for answer C, 2 point for answer D, and 1 point for answer E. The higher score was 100 and the lowest score was 20.

The researcher presented the data from questionnaire as follow (see Table 4.2)

Table 4.2 The score of student response in questionnaire

NO	RESPONDENTS	QUESTIONNAIRE SCORE
1	A	56
2	B	43
3	C	33
4	D	45
5	E	42
6	F	51
7	G	48
8	H	53
9	I	34
10	J	61
11	K	51
12	L	48
13	M	41
14	N	58
15	O	43
16	P	42
17	Q	50
18	R	47
19	S	40
20	T	52
21	U	40
22	V	47
23	W	61
24	X	45
25	Y	34
26	Z	49
27	AA	43
28	AB	52
29	AC	42
30	AD	47
TOTAL		1398
MAX		61
MIN		33
MEAN		46.6

After the score of the questionnaire were obtained, the researcher then stated the classification of the level of students' interest in watching English movie in Research Finding

From the Table 4.2, it can be seen that the total of students' response in answering questionnaire about interest in watcing english movie was 1398, the maximal score was 61, minimal score was 33, and the mean was 46,6.

2. Description about Speaking Achievement

To find out the data about students ability in speaking, the researcher conducted speaking test. The test was scored by the researcher by considering the scoring rubric criteria. The criteria of succes of the students' speaking ability was adapted from O'Malley are in Chapter 3 see Table 3.1.

Table 4.3 showed the result of speaking ability that can be seen from each scoring criteria.

Table 4.3 The result of speaking test

Name of Students	Score of the students' speaking ability for each criteria			
	Fluency	Structure	Vocabulary	Pronunciation
A	2	2	2	2
B	3	2	2	2
C	4	3	3	4
D	2	2	2	2
E	3	2	3	4
F	3	2	3	1
G	1	2	3	2
H	2	2	2	3
I	2	2	2	3
J	4	2	4	3
K	2	1	2	1
L	2	2	3	3
M	3	2	2	3
N	3	2	3	3
O	2	2	2	3
P	1	2	2	1
Q	2	1	1	2
R	1	1	1	1
S	1	2	2	1
T	1	1	2	2
U	1	2	2	2
V	1	1	2	2
W	2	2	2	2
X	3	2	2	3
Y	2	1	1	2
Z	2	1	2	2
AA	4	3	4	3
AB	3	1	1	2
AC	1	1	1	1
AD	4	3	4	4

From the Table 4.3, the maximal for each aspect of speaking test was 5 and the minimal score for each aspect of speaking test was 1. Then, the score that was gotten by student were timed with 5.

Table 4.4 show the result of students' speaking test can be seen from the entire criteria.

Table 4.4 The score of speaking test

NO	RESPONDENTS	SPEAKING SCORE
1	A	40
2	B	45
3	C	70
4	D	40
5	E	60
6	F	45
7	G	40
8	H	45
9	I	45
10	J	65
11	K	30
12	L	50
13	M	50
14	N	55
15	O	45
16	P	30
17	Q	30
18	R	20
19	S	30
20	T	30
21	U	35
22	V	30
23	W	40
24	X	50
25	Y	30
26	Z	35
27	AA	70
28	AB	35
29	AC	20
30	AD	75
TOTAL		1285
MAX		75
MIN		20
MEAN		42.83

After the score of the speaking test were obtained, the researcher then stated the classification of students' speaking achievement in Research Finding

From the Table 4.4, it can be seen that the total of students' speaking test was 1285, the maximal score was 75, minimal score was 20, and the mean was 42,83.

B. Research Finding

The following finding can be stated from

1) Students' interest in watching english movie

From the data of students' interest in watching English movie stated in Table 4.2, the researcher found the mean of variable x (students' interest in watching English movie) was 46.6. Then the researcher made the clasification and percentage score to make easy for the reader to read and understand (see table 4.5, table 4.6).

Table 4.5 Frequency of students' interest based on each score

minat movie

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	3.3	3.3	3.3
	34	2	6.7	6.7	10.0
	40	2	6.7	6.7	16.7
	41	1	3.3	3.3	20.0
	42	3	10.0	10.0	30.0
	43	3	10.0	10.0	40.0
	45	2	6.7	6.7	46.7
	47	3	10.0	10.0	56.7
	48	2	6.7	6.7	63.3
	49	1	3.3	3.3	66.7
	50	1	3.3	3.3	70.0
	51	2	6.7	6.7	76.7

Continued

Continuation

52	2	6.7	6.7	83.3
53	1	3.3	3.3	86.7
56	1	3.3	3.3	90.0
58	1	3.3	3.3	93.3
61	2	6.7	6.7	100.0
Total	30	100.0	100.0	

From the Table 4.5, it can be seen that from 30 student at second year as a sample, the student who got 33 was one student, 2 students who got 34, 2 students who got 40, one student who got 41, 3 students who got 42, 3 students who got 43, 2 students who got 45, 3 students who got 47, 2 students who got 48, one student who got 49, one student who got 50, 2 students who got 51, 2 students who got 52, one student who got 53, one student who got 56, one student who got 58, and 2 students who got 61.

