THE STUDENTS'PERCEPTION ON THE USE OF HARRY POTTER MOVIE IN LISTENING CLASS AT MTsN 6 LOMBOK TENGAH

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
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THE STUDENTS'PERCEPTION ON THE USE OF HARRY POTTER MOVIE IN LISTENING CLASS AT MTsN 6 LOMBOK TENGAH

A Thesis

Presented to State Islamic University of Mataram to fulfill the requirement for the attainment of the degree of sarjana in English Language Education


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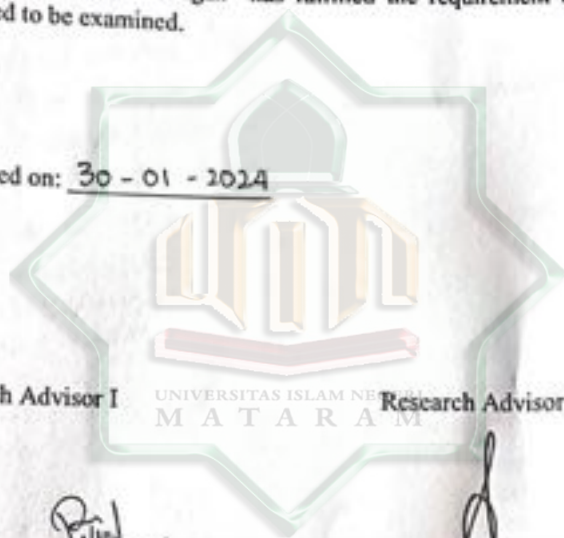
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Assalamu'alaikum, Wr. Wb.

Respectfully, after making guidance, direction, and correction, we argue that this sarjana thesis from:

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Wassalamu'alaikum, Wr. Wb.

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STATEMENT OF AUTHENTICITY

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MOTTOS

"Whoever goes out seeking knowledge is in the way of Allah until he returns."

(HR. Ahmad) [1]

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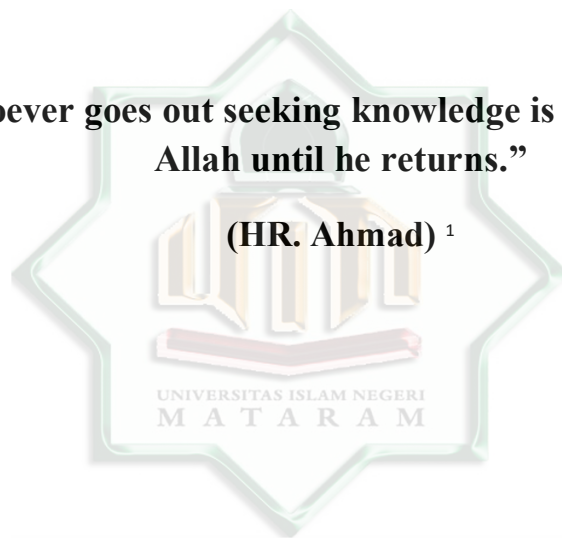
[1] Nurlia Putri Darani, "Kewajiban Menuntut Ilmu Dalam Perspektif Hadis," *Jurnal Riset Agama* 1, no. 1 (2021): 133–144.

DEDICATION

"This thesis is dedicated to: My beloved mother: Hj. Suyatni. My beloved father: H. Azhar, My older and younger brother :Imam Budi Mulyawan and M.Raffi Ismul Haqqy. All of my big families. All of my teachers and lecturers. All of my friends, and the last but not least my Almamater, UIN Mataram."

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RahardianHawari

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THE STUDENTS' PERCEPTION ON THE USE OF HARRY POTTER MOVIE IN LISTENING CLASS AT MTsN 6 LOMBOK TENGAH

By:

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ABSTRACT

The objective of the research is to find out students perception towards utilizing the Harry Potter movie as the media for listening comprehension learning. This study consisted of all of the students at 3 grade at the MTsN 6 Lombok Tengah.This study aims to give a through grasp of students' perceptions and challenges on the use of the Harry Potter movie as an instructional media in learning listening for EFL students.

This research used qualitative approaches, which can be explores and provide an understanding of an event or human behavior. There are two instruments used, namely questionnaire and interview. Based on the questionnaire and their experiences using the Harry Potter movie in their listening lesson, 5 informants were selected for a purposive sample.The results showed that due to the Harry Potter movie helped students in enhancing their listening skill and enjoy the English language instructional in the classroom.

Based on the findings, the harry potter movie improved students' listening skill massively. Some students stated that this media has improved their listening skill significantly. Additionally, students encountered difficulties in clearly understanding the dialogues within the

movies. To enhance the effectiveness of utilizing Harry Potter movies as a listening aid, addressing these challenges may require the development of specific guidelines or strategies for both teachers and students.

THE STUDENTS' PERCEPTION ON THE USE OF HARRY POTTER MOVIE IN LISTENING CLASS AT THE MTsN 6 LOMBOK TENGAH

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi siswa terhadap pemanfaatan film Harry Potter sebagai media pemahaman mendengarkan. Penelitian ini melibatkan seluruh siswa kelas 3 MTsN 6 Lombok Tengah. Penelitian ini bertujuan untuk memberikan pemahaman menyeluruh tentang perspektif, sikap, dan umpan balik siswa terhadap penggunaan film Harry Potter sebagai media pembelajaran di kelas untuk siswa EFL.

