CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research. It consist of background of the problem, setting of the problem, limitation of the problem, formulation of the problem and purpose of the reseacrh. This research also discusses about Significance of the Research and Definition of the Key Terms.

A. BACKGROUND OF THE PROBLEM

Language is the way someone expresses what they feel, what they want to say to other people and way to giving information. What is the function of language? Sarah Josephine (2004:1) stated that "Language functions are the purposes for which we use specific expressions/uttarances/phrases when we speak or write. Some examples of Language functions are: asking someone for his or her likes and dislikes, expressing our thanks to one who has help us, etc". It means that the function of language is to express what they want to say to theirselves or other people that expressed in oral or written way.

After finding the definition and function of language, of course we need to find the next topic has correlation with language. English is one of the most popular language that use by almost all the country in the world. English is very important to learned by all people in the world. Because we will get so many benefits when we mastering English well. We as an indonesian students learned English as the second language after Indonesia language, of course we

need to learned more harder than the students learned in England, Australia, or America.

In learning English , there are four skills that have to mastering by the learner, and all skills had relation among them. The four skills are: Reading, Listening, Speaking and writing. Reading and Listening are included to receiptive skill, and Speaking and writing is included to productive skill.

According to Dale and Wolf (2014) states " listening is one of the most importants activites student engage in many activities requiere listening as on crucial part showing that listening is one of four skill which is usefull to be mastered. Meaning that in understanding receiptive skill like reading and listening, we need to listen well. Because besides reading a text book, listen the tape recorder or wathcing English movie could increase student' capability in learning process.

Because listening was one of the receiptive skill that had to mastering by the students, they need to understood the main purpose of this skill and practice in their life activity.

Based on the researcher observation by the teacher at state junior high school 1 Rambah Hilir on January 2018, the researcher found that in state junior high school 1 Rambah hilir the teacher was teaching Listening by using watching English movie, but movie is not useful to improve students' listening skill. So in this research, the researcher was interested to describe first, How is

students' perception on the use English movie in learning proccess. Second, is the students' comprehension in listening learning proccess stil monotones.

Based on the observation, the researcher was interested in analyzing the "**Students Perception on Using English movie in Listening Learning Process at Eight Grade State Junior High school 1 Rambah Hilir"**

B. Setting of the problem

There were many problems that reseacher found in the bakcground of the problem. was the students' do not understand what they listened from the speaker.

C. Limitation of the problem

There many problems could be investigated related to students' problem in use English especially listening. But, in this research, the researcher limited the problem on students' perception on using of English movie in listening learning proccess at eight grade state junior high school 1 Rambah Hilir.

D. Formulation of the problem

Based on the limitation of the problem of the problem above, the research formulates the problem on the following questions:

1. How are the students' perception on using English movie in listening learning proccess at state junior high school 1 Rambah Hilir?

E. Purpose of the research

The purpose of the research was to find out students' perception on using English movie in listening learning proccess at state junior high school 1 Rambah Hilir

F. Significance of the research

The significance of this research could be classified into three parts, for the teacher, students and researcher

1. Teacher

   To gave information about the students' perception on using English movie in listening learning proccess. Furthermore it could be references in scoring of the students' listening skill

2. Student

   To increased the students' positive on using English movie in listening learning proccess. Especially the eight grade State junior high school 1 Rambah hilir

3. The Researcher

   Hopefully, this research was able to benefit the researcher as a novice researscher, especially in learning how to conduct a research.

G. Definitation of the key Terms

1. Perception

According to Musen (1978) perception is a creative process that involves much more than a simple transformation of energy by the sensory receptor. In this research, students' perception is a way in which a learner attemps to work out the meanings adn uses a words, grammatical rules, and other aspect in language. Meaning that the perception was giving the influence to the students in making meaning of something.

2. Listening

Dale and wolf (2014) states "listening is one of the most importants activities students engage in many activities require listening as one crucial part showing that listening is one of four skill which is useful to be mastered. Meaning that in understanding receiptive skill like reading and listening, we need to listen well. Because besides reading a text book, listen the tape recorder or wathcing English movie could increase students' capability in learning proccess. It means that Listening is one of the important skill that have to mastering by the students to proccess the information they listen or watching.