Table 4.6 Classification of students' interest

Interval Score	f	%	Classification
84-100	0	0	Very Interested
68-83	0	0	More Interested
52-67	7	23,3	Interested Enough
36-51	20	66,7	Less Interested
20-35	3	10	Uninterested
Total	30	100	

The result of calculation of students' interest in watching English movie in table 4.6 shows that there were seven students who were interested enough in watching english movie, three students were uninterested in watching english movie, and there were twenty

students who had less interested in watching English movie. It can be said that more than fifty percent in that class were less interested in watching English movie or most of the students in that class had less interested in watching English movie.

2) Student Speaking Achievement

From the data of students' speaking score stated in Table 4.4, the researcher found the mean of variable y (students' speaking achievement) was 42,83. Then the researcher made the clasification and percentage score to make easy for the reader to read and understand see Table 4.7 and 4.8;

Table 4.7 Frequency of students' speaking achievement based on each score

speaking score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	6.7	6.7	6.7
	30	7	23.3	23.3	30.0
	35	3	10.0	10.0	40.0
	40	4	13.3	13.3	53.3
	45	5	16.7	16.7	70.0
	50	3	10.0	10.0	80.0
	55	1	3.3	3.3	83.3
	60	1	3.3	3.3	86.7
	65	1	3.3	3.3	90.0
	70	2	6.7	6.7	96.7
	75	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table 4.7, it can be seen that from 30 students at second year as a sample, the students who got 20 was 2 students, 7 students who got 30, 3 students who got 35, 4 students who got 40, 5 students who got 45, 3 students who got 50, 1 student who got 55, 1 student who got 60, 1 student who got 65, 2 students who got 70, and 1 student who got 75.

Table 4.8 Classification of students' speaking achievement

Score	f	%	Classification
80-100	0	0	Excellent
60-79	5	16,7	Very good
40-59	13	43,3	Enough
20-39	12	40	Less
0-19	0	0	Bad
Total	30	100	

The result of calculation of students' speaking achievement in Table 4.8 shows that there were five students who got very good score in speaking test, twelve students got less score in speaking achievement, and there were thirteen students who got enough score in speaking test. It can be said that most of the student got enough score in speaking class.

3) **The Correlation between Students' Interest in Watching English Movie and Speaking Achievement.**

After the researcher analyzed both the students' interest in watching English movie and students' speaking achievement. Then, the researcher analyzed the correlation between students' interest in

watching English movie and students' speaking achievement, the researcher used Pearson Product Moment analysis by SPSS 16.0 as follows:

Table 4.9 The descriptive statistics

Descriptive Statistics

	Mean	Std. Deviation	N
minat movie	46.6000	7.24259	30
speaking score	42.8333	14.42480	30

From the table of desciptive statistics the researcher found from thirty samples mean of students'interested in watching English movie was 46,6 and mean of speaking achievement was 42,83. Meanwhile, the standard deviation of students'interest in watching English movie was 7,2 and the standard deviation of speaking achievement was 14,4.

Table 4.10 The correlation value

Correlations

		minat movie	speaking score
minat movie	Pearson Correlation	1	.005
	Sig. (2-tailed)		.981
	N	30	30
speaking score	Pearson Correlation	.005	1
	Sig. (2-tailed)	.981	
	N	30	30

From the table of correlations, the result of correlation between students' interest in watching English movie and their speaking achievement was 0,005, sig(2-tailed) 0,981, number of sample was 30.

C. Hypothesis Testing

The hypothesis in this research are :

Ha : There is significant correlation between students' interest in watching English movie and their speaking achievement at second year of SMPN 1 Gandusari Trenggalek

Ho : There is no significant correlation between students' interest in watching English movie and their speaking achievement at second year of SMPN 1 Gandusari Trenggalek

to test the hypothesis the researcher used orientation below

a. If "$r_{count} > r_{table}$," or *"p-value"* (showed in sig.2 tailed column) < *level of significance* ( ), Ha is accepted

b. If "$r_{count} < r_{table}$," or *"p-value"* (showed in sig.2 tailed column) > *level of significance* ( ), Ho is accepted

Based on the result of the correlation value above r_{count}=0,005 r_{table} (95%)(df=n-2=30-2=28) r_{tabel}=0,374. So it is clearly stated that r_{count} is lower than r_{table} or 0,005<0,374. It can be concluded that Ho was accepted and Ha was rejected or *There is no significant correlation between students' interest in watching English movie and their speaking achievement at second year of SMPN 1 Gandusari*

Trenggalek, because most of students were had a low interested in watching English movie, so, they didn't enjoy English movie they had watched, they also didn't familiar with English movie without translation. Beside the students had a low or less interested in watching English movie the students also had just enough speaking achievement, so, the English movie didn't give a significance contribution in speaking achievement.