Penelitian ini menggunakan pendekatan kualitatif, yang dapat mengeksplorasi dan memberikan pemahaman tentang suatu peristiwa atau perilaku manusia. Instrumen yang digunakan ada dua yaitu angket dan wawancara. Berdasarkan kuesioner dan pengalaman mereka menonton film Harry Potter dalam pembelajaran listening, dipilih 5 informan untuk dijadikan sampel purposive.

Berdasarkan temuan tersebut, film harry potter meningkatkan keterampilan mendengarkan siswa secara signifikan. Beberapa siswa menyatakan bahwa media ini telah meningkatkan keterampilan

mendengarkan mereka secara signifikan. Namun, beberapa tantangan muncul, seperti kurangnya pengalaman guru dalam menerapkan media ini ke dalam praktik pengajaran mereka.

Kata Kunci: Persepsi, Film Harry Potter, Media Pembelajaran, Mendengarka

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الثانوية المدرسة في الاستماع صف في بوتر هاري فيلم استخدام حول الطلاب تصورات لومبوك وسط في 6 رقم

بواسطة :

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خلاصة

للفهم كوسيلة بوتر هاري فيلم لاستخدام الطلاب إدراك مدى معرفة هو البحث من الهدف 6 رقم المدرسة في الثالث الصف في الطلاب جميع من الدراسة هذه تتكون. السمعي الطلاب نظر لوجهات شامل فهم تقديم إلى الدراسة هذه وتهدف. لومبوك في المركزية وملاحظاتهم ومواقفهم

سلوك أو لحدث فهم وتوفير استكشافها يمكن التي النوعية الأساليب البحث هذا استخدم في وتجاربهم الاستبيان على وبناء. والمقابلة الاستبيان وهما أداتين استخدام تم. بشري وأظهرت. قصدية لعينة مخبرين 5 اختيار تم الاستماع، درس في بوتر هاري فيلم مشاهدة وثقتهم، التحليلية مهاراتهم وتعزيز لتطوير لهم سمح بوتر هاري لفيلم نظرا أنه النتائج. لديهم الاستماع مهارات لتعزيز ناجحة أداة أنها الطلاب اعتبر

لتعلم وتحفيزهم أكبر براحة شعورهم عن الحاضرون أبلغ المناقشة، جلسات طوال تمامًا قادرين غير تلاميذ هناك يزال لا الآن، وحتى. الإنجليزية باللغة الاستماع من المزيد شكوك لديهم الذين أو صحيح، بشكل بالعبارات التحدث أو اللغة التقاط أو الاستماع على حول

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الكلماتالمفتاحية: الاستماع وسائلالتعلم، فيلمهاريبوتر، الإدراك

CHAPTER I

INTRODUCTION

A. Background of Research

Effective communication is greatly aided by the fundamental ability of listening comprehension, which is crucial to language learning and competency. It is impossible to overestimate the significance of listening abilities as they provide the foundation for language growth in the learning of both first and second languages. Researchers and educators have long acknowledged the complex listening issues that language learners encounter in the field of language education, notably in the teaching of English as a second language (ESL) or foreign language (EFL). These challenges cover a broad spectrum of issues, including processing a new language that they are listening to, decoding different accents, and comprehending spoken language at natural speeds. According to Selin Yildirim and Özgür Yildirim in they're research about the importance and the problems that students find in learning listening, they found that "The fact that some sounds in English are foreign to them but not in their

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mother tongue is one of the biggest hearing challenges for English language learners".[2] Additionally, those issues must be indicated by the learning provider to find out and figure it out.

Students of EFL who are acquiring listening skill through media frequently face difficulties. According to Edi Sukmojati, MugniAssapari, and Pauzan, explained that, teachers only impart knowledge and engage in didactic teaching without fostering deep and engaging relationships with their pupils.[3] Apart from that, the prevalent concern is the challenge of comprehending real-life spoken language as it is delivered in movies, podcasts, and internet videos. The rapid tempo, variety of accents, and informal language used in these sources can make comprehension extremely difficult. Additionally, students can find it difficult to pick out certain phrases in the fast-paced discourse, which could result in dissatisfaction and insufficient understanding. Furthermore, according to Azmi Bingol,

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[2] Selin Yildirim and Özgür Yildirim, "The Importance of Listening in Language Learning and Listening Comprehension Problems Experienced by Language Learners: A Literature Review," *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi* 16, no. 4 (2016): 2094–2110.

[3] Edi Sukmojati, Muhammad Mugni Assapari, and Pauzan Pauzan, "THE IMPACT OF NON-FORMAL ENGLISH COURSE IN INCREASE THE GRAMMATICAL SKILLS OF JUNIOR HIGH SCHOOL STUDENTS," *Jurnal Ilmiah Spectral* 9, no. 2 (2023): 56–67.

Celik, Yidliz, and Tugrul Mart, explained that "When pupils hear writings that contain well-known terms, they will find them quite easily".[4] Apart from that, Students' curiosity and motivation might be stimulated and their listening comprehension skills can benefit if they understand the meaning of words. There are many words that have several meanings, and when they are not utilized correctly in the right settings, children may become confused.