3. Movie

According to UU 8/1992 (2014:277) steted that movie is an art and culture that refers to mass communication media audio visual that

create by systematography and recorded by using celuloid tape, film tape and then presented by using mechanical projectors, electronics and other media. It means that movie is a story or event recorded by a camera as a set of moving images and shown in a teathre or television. Every people in the world of course ever seen or watching movie at teathre or television.

Movies, also known as films, are type of visual communication which uses moving pictures and sound to tell stories or inform (help people to learn). People in every part of the world watch movies as a type of entertainment, a way to have fun. In other hand, movie was one of media communication that can be used to express any event or story by audio visual technique and present by a projectors.

CHAPTER II

REVIEW OF LITERATURE

This chapter was consist of the definition of perception from several experts. Besides that this chapter also describe the perception and attitudes in learning proccess.

A. Theoretical Framework

1. Concept of perception

Lindsay and Norman (2009:10) stated that perception is the proccess by which organism interpret and organize sensation to produce a meaningful experience of the world. It means that perception is the way someone look something by their view point.

Meiyanto (2009 :2)Perception is a proccess that individual use to manage and interpret their sense impressions in order to give meaning to their environment. However, what a person perceives, can be different from the objective reality. Meaning that in making a perception, need an object that want to be perceived, and it will found differences between someone perception and others'.

According to C. Leavitt (2016:43) stated that perception is separated in two part. First, perception in narrow sense, is the vision of how a person sees something, second, perception in the broad meaning, is the view that is how someone views or define something. Meaning while, in making

perception, someones could perceive an object in his viewpoint and when it compares with the other viewpoint would be found the result.

Slameto (2016:44) stated that perception refers to all message or information into the human brain. Through perception, men is constantly in contact with his environment, this relationship is done through his senses, such as sense of sight, listener, touch, taste and smell. It means that all our sense has so many respective function to create perception.

2. **Factors that influence perception**

Robbin (2013:167) stated that There are three parts of factors that influent the perception. They are:

a. Factors in the perceiver

- Attitudes

- Motives

- Interests

- Experiences

- Expectations

b. Factors in the situations

- Times

- Work setting

- Social setting

c. Factors in the targets

- Novelty

- Motions

- Sounds

- Size

- Background

- Proximity

- Similarity

Zikri Neni (2011: 14) stated that there were four factors that influences someone perception. They are:

1. Selective attention

2. Traits of excitement

3. Values and individual needs

4. First experience

Suharnan in Rahmah (2010) stated that there were four factors that influences someone perception. They are:

1. Familiarity

2. Size

3. Intensity

4. Object context

According to Wahyono (2016:8), perception is an individual's ability to observe something is express in the form of opinion, conception, and feeling, so that the researcher choose Wahyono opinion to use as

indicators. variables in this research has the perception indicators that are combined to the above opinion is as follows:

Table 1. Indicators of perception

INDICATORS	
Opinion	Students' opinion of teachers' techniques in teaching listening
Conceptions	The response of students' refers to the teacher's technique in teaching listening
Felling	Appreciated by the students' is shown like or dislike, happy or unhappy and capable or incapable of teacher's teaching listening by using English movie

3. **Listening Comprehension**

English in our country is included to the second language, because we had first language as Indonesian origin. According to Richard (2003:313) states "listening comprehension is the proccess of understanding speech in a first or second language. The study of listening comprehension proccesses in second language learning focuses on the role of individual linguistics unit. It means that in listening we need to

comprehend what we listened by the speaker, and to comprehend it, we need to know the role of linguistics unit in listening.

Galvin in Idham (2014:50) stated that there are five reasons for listening. The students will have generally fail under one or other these categories:

a. To engage in social rituals

b. To exchange informations

c. To exert control

d. To share feelings

e. To enjoy yourself

The students were encouraged to respond to the information heard in a variety of ways. These responses would comprise both verbal and non verbal forms. When the learning proccess is end, the students have to understand and give respond to what thing that they have been heard from the topics. Thus, the subskills of listening extend and develop skills of understood the text and responding to the message in the text as well as to non-verbal cues conveyed within the communication.