D. Discussion

It contains the explanation of the data analysis based on the research problem.

1. The result of students' interest in watching English movie

Based on the analysis of students' interest in watching English movie conducted through questionnaire. It was known that some of the students about 23,3% had interested enough in watching English movie, there was 10% of students who uninterested in watching English movie while most of them about 66,7% had less interested in watching English movie. And the calculation above showed that, most student in watching English movie lies on the level of score between 36-51 and there were 20 students or 66,7 % in that level. So, it can be said that most of the students had less interested in watching English movie. This cause may affect by some factors, one of them was the students were not familiar with movie without translation and only familiar with indonesian translation. So, they did not enjoy the English

movie without translation. It was strengthened by Gage and Barliner (1997:374) stated that students with an interest in a subject tend to pay attention to it. They felt it made a difference to them. They wanted to become fully aware of its character. They enjoyed dealing with it, either for what it can lead to or for its own sake. Their attention level was high; their work output was sustained. It can be said that students who did not interest or less interested in watching English movie also did not give fully attention or their attention level was low.

2. The result of students' speaking achievement

Based on the analysis of students' speaking achievement conducted through speaking test. It was known that some of the students about 40% had less achievement in speaking, 16,7% had very good achievement in speaking while most of students had enough achievement in speaking test. There were 13 students or 43,3 % of the students had less achievement in speaking test. So, it can be said that most of the students had enough achievement in speaking test. This cause may affect by some factors, one of them was students' worry about mistake, to prevent the mistakes students like to use mother-tongue because it was more easier. It was also strengthened by Ur (1996:121) In classes where all, or a number of the learners shared the same mother-tongue, they may tend to use it: because it was easier, because it felt natural to speak to one another in a foreign language, and because they felt less "exposed" if they were speaking their

mother-tongue. From explanation above it can be said that they like to use mother-tongue to prevent the mistake in order to their incapacity to speak foreign language did not expose.

3. The result of analysis of the correlation between students' interest in watching English movie and their speaking achievement

   The finding showed that based on the analysis of correlation between students' interest in watching English movie and students' speaking achievement(r_{count}=0,005) was lower than r_{table}(95%) at product moment =0,374. It means that that alternative hypothesis (Ha) states " There is significant correlation between students' interest in watching English movie and their speaking achievement at second year of SMPN 1 Gandusari Trenggalek" was rejected while null hypothesis (Ho) states that "There is no significant correlation between students' interest in watching English movie and their speaking achievement at second year of SMPN 1 Gandusari Trenggalek was accepted.

   Based on the researcher found that Harmer (1986:271) said television and radio games, imported into the classroom, often provide good fluency activities. Broughton (2003:83) states that "Visual stimuli: maps, photographs, pictures, cartoons, even slides and films are another useful source of oral language practice." And Brown (2001:271) also stated that there were six types of speaking

performance, one of them is imitative means learners try to imitate what the teacher says.

Based on Harmer (1986:271), Broughton (2003:83), and Brown (2001:271) explanation, the researcher can say that there were some factor that researcher found during conducting researcher that made alternative hypothesis were rejected. This cause may affect by some factors one of them was: according to the English teacher and the student at that class, the teacher never use film as media for english learning also the teacher rarely asked students to practice speak. The teachers were able to use film as useful source of oral language practice by considering the level of students. According to Yulianto (2012), he stated the characteristics of film that was suitable for english learning:

    a. Short duration.

    b. Use Simply English Vocabulary that can be used in daily conversation.

    c. The Character's didn't talk fussily.

    d. Have a moral message.

By considering these characteristics stated above, it was expected that the student will be able to accelerate the undersatanding and help student to keep in mind the vocabulary.

From the explanation above, it can be concluded that there was no significant correlation between students' interest in

watching English movie and their speaking achievement. This causes may effected by some factors: 1). students were not familiar with movie without translation and only familiar with Indonesian translation. So, they did not enjoy the English movie without translation. 2) the students were worry about mistake, so, to prevent the mistakes students like to use mother-tongue because it was more easier, also, they like to use mother-tongue in order to their incapacity to speak foreign language did not expose. 3) according to English teacher in SMPN 1 Gandusari, the teacher never use film as media for English learning also the teacher rarely asked students to practice speak. And the theory according to Harmer (1986:271), Broughton (2003:83), and Brown (2001:271) were rejected by researcher in SMPN 1 Gandusari Trenggalek 2013/2014.