Apart from that, many students in the class room struggling greatly with enhancing their listening skill. These problems can be attributed to both psychological and instructional factors. Students frequently struggle psychologically with emotions of indifference and boredom, which can make it difficult for them to participate in listening exercises. Students' lack of passion may be attributed to the conventional listening exercises' boring character. Furthermore, when students feel that there isn't enough variation and creativity in the educational strategies used, apathy may develop. According to Wang Shan and Weng Leuna in they're research about Teaching Reform and

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[4]Behcet Celik et al., "The Significance of ESAP (English for Specific Academic Purpose) Needs Analysis for Subject Instructors in Engineering Faculty (Ishik University, Iraqi Case)," *Journal of Educational and Instructional Studies in the World* 4, no. 4 (2014): 57–63.

Innovation of English Listening and Speaking Course Based on New Media Application, state that "The teachers lack the ability to operate new media".[5]On the teaching front, the issue is made worse by teachers' lack of creative ways to provide engaging listening materials. Soni Ariawan stated that "An innovative teacher developed technologies to improve their instruction".[6] The significance of the instructional inside of the class can't be sparated from this aspect. Apart from that, Students may find it difficult to find the listening components of their language learning journey relevant and interesting if dynamic and interactive tactics are not used.

The intention of the research is to shed light on the previously described problems and offer potential fixes. In essence, the use of audio-visual materials such as quick films and movies appears to be a viable substitute for dealing with issues pertaining to psychological components and other dimensions. Particularly when it comes to providing English as a Foreign Language (EFL) students with

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[5]Wang Shan and Weng Liuna, "Teaching Reform and Innovation of English Listening and Speaking Course Based on New Media Application" (n.d.).
[6]Soni Ariawan, Hery Rahmat, and Kasyfur Rahman, "What's Up in Whatsapp Classroom: Exploring Students' Perception in Learning Speaking Through Whatsapp during Covid-19 Pandemic," *TLEMC (Teaching and Learning English in Multicultural Contexts)* 5 (2021): 74–83.

effective and comfortable listening learning. Movies also can be considered very beneficial. Its efficacy arises from the fact that movies provide a twofold meaning that includes both sound and vision. Adding movies to the classroom can help reduce psychological barriers and increase student involvement overall, offering a thorough solution to address the difficulties that have been discovered. According to Ruusunen in bastiansugandi, he highlights the various justifications for using English-language movies in EFL classes. A few of these factors include movies' authenticity as well as their level of quality and quantity of input.[7]Learners can be classified using the following learning preferences: According to Fleming's in SumontaDamronglaohapan, explains about"VARK" guide to learning styles, visual (process knowledge from maps, diagrams, charts, and pictures); aural (prefer information that is spoken or heard); reading (prefer to receive information via the written word); and kinesthetic (process knowledge through bodily sensations).[8]

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[7]Armilia Sari and Bastian Sugandi, "Teaching English through English Movie: Advantages and Disadvantages," *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language* 2, no. 2 (2015): 10–15.
[8]Sumonta Damronglaohapan and Erika Stevenson, "Enhancing Listening Skills through Movie Clips on YouTube," 2013, 2188–1138.

And for the correlations on the current research counducted by the researcher, the issues on the students psychological aspects and the lack of teachers' innovation on providing the better media in learning listening, that was found in the students at 3rd grade at the MTsN 6 Lombok Tengah specifically, it is based on the observation of the researcher before. For more, this become a valid reason for the researcher to get this kind of study is that to give a efficiency and effective instructional Listening media for the students. And in the end of the day, it will give a significance changes for the output of the instructional by using movie as the media at MTsN 6 Lombok Tengah.

Additionally, this research relevant into the model and the design of the instructional method that has been implemented before even the teachers in their class are mostly not use this kind of media (Harry Potter movie) into their classroom activity when learning listening. This fact is based on the observation also that done by the researcher after MTsN 6 Lombok Tengah choosen as the place where the research being held. And lastly refers to the previously statement about specifically why this research is must be held on is, the

researcher want to give this Harry Potter movie as the better alternative for enhancing students enthusiastic when learning listening and to make the teachers aware that, the Harry Potter movie also can make the students improved massively especially in their listening comprehension.

B. Statements of Problems

Based on the background of study above, the research questions of this study are follows :

1. How are the students' perception on the use of Harry potter movie in listening class?

2. What challenges do teachers face in using Harry Potter movie in listening class?

C. Objective Significance of Research

1. Objective

The objective of this study is to investigate how students at MTsN 6 Lombok Tengah perception the utilization of the Harry Potter films as the media to teach listening comprehension. Additionally, this study identified certain challenges that children have when learning to listen, as well as potential solutions.

2. Significance

The findings of this study should be used as references or instructional aids in subsequent research projects as well as for further study. Because additional difficulties and barriers are anticipated to occur in the coming days.

a. Theoretical Significances

1. The goal of this study is to learn more about how EFL students perceive and struggle with listening comprehension studies utilizing the Harry Potter movie.