Paul and Nation (2009) has classified the importants of the beginners course in listening such as:

a. To help the learners to be able to cope with meaning-focused input as soon as possible;

b. To motivate them in their language study by getting them to engage in succesfull listening and it's comprehension;

c. To make the early learning as relevant as possible to their language use needs

4. The types of listening

According to Paul and Nation (2009) there are two types of listening, they are:

a. **One way listening:** it is typically asociated with the transfer of information (transactional listening)

b. **Two way listening:** it is typically maintaining social relationship (interactional listening)

Furthermore, Brown (2003) has also classified four basic types of listening such as:

a. **Intensive:** listening for perception of the components (phonemes, words, intonation, discourse, makers, etc) of a larger stretch of language

b. **Responsives:** listening to a relatively short stretch of language (a greeting, question, command, comprehension check,,etc)

c. **Selective:** proccessing stretch of discourse such as short monologue for several minutes in order to scan for certain information. The purpose of such as performance is not

necessarily to look for global or general meaning, but to be able to comprehend designated information in a context of a longer stretcher of spoken language (such as classroom directions from the teacher, TV or Radio Newss, items or stories)

d. **Extensive:** listening to develop a top-down, global understanding of spoken language

5. **The proccesses of listening**

a. **Bottom-up proccesses**

These are the proccesses the listener proccesses uses to assamble the message piece-by-piece from the speech stream going from the parts to the whol. Bottom-up proccessing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory phonetics, phonemics, syllabic, lexical, syntactic, semantics, propositional, pragmatics, interpretive (Fieldin in Paul and Nation, 2009).

b. **Top-down Proccesses**

Top-down proccesses involve the listener in going from the whole –the prior knowledge and their contents and listener uses what they know of the contex of communication to predict what the message while content, and uses parts of the messages to confir, corrects or add to this. The key proccess here is inferensing.

When we put these two types of proccessing together we see listening not as a single skill, but as a variety of sub skills. It is possible to make sense of a spoken message by drawing cues from context to picking up a few keywords. But without attending the grammatical form of the message. In other words comprehension is possible without noticing.

Meaning-focused listening typically emphasises a top-down approaches of listening comprehension. The following are the listening situations that are best introduced to students:

1. Listening to a live conversation in which one takes no part

2. Listening to announcement

3. Listening to the news

4. Watching the news on Television

5. Listening to the radio for entertainment

6. Watching Television for entertainment

7. Watcjing a film in a cinema

8. Listening to records

9. Following a lesson

10. Attending a lecture

11. Listening on the telephone

12. Following instruction

13. Being interview

14. Getting proffesional adviced

15. Making arrangement

6. The Character of Spoken English

It is necessary for the English teacher to be aware of the characteristic of the spoken Engliash since it will effect on the content of listening will include; sounds, stress, and intonation, the oorganization of speech, syntax and vocabulary, pauses and fillers and formal/informal language.

7. The listening proccess in the class

Students probably do not have any idea of what most good listeners do when they are engaged in the activity. It is the teachers' responsibility to share knowledge with them, to create environment, in the class which an encourage the students to do listening. It is also important for the teachers to provide situation for the students to practice listening and become actively engaged in listening proccess. It has been commonly done by the English teachers to go through the three phases of listening proccess in the class; pre-listening, while listening, and post listening.

a. Pre-listening

b. While listening

c. Post-listening

8. The nature of Movie

Movie is one of the type of video that consist of the story of an object. It can be like drama, fictional story, non-fictional story,

documenter and etc. According to Woolfit (2015: 4) video in education is one element of those 'distribute interaction' and the role that video plays within education and how that role develops will be explore. It means that in improving students' comprehension in listening skill, a video can be use as one of the way in technique or strategy be given to the students in listening learning proccess.

Video is defined here as digitally recorded content that has sound and motion that can be stored or deliver live , and can be streamed to a variety of devices. It may or may not have the lecturer visible and can include an animated film, or a demonstration.

Besides that, Christopher jacobs (2000) stated that movies are entertainment. Movies are documents of their time and place. Movies are artistics forms of self-expression. It means that movies are the combination between self-expression or imagination of some one that make in a video in some times and places that it can be entertain other people if they watch it.

Based on the some of theories above, the researcher could make the short conclusion that movie or usually we called by film is a media audio visual that consist of move picture and sound and usually refers to a story about something such as: history, legend, funny story, discovery or anything else. A movie or film can be applied as the learning media to support the goals of learning proccess especially in listening comprehension. There are many benefits that can be reach by the learner

and teacher if they applied this media bacause this media can improve the students' listening comprehension by listen what they hear and watch too.