2. Additionally, the researcher expects that the findings of this study appropriately used in the future to academic pursuits, particularly those pertaining to language, such as language development and research.

b. Practical Significance

1. For Students

This study very helpful to students in learning and improving their listening abilities, where teachers in certain schools pay relatively little attention to students' listening comprehension. However, this cannot entirely be faulted as being limited by a

lack of amenities and infrastructure may be a problem that acts as a deterrent.

2. For Teacher

This research extremely helpful for Teachers since it can be used as a guide to give guidance and provide EFL learning resources that are appropriate and based on prior research. Additionally, it contains issues and answers that are meant to serve as a point of comparison for providing engaging and successful teaching strategies when employing cinema as a medium that is thought to be able to pique students' attention.

3. For Researcher

For the researcherwho are expecting this research could be effectively used in the future to the growth and continuation of language acquisition. Besides, it comprises the perspectives of the students directly, who are in this study serve as the research's subject. Using the findings of the students' view as a starting point, the researcher is certain that the findings of this study may be utilized as a guide or mentor in the future for learning EFL

(English as a Foreign Language), particularly in the area of listening comprehension abilities.

4. For School/ Instituation

This research consists of an innovation in providing changes in language learning methods, especially in learning English at school. Based on the observation of the researcher, English among teenage students is a very boring subject for them. So rather than that, this study aims to provide alternative options in the learning process that occurs in the classroom. A teacher is required to create an educative, inspiring, and entertaining lesson. Likewise, by supporting the development and increasing the level of learning in schools, this research is expected to contribute and have a good role in the future. Schools that the object of this research be able to be more varied in creating interesting learning for students.

D. Scope and Setting Research

1. Scope

Students in one class who would later be the subject of this research are given particular consideration by researcher in this

scenario. Of course, the outcomes discovered later in the form of data derived from student interviews on the use of movies in listening comprehension instruction. Students comprehend the test's format extremely fast and simply since the guidelines provided afterwards.

2. Settings

Based on observations made by earlier researcher, this research conducted at MTsN 6 Central Lombok in order to get some data that may help or aid in the efficient conduct of this research procedure in the future. Additionally, as previously indicated, this study focused on a single group that the researcher has chosen as the study's object of study.

E. Review of Previous Research

This session reviewed prior research and discussed the findings of studies that were connected to this investigation. Additionally, five earlier investigations were covered here.

In this first review, is research conducted by Dea Aprilia Haryanto by the title "Student Perceptions On the Use of Video Animation to the Teaching of Listening to the First Grade at the

SMAN 1 Pakel Academic Year 2014-2015.[9] The aim of this study is to determine how students perceive utilizing animated films as an alternative medium for learning English, and a secondary goal is to determine what benefits students may receive from using these animated movies to help them learn the language. The research was conducted at senior high school and involved students in first grade. The previous research was mix method (quantitative and qualitative design). Furthermore, the data were taken by using interview and questionnaire and verify the data by using triangulation. Based on the study found that movie is able to become the alternative to increase students' listening skill massively, it based on the data collection. The information is comprised of students' questionnaire replies and Information was gathered about students' perceptions and the benefits of employing video animation to teach listening. Technique of data collection is interview and questionnaire.

The researcher believes that there are similiarities between the current investigation and the earlier studies mentioned above. This

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[9]Dea Aprilia Haryanto, "Students' Perception on The Use of Video Animation to The Teaching of Listening to The First Grade at SMA Negeri 1 Pakel Academic Year 2014—2015," *IAIN Tulungagung* (2014).

study pitted the usage of animated movies as an alternate medium for learning English versus students' impressions of it. In the present study, the researcher also uses movies, or what is known as audio-visual in technological terms, which not only gives visuals but also participants in the study or its items. Additionally included is audio, which will permit the collection of samples or data in the future. The questionnaire was utilized as a data collection tool in the research mentioned above, and it used in a similar manner in the next study, but with some obvious modifications. The questionnaire was utilized as a data collection tool in the aforementioned study, and it used as the data collection tool later on in this study as well, but in a format that is obviously suited to how students would follow and accept the format of the pre-test and post-test.

In this second journal review is conducted by Nurul Jannah the title is "Students' Perception on the Use of Short Movie Media in Retelling Story at Sman 4 Pekanbaru.[10] The objective of this research was to find out the students'perception on the use of short movie media in retelling story at Senior high school. The research conducted

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[10]Nurul Jannah, "Students' Perception On The Use Of Short Movie Media In Retelling Story At SMAN 4 Pekanbaru" (2019).

at high school and The participants in this study were 35 students of class social 2. In addition, this research design was qualitative study and data were taken by using two instrument namely questionnaire and interview. Based on the data requirement, showed that students had a positive respond to the use of sort movie media in retelling story. Students have a positive perspective on the use of short movie media and are felt helpful to them.

Based on the second previous research review above, it has a lot in similiarities with current research. In this study using short movies as the main medium to improve students' speaking skills. By providing an alternative in the form of this movie, it is hoped that it can increase enthusiasm and improve students' speaking skills. The current research also uses the same media in the form of movies which are basically still within the scope of audio-visual learning. The research also has a qualitative research design that is the same as the research currently being conducted by researchers on speaking. The similarities do not only lie in the research design, but in the data collection process they also have similarities because they use two research instruments, namely questionnaires and interviews. The two

instruments will later produce data that will be processed by researchers to see to what extent this media influences students' EFL acceptance.

The third previous research review is conducted by Evita Meilina with was entitled of the research "Students' Perception to the Use of English Movie in Teaching Listening at the Tenth Grade of SMA Al-Islam 1 Surakarta 2019/ 2020 Academic Year".[11] This study aim in student's toward the use of videos in vocabulary teaching and learning in the language class in the classroom. This previous research conducted in Senior High School and involved students' at the tenth grade. This previous research used mixed method that are qualitative and quantitative method and for the data requirement, this previous research used two instrument namely questionnaire and observation. The data were analyzed by using Microsoft Excel and shown in tables of frequency, percentage and mean. The results showed that students majoring in English are aware of the benefits of watching English-language movies on their listening abilities.English movies are seen to

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[11]Evita Meilina and Nur Hidayat, "Students' Perception to The Use of English Movie in Teaching Listening at The Tenth Grade of SMA Al Islam 1 Surakarta 2019/2020 Academic Year" (2020).

be more successful as teaching tools than other media, and subtitles may also assist viewers grasp dialogue in the movies.

Based on the explanation from the previous research review above, there are some similarities with the current research being conducted. The research focuses on how students respond and react to the use of vocabulary learning videos. The similarity in accordance with current research is prioritizing student perceptions in data collection. And the next similarity is that previous research used a questionnaire as a data collection instrument. However, the researcher also used observation techniques that were not attempted in the current research conducted by the researcher. The next difference encountered is the research design, where the previous research used a mix method or a combination of designs (qualitative and quantitative) to examine data. However, the ultimate goal of this study has something in common, namely that it is intended that this research can be used as an alternative for the development and progress of learning English using video media.

The fourth previous research was entitled "Students' Perception About Improving English ListeningSkilss Using Movies Among the Vocational High School Students" the research was conducted by IrvanBagusAjiPamungkas and Sugeng Susilo Adi.[12] The research purpose is to know students'perception about the use of English movie to improve the students' listening skill in SMKN 10 Malang. This previous research conducted at SMKN and the subject of this study are eleventh grade students'of SMK Negeri 10 Malang 2019/2020, the researcher takes 100 participants. The study was conducted using a survey and qualitative descriptive. The information was gathered via the pupils' responses to an online survey.The researcher utilized a Google Forms online survey to collect and analyze data more easily. The previous research found that Students respond well to watching English-language movies, and they feel that doing so will improve their listening abilities.The eleventh-grade students felt that English movies are a useful instrument for hearing media and supported this notion. It may be said that students have a

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[12]Irvan Bagus Aji Pamungkas and Sugeng Susilo Adi, "STUDENTS'PERCEPTION ABOUT IMPROVING ENGLISH LISTENING SKILLS USING MOVIES AMONG THE VOCATIONAL HIGH SCHOOL STUDENTS," *Erudio Journal of Educational Innovation* 7, no. 2 (2020): 128–138.

favourable opinion of using English movies to develop their listening skills.

Based on previous research above. There are similarities with the research currently being carried out by researchers. Where in the previous research focused on how students perceive the use of movies. This research tries to investigate movies for teaching and learning strategies. The use of data collection methods in the form of a questionnaire is also a similarity in these two studies, but in this study the Google form was used. And the next similarity is in terms of the chosen research design, these two studies are a form of qualitative descriptive research. And in the end, these two studies have the same goal, namely to get results from significant changes to the use of movies to improve students' listening skills in class.

The fifth previous research review is conducted by LusiMarieni was entitled "Improving Students' Listening Comprehension Of Narratives By Using Movies As Media At Media At Grade XI IPA 5 Of SMAN 2 Bangkinang".[13]The objective of this research is to

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[13]Lusi Marleni, "Improving Students Listening Comprehension Of Narratives By Using Movies As Media At Grade XI IPA 5 Of SMAN 2 Bangkinang," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 1, no. 1 (2015): 20–26.

increase students' listening comrehension of narrative text. The research conducted at Senior high school and involved 32 students. The previous research conducted by using CAR (Classroom Action Research) method and conducted in two classes. It is obvious that pupils' listening comprehension of tales has improved over time. The score began at 45.7 in the first meeting and increased to 43.36 in the second, 56.41 in the third, and 66.02 in the fourth. The results showed that the kids had improved thanks to the game. The mean score for listening comprehension of tales by students in cycle I was 53.13, which indicates that more instruction was required in cycle two to raise the score. The students' score shows clearly how their listening comprehension of tales has improved over the course of each meeting. According to the data gathered, cycle two saw an improvement in the students' listening comprehension of tales. Based on the pupils' performance in each meeting, a conclusion may be drawn. The scoring began atIn the initial meeting, 66.02. In several categories, the second meeting's score was 71.88. In the third meeting, the score was 64.45, and in the fourth, it was 73.88.Last but not least, the mean score on post-test 2 was 73.83. It obtained the required minimum

grade in English for SMAN 2 Bangkinang's grade XI. The results showed that using movies improved the students' listening comprehension of narratives.

Based on the previous research above, The researcher notices several connections between the current research and the earlier studies mentioned above. The strategy employed in the current study is the same as that used in the research mentioned above, which employs movies as a medium to build and improve students' listening comprehension. The primary objective of the present study is how students view the use of movies in listening learning, which is similar to the prior study's focus on improving students' listening comprehension. The above-mentioned prior research employed the CAR methodology (Class Action Research).