B. Review of related finding

According to Syafi'i (2013:103) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case, there are two relevant researches:

Firstly, Mairiza (2016) conducted a research with the title *An Analysis of the students' perception toward lecturers' technique in teaching speaking at fourth semester students in University of Pasir Pengaraian.* The research was a descriptive research conducted at the University of Pasir Pengaraian. The finding on the research question is the percentages students' perceptions are: opinion (76,50%), conception (76,00%), feeling (81,50%) and the average percentage is (78,00%) with excellent criteria. It means that most of the students Agree that the technique used by the lecturer in teaching speaking are able to help them to improve their speaking skill.

Secondly, Siti Rohmah (2015) conducted the research entittled *The students' perceptions of the English teaching and learning proccess in the thenth grade of MA NU Mu'allimat Kudus in Academic year 2014/2015.* The result of this research found that the data analysis shows that the students' perceptions of the English classroom activities are: a. On enjoyment aspect, 54% students think
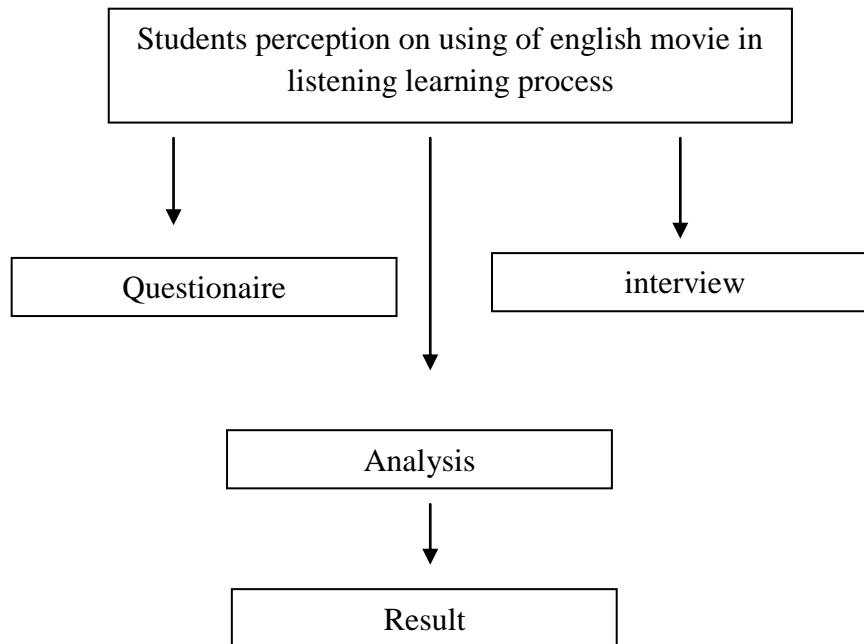
that activities are very enjoyable, 33% think pretty effective, 11% think fairly enjoyable, 2% think not enjoyable; b. On learning English aspect, 49% students think the activities are very effective, 38% think pretty effective, 11% think fairly effective, 2% think not effective.

Thirdly, Gopal Sopin (2015) conducting the research on *students' perceptions of grammar teaching and learning in English language classrooms in libya*. The result of this research was find that revealed that although they all came from the same from the same cultural, linguistics and educational backgrounds. They have different perceptions regarding the form focus instruction of grammar. The information gathered is of considerable significanta to ESL teachers who intent to meet students' needs as well as reduce conflicts caused by different perspectives between teachers and students regarding whether or not grammar teaching should be encouraged in the classroom.

C. Conceptual Framework

In this research, the researcher also includes the conceptual framework of the research to makes the readers more understood about the conceptual framework of this research conducted. The steps of the research can be seen on the following table:

Table 2. Conceptual Framework of the Research

```
┌─────────────────────────────────────────┐
│ Students perception on using of english  │
│ movie in listening learning process      │
└─────────────────────────────────────────┘
       │              │              │
       ▼              ▼              ▼
┌──────────────┐           ┌──────────────┐
│ Questionaire │           │  interview   │
└──────────────┘           └──────────────┘
                  │
                  ▼
           ┌──────────────┐
           │   Analysis   │
           └──────────────┘
                  │
                  ▼
           ┌──────────────┐
           │   Result     │
           └──────────────┘
```

Based on the figurative above, strategy in teaching Listening in narrative text has been studied by students on eight grade at State Junior high school 1 Rambah Hilir. In this research, the researcher would like to analyze the students' perception on the use watching movie on listening learning proccess.