In addition, the researcher can determined the conclusions based on the previous research above. The conclusions categorized into the differences, similiarities among all of the previous research, and similiaritite with the current research. In each of the previous research reviewed by the researcher, there are some very prominent differences. The researcher found the the difference that lies in the

method used. some of these studies use Mix Method, Class Action Research, and some others use qualitative.

The similiarities of all the research that had been done lies on the use of media, namely (Audio Visual) media. More, and this method is believed to provide satisfactory results in learning English, especially in learning listening skills. Another similiarities also lies on determining the class level of English proficiency possessed by students fro the research object of several previous research

According to the current research by the researcher, it also can be identify some similiarities and differences. Based on some of the previous research above, contained instruments, and also some research methods are using the same framework. In another hand, there some of the previous research using the different method and media also while done the research, quantitative ethod and CAR (Class Action Research) are used on some of the them.

F. **Theoretical Framework**

1. Definition of Listening

According to Muhammad Alpha Aulia and Adityo in their research entitled "The Use of Movie to Enhance Undergraduate

Students' Listening Comprehension Ability", as compared to speaking, writing, and reading skills in the English language, listening is an important skill to teach since hearing is crucial to connect interlocutors. While learning a foreign language, listening comes first. This implies that before a learner can understand a language, the learner have to listen how the words and speech patterns sound in that language. The learners cannot effectively interact with others without having strong listening skills.[14]

The conclusion that can be drawn is how important the role of learning and deepening listening skills is. Lots of research has proven that listening can add information and increase understanding simultaneously. Although in some cases it was found that learning listening is very difficult and rather complicated.However, this is a challenge for both teachers as providers and students as learning objects.

2. The Significance of Listening

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[14]Adityo Adityo, "The Use of Movie to Enhance Undergraduate Students' Listening Comprehension Ability," *JETLEE: Journal of English Language Teaching, Linguistics, and Literature* 2, no. 2 (2022).

One of the linguistic skills that crucial to the teaching and learning process is listening. It is significant in the language classroom since it can benefit the students. The beginner learner can't get great beginning if they are unable to comprehend listening at the appropriate level. It is intended that by interaction with speakers of the second language, learners of listening might understand. The activity may be used to improve learners' listening skills by grabbing their attention and helping them grasp new grammatical concepts as well as language interaction patterns and terminology.

According to Dea Aprilia Haryanto in the previous research above under the title "Students' PerceptiononThe Use of Video Animation to The Teaching of Listeningto the First Grade at SMA NEGERI 1 Pakel Academic Year 2014-2015" she said that listening skill divided into two situation. The situations are direct and indirect. Direct communication such as speaking, singing, and other forms of expression; indirect communication such as listening to conversations on cassettes. And since it was a chance to start working on listening skills, the project's goal was to incorporate

video animation at the basic English level.[15] So it is very important to note that the listening skill does have several conditions that are very influential in understanding a student. By knowing and knowing the two types of conditions, it is hoped that it can become an important insight for both teachers and students in developing listening comprehension skills, especially in the classroom.

According to Rost in the previous research by Evita Meilina entitled "Students' Perception to the Use of English Movie in Teaching Listening at The Tenth Grade of SMA Al-Islam 1 Surakarta" that, While studying a second language, listening comprehension is a crucial ability to master.[16]Listening comprehension is an important part that must be mastered by English learners. In listening, a learner will be able to reflect on himself with the language being studied. With a lot of this listening lesson being done, it will provide a big change to the process of developing students' skills. The listening process is the same as trying to receive

[15]Haryanto, "Students' Perception on The Use of Video Animation to The Teaching of Listening to The First Grade at SMA Negeri 1 Pakel Academic Year 2014—2015."
[16]Meilina and Hidayat, "Students' Perception to The Use of English Movie in Teaching Listening at The Tenth Grade of SMA Al Islam 1 Surakarta 2019/2020 Academic Year."

information and then processing it into complete knowledge. That is why learning listening in learning a language is very important.

According to Vandergrift in the previous research by Irvan Bagus Aji Pamungkas and Sugeng Susilo Adi entitled "Students' Perception About Improving Listening Skills Using Movies Among The Vocational High School Students" said that listening is a complex and active process of interpretation which listeners matched what they hear with what they already know.[17]Of course, by providing this lesson, it found that in listening learning it will be a bit complex in a number of ways, but that provided a good understanding for students. However, this realized with an interesting and simple method provided by the teacher as a provider. In this listening the student will find several sentences that he has heard before and then match them with the material provided by the teacher.

Based on the explanation above, it can be concluded that Listening skill is one of the four very important skills for students to

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[17]Pamungkas and Adi, "STUDENTS'PERCEPTION ABOUT IMPROVING ENGLISH LISTENING SKILLS USING MOVIES AMONG THE VOCATIONAL HIGH SCHOOL STUDENTS."

learn. Likewise with some of the information obtained above, that in listening itself there are various situations in the learning method. Thisshows that there are sub-sections of the method used in learning listening skills. According to some experts, listening skills are very complex and a little complicated when compared to other skills such as speaking, writing or reading. And this is a very crucial challenge for teachers and students. It can also be understood that this listening provides and supplies a lot of information for students in capturing or understanding the words and sentences spoken by the interlocutor. Of course, by having good listening skills students can easily digest the intent and purpose of the words of the interlocutor

3. Types of Listening

According to the previous research that conducted by Ch. P. Raju entitled "Types Of Listening Skills: Barriers and Tips To Overcome Them" he said that based on the purpose of listening, the process of listening can be divided into various types. In another hand, various purposes in listening can be create a various forms of listening. Every types of this listening or it's case has it's

own function.[18]Primarily listening can be parted into two types:discriminative and comprehensive listening. These twocases of listening are basic and rudimentary to all sorts oflistening. The respite of listening types falls under thesetwo principal types of listening.

Discriminative listening is the beginning of the human listening process and it starts out when a man is an infant. During his infancy, man starts distinguishing thedifference between sounds: from human sounds of animal sounds and distinguishes the difference between voices of people by taking heed to the sounds. In thisprocess man cannot read the substances of the sounds properly. By listening to the sounds and discovering them, man can realize the human emotions.After developing discriminative Listening, man begins to perceive the meanings of the words and messages. Thorough listening follows. The quality of the spoken words or messages may vary from person to person. Understanding the language and/or messages depends heavily on postures and gestures. As a result, at

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[18]Ch P Raju, "Types of Listening Skills: Barriers and Tips to Overcome Them," *International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR ISSN: 2581-4281)* 1, no. 2 (2018): 41–45.

this point, man has figured out the meanings of nonverbal clues in addition to word meanings and linguistic abilities. The terms content listening, informed listening, and whole hearing are all synonyms for comprehension listening.

According to the previous research by Babita Tyagi entitled "Listenig : An Important Skill and It's Various Aspects" that he divided the types listening into 19 types of listening.[19]Several definitions of the types of listening put forward by researchers identify that there are various types of functions and purposes in listening itself. So, listening is not as simple as we think, because like some of the previous presentations, listening is the most complex part compared to some of the other skills.As for some of the types put forward by researchers including:

1. Active Listening (listening in a way that shows interest and promotes speaking more),

2. Deep Listening (attempting to comprehend the individual, their personality, and their hidden meanings and driving forces), and

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[19]Babita Tyagi, "Listening: An Important Skill and Its Various Aspects," *The Criterion An International Journal in English* 12, no. 1 (2013): 1–8.

3. Total Listening (focusing intently and actively listening to understand the deeper meanings hidden in what is being spoken).

In conclusion, Ch. P. Raju's research emphasizes the variety of hearing by classifying it into discriminative and comprehensive types, with discriminative listening serving as the basis for the evolution of the human auditory system. Comprehensive hearing develops when man moves from distinguishing sounds to understanding meanings, taking into account both verbal and nonverbal signs. Babita Tyagi's research further highlights the complexity of listening by distinguishing 19 different categories, each with its own specific roles and objectives. These kinds of hearing, which demonstrate the complexity of this crucial talent, include active, deep, and entire listening. Collectively, this research highlights the fact that listening is a complex skill that is necessary for effective communication.

4. Listening Process

Listening is the activity of hearing an object.The main senses are involved in listening particularly the ear, which receives the

sound.The ear will let sound in, and the brain will analyze it so that it becomes knowledge or pieces of information. The process of learning a language using listening techniques was the subject of research conducted by a specialist in the field of literature a number of years ago, and it was established that some of the findings of these tests indicated that a language would be quickly learned and understood if taught or channeled through the listening process. In addition, getting information from an object, in this case the other person, is essentially what listening is all about.

Listening is an important part of the language itself. Because a language is used or intended as a tool to communicate between one person and another. Doing a communication requires a process of listening carefully which in the end have an impact on the course of the conversation being carried out. Through good listening, a good correlation will be created between the topic and the flow of the conversation. Therefore, language and listening are two things that cannot be separated from one another.

As well as some deepening of the 4 skills in English which requires several steps to create an organized learning. With these stages, it can

provide the output that want to realize. According to Babita Tyagi in the previous research, he state that there are five step of listening process. The process of listening occur in five stages. They are hearing, understanding, remembering,evaluating, and responding. [20] The following steps are:

    a. Hearing is the physical reaction that occurs when sound waves stimulate the sensory receptors in the ear. Hearing is the experience of sound waves. You must hear to listen, but you do not need to listen to hear (perception necessary for listening depends on attention). A key need for efficient hearing is attention, which is the selective perception of stimuli that the brain allows to come into focus.

    b. Understanding- In order to fully comprehend the symbols we have seen and heard, we must consider their meaning. Symbolic stimuli include words as well as sounds and visuals such as applause and blue uniforms. The meanings we attribute to these symbols depend on

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[20]Babita Tyagi, "Listening: An Important Skill and Its Various Aspects," *The Criterion An International Journal in English* 12, no. 1 (2013): 1–8.

our prior experiences and the context in which they appear.

c. Remembering is a crucial part of the listening process since it shows that a person has taken in and processed a message as well as added it to their mental storage facility. Our memory is selective when we listen, and what we recall may be very different from what we initially saw or heard.

d. Evaluating: At this point of listening, only attentive listeners take part. The effective listener makes sure that he or she doesn't start this activity too soon because doing so requires that we stop hearing and paying attention to the incoming message, which ends the listening process. At this point, the active listener weighs the evidence, separates fact from opinion, and determines whether or not bias or prejudice is present in a message.

e. Responding: The receiver must finish this stage by providing verbal and/or nonverbal response since the

speaker has no other way to know if a message has been heard. As a result, this stage becomes the sole overt way for the sender to assess the degree of message success.