In this research, the researcher give some questionaire that have to answered by the students and after that, the researcher makes interview with the students to find out their accurate data of their selves perception in listening learning proccess.

CHAPTER III

RESEARCH METHOD

This chapter discusses about the introduction of the research methodology. Research methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred as research problem. It consists of research design, setting of the research, instrumentation, the population and sample, technique of collecting the data, and technique of analyzing the data.

A. Research design

This research is designed as a descriptive qualitative research. According to Cresswell (2012:152) Qualitative research is an emerging design. An emerging proccess indicates that the intent or purpose of a study and the questions asked by the researcher may change during the proccess of inquiry based on feedback or responses from participants. Questions and purposes may change because the qualitative inquirer allows the participants to set the direction, and in doing so, the researcher learns the participants' views rather than imposing his or her own view on the research situation.

Qualitative descriptive study is one of the types of research design. The purpose of descriptive qualitative research was to find out the result of data analysis that would we want. In this research the researcher would like to find the result of analysis of "Students perception on the use of english movie in listening learning process at eight grade state junior high school 1 rambah hilir"

B. Setting of the Research

This research conducted on the eight grade of State Junior high school 1 Rambah Hilir and it will be conducted on March, 2nd 2018.

C. Population and Sample

1. Population

According to Gay (2000:122) population is the group of interest to the researcher, the group to which he wants the results of the study. It could be applied to other populations or situations. The population of this research was the eight grade students of State Junior High School 01 Rambah Hilir in academic year 2017-2018. The total numbers of the students was 44. It has three classes. It could be seen the following table population below:

Table 3. Population of the Research

No	Classes	Population
1.	VIII-1	15
2.	VIII -2	15
3.	VIII-3	14
Total		**44 Students**

2. Sample

According to Cresswell (2012:142) sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research, the researcher took a sample by

using total sampling. According to Sugiyono (2009:124) total sampling is a technique to determine the sample if all the population is used as sample.

D. Instumental of the research

According to Suharsimi Arikunto (2012:136) states that the instrument is a tool or a research facility used by researcher to collect the data in order to work more easily procced. The instruments of this research were using Quuestionaire and interview.

1. Questionaire

The first instrument of this research wass questionaire it consist of 12 items question and it will considered 45 minutes to answer the question. The questionaire will be gave and answered by 33 students at the same times. To make easier and avoid misunderstanding of the students to answer the question, every point of questionaire will be written in bilingual. The students' answer from the questionaire hopefully could help the researcher to find out the Students' perception on the use of english movie in listening learning process at eight grade state junior high school 1 rambah hilir.

Table 4. Blue print of the test

VARIABLE	INDICATORS	ITEMS	P+ (POSITIVE RESPONSE)	P- (NEGATIVE RESPONSE)
Students perception on	OPINION	1-4	1,4	2,3
	CONCEPTION	5-8	5,8	6,7

		9-12	9,10	11,12
the use of english movie in listening learning process	FEELING	9-12	9,10	11,12

In this questionaire every number had alternative answer with categories (SA) strongly agree, (A) agree, (D) Disagree, (SD) strongly disagree. It could be seen the following table scoring positive and negative items below:

Table 5. scoring positive and negative items

No	Alternative Answer		Score	
	Option	**Caption**	**Positive (+)**	**Negative (-)**
1	SA	Strongly Agree	4	1
2	A	Agree	3	2
3	D	Disagree	2	3
4	SD	Strongly disagree	1	4

(sugiyono:2010)

2. **Interview**

According to Creswell (2013:218) states that a focus group interview is a proccess of collecting the data through interviews with a group of people typically four to six. it means that in conducting the interview of this research, the researcher will collected the data by interview of

group. The second way that the researcher used to collect the data was by Interview to find out the factors influence students' perception on the used watching movie in listening learning proccess.

E. Procedure of the Research

There are some procedures in collecting the data in this research as follows:

1. Introduction

   The first procedure in this research in collecting the data was introducing herself in the class, after that the researcher gave the instructions to the students, what they have to do with the instrument that gave them such as Questionaire form and interview seccsion after learning proccess done.

2. Collecting the data

   The second steps was collecting the data by giving Questionaire form to the students and ask them to answer all the questions that written in the form of questionaire. After that, the researcher called the students one by one to get the informations by interview to find out the accurate result.

3. Analyzing the Data

   The third steps was Analyzing the data. After all the data is collected, the researcher needed to analyze the data collections that haved been collected by the researcher during collecting the data in the class with the students.

4. Conclussion

The last step of the Research procedure in this research was making Conclussion from all the activity during conducted the research. Start from the first up to the research is finished.

F. Technique of collecting the data

According to Sugiyono (2010:224) technique of collecting the data is the most strategic step in the study, because the main purpose of the research is to obtained the data. Because of that, the researcher would like to applied questionaire and interview as the technique of collecting the data.

The questionaire consist of 12 items and would be considered in 45 minutes is given to the students to answer the questionair and considering the interview by the researcher in some group.

The questionaire wrote in billingual language. To make the students more easier and avoid misunderstanding and misinterpreting the questionaire.

G. Technique of analyzing the data

To find out the result of this research, we needed to decided what technique that applied to analyze the data that have been collected by the researcher. It had the main purpose to find the describing about the research problem and the conclussion of the research. According to sugiyono in Mairiza (2016: 37) data analysis us proccess seek and develop in systematic data obtained from the interview, field note, and documentation by way of organizing data into the units, synthesize,

organize into pattern, choose which was important and which was important and which will studeied, and making conclussions so easily understood by oneself or others.

In this research, the researcher will conducted the descriptive techniques to analysis of collected the data of the students' perception on the use watching movie in listening learning proccess on eight grade state junior high school 1 Rambah Hilir with the following statements:

1. Collecting the data by using questionaire

2. Conducting the interview with the students by group to completed and support the questionare result.

In this research, the technique of analyzing the data will be conducted as follows:

a. *Identifications of the students answer through questionaire*

To find out the result of the students answer about their perception on the use of watching movie in listening learning proccess by giving the students some questionaire. The questionaire was made by the indicators. They are: Opinion, Conception and feeling. In the questionaire, the students could answer the statement or questions by four choices. Strongly agree, Agree, Disagree and Strongly disagree.

The format of Questions could be seen as follows:

Table 6. Questionaire format

NO	STATEMENT	ANSWER				SCORE	
		SA	A	D	SD		
1	Teacher is using a strategy and easy to understand by the students *(guru menggunakan strategi yang mudah dipahami siswa)*						
2	The teacher only sit while explain and playing movie *(guru hanya duduk saja ketika menjelaskan dan memutar film)*						
3	The procedures of teachers' strategy is difficult to understand *(langkah-langkah strategi yang diberikan guru sulit dipahami)*						
4	In learning proccess the teacher explain the material sistematically *(dalam proses belajar mengajar guru menjelaskan materi secara berurutan)*						
5	Watching English movie can improve students' listening comprehension *(menonton film berbahasa inggris dapat meningkatkan kemampuan memahami dalam skill mendengarkan)*						
6	By watching English movie the students can not focus on the instruction of the teacher to answer the question after it *(dengan menonton film berbahasa inggris siswa tidak fokus pada instruksi guru untuk menjawab pertanyaan sesudahnya)*						
7	Watching English movie is not effective strategy in teaching learning proccess *(menonton film berbahasa inggris bukanlah cara yang efektif untuk pembelajaran skill mendengarkan)*						
8	Watching English movie is an effective strategy in teaching learning proccess *(menonton film berbahasa inggris adalah strategi efektif untuk pembelajaran skill mendengarkan)*						
9	Watching English movie in listening learning proccess is enjoyable *(menonton film berbahasa inggris dalam pembelajaran mendengarkan menyenangkan)*						
10	Watching English movie in listening learning						

	proccess is a bored activity *(menonton film berbahasa inggris dalam pembelajaran mendengarkan membosankan)*						
11	Watching English movie in listening learning proccess is a happy activity *(menonton film bahasa inggris dalam pembelajaran mendengarkan adalah aktifitas yang menggembirakan)*						
12	Watching English movie in listening learning proccess is making students confuse *(menonton film berbahasa inggris membuat siswa kebingungan)*						

*Question number:　1-4 : opinion
5-8: concept
9-12: feeling

b.　*Identification of the students' answer through interview*

To find out the students' perception in listening learning proccess by using watching movie, the researcher would like to conducting the interview with the students about the strategy that the teacher use in teaching.

The format of Interview Question could be seen as follows:

Table. 7 Intervie format

No	Questions	Answer
1	What do you think about the teacher's strategy in listening learning proccess? *(bagaimana pendapatmu tentang strategi yang digunakan oleh guru dalam proses belajar mendengarkan?)*	
2	What do you think when the teacher's using watching English movie in listening learning proccess? *(Apa pendapatmu ketika guru menggunakan media menonton film berbahasa inggris dalam proses belajar mendengarkan?)*	
3	Are this material effective to improve your listening skill? *(Apakah materi ini efektif untuk meningkatkan kemampuan mendengarkan mu?)*	
4	Is there any benefits that you get when learning listening by using watching English movie *(Apakah manfaat yang kamu dapatkan dari pembelajaran mendengarkan dengan menonton film bahasa inggris?)*	
5	Are you happy when the teacher use wathcing English movie in listening learning proccess ? *(Apakah kamu merasa gembira ketika guru memutar film berbahasa inggris ketika proses belajar)*	
6	Is the narrative text suitable if combinated with watching Enfglish moviw? *(Apakah teks narasi cocok jika dipadukan dengan menonton film berbahasa inggris)*	
7	Are you happy when the teacher use watching English movie in listening learning proccess? *(Apakah kamu merasa gembira ketika guru memutar film berbahasa inggris ketika proses belajar)*	
8	How do you feel if watching English movie applied on all skill? *(Bagaimana perasaan kamu jika menonton film berbahasa inggris diterapkan disemua bidang)*	
9	What do you feel when watching movie applied in listening learning proccess? *(Apakah yang kamu rasakan saat menonton film yang di terapkan dalam proses belajar mendengarkan)*	

To Determine the percentage of respondents, the researcher used the alternative formulas by Sugiyono (2009):

$$P = \frac{F}{N} * 100\%$$

Description :

P= percentage of alternative answer

F= frequency of alternative answer

N= numbers of samples

Based on the calculation above, the formula used generate data in the form of percent (%), then, the classification score converted into a classification in terms of percentages as follows:

Table 6. Criteria value

No	Category	Score
1	Excellent	76%-100%
2	Good	56%-75%
3	Enough	40%-55%
4	Bad	$\leq 40\%$

(Widoyoko, 2012:115)

To find out thee students' perception about the teacher strategy in teaching Listening the researcher used some questions, after that the respondens answer the

questions by choices positive and negative statements. The researcher saw for score of statement and then the score transfer be percentages. To determining thee range of students' accumulated questionaire score could be seen on the folloing table:
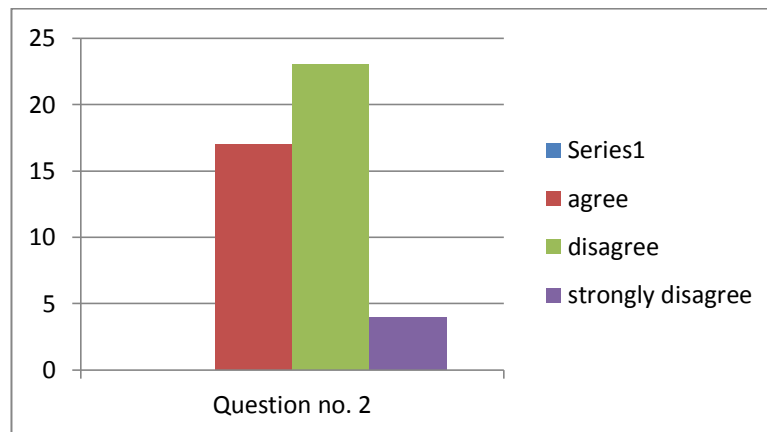
Table 9. Range of Students' Perception

No	Range	Quality
1	1,00-1,50	Very Poor
2	1,51-2,50	Poor
3	2,51-3,50	Good
4	3,51-4,00	Very Good

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Table 12. Question Number 2

Q. 2	Jlh	%
SA	0	0
A	17	38,6
D	23	52,3
SD	4	9,1
		100

Diagram 2. Question Number 2

In tem number 3*: The procedures of teachers' strategy is difficult to understand.* In this statement, there were 3 students who strongly agree about the statement, there were 2 students who agree, there were 32 students who disagree, and there were 7 student who strongly disagree about the statement above.