In conclusion, hearing and interpreting sound using one's senses particularly the ear and the brain is a fundamental process that constitutes listening. It is a key part of language and communication that makes it possible for people to communicate with one another in productive ways. The importance of listening strategies in the language acquisition process has been highlighted by research. Babita Tyagi's research also identified five steps in the listening process: hearing, comprehending, remembering, assessing, and reacting. These steps emphasize the active component of hearing, which ranges from receiving sound waves through understanding meaning, remembering information, evaluating the content, and finally responding to the speaker. Effective listening improves communication

dynamics and helps with comprehension in addition to helping people connect on a deeper level.

5. The Strategies of Listening Comprehension

The use of methods or actions known as listening strategies directly influences the ability to recall listening input. As a result, when teaching listening skills, language learners are helped in becoming accustomed to their listening behavior to deal with a variety of situations, types of input, and listening purposes. In recent years, a number of listening strategies have been developed to match with every different listening situation. Top-down tactics and Bottom-up strategies are two major categories for listening techniques.

According to the previous research conducted by D. Renukadevi.[21]Top-down methods are based on the listener; they assist the listener in interpreting the concepts to which he has been exposed by utilizing background knowledge of the issue, the listening setting, the text type, and the language.

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[21]Dhandapani Renukadevi, "The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening," *International journal of education and information studies* 4, no. 1 (2014): 59–63.

Top-down approaches are for identifying the key concept.Predicting, inferring, and summarizing.Contrarily, bottom-up techniques rely on text, and listeners utilize their language background to grasp what is being said. In this case, the listener depends on the message's language, which is a concoction of sounds, words, and grammar, to decipher the intended message. Bottom-up techniques include paying close attention to minutiae while listening and spotting word-order patterns.

According to Vadergrift in the previous research by DwiRaraSaraswaty.[22] He said that "metacognitive strategies lead to listening achievement when they deal with cognitive strategies".Less proficient learners mostly used cognitive and memory techniques, as well as socialtactics used the least. The more effective students often used methods.They applied top-down and metacognitive techniques that are connected to the students' listening abilities.The most common strategy was

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[22]Dwi Rara Saraswaty, "LEARNERS'DIFFICULTIES & STRATEGIES IN LISTENING COMPREHENSION," *English Community Journal* 2, no. 1 (2018): 139–152.

focusing on a specific piece of information, whereas taking notes and using prior knowledge were the least common. The usage of listening tactics did not differ significantly amongst high school.

In order to better understand the listening techniques used by high school students in various course levels, a structured interview was undertaken. Metacognitive, cognitive, and socio-affective techniques were employed by students at all grade levels. The findings of this study showed that cognitive strategies made up the majority of all strategies, followed by metacognitive strategies, whose competency levels rose. Ladies were more interested in metacognitive methods than males. By level course, socio-affective tactics also grew. It has been highlighted time and time again how crucial metacognitive awareness is for listening comprehension.Al-Alwan, Asassfeh, and AlShboul in Dwi Rara Saraswati.[23] Stated that "Students that have high degrees of metacognitive consciousness are better at assimilating and

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[23] Ibid.

remembering new material, and they can reinforce what they have learned by practicing". Students' skills are significantly improved by using metacognitive methods. In addition, Metacognitive techniques encourage critical thinking and can help students learn more effectively.

Based on the explanation above, can be concluded that listening comprehension should be an interactive, interpretative process where listeners use both their prior knowledge and linguistic expertise to understand communications rather than being restricted to either top-down or bottom-up processing. both their linguistic expertise and past experience in comprehending communications. In order to organize, oversee, and assess their listening, strategic listeners also employ metacognitive techniques. Metacognitive development can be defined as the conscious development of one's metacognitive skills, including the progression to greater knowledge, awareness and control of one's learning, selecting learning strategies, tracking learning progress, fixing mistakes, analyzing the efficacy of learning strategies, and altering learning behaviors and strategies as needed.

Using metacognitive techniques stimulates thinking and improves learning outcomes in general.

6. Teaching Listening Using Movie

One of the most interesting media to improve listening skill is watching English movie.English movies are one of the more engaging audiovisual materials to employ since they may engage and fascinate pupils. The use of movie as a learning medium in the classroom has a feature as a means of supporting effective learning and is able to increase students'participation, interaction, and enthusiasm. Teachers must be aware of any possible issues, such as the movie's content, before inviting their pupils to view movies.Flowerdew in IrvanBagusAjiPamungkas and Sugeng Susilo Adi State that "gives a general review of some of the issues in selecting the right movies.[24] Some students may take offense to things like sex and nudity, violence, profanity, slang, and contentious topics.As a result, the instructor plays a crucial role in determining

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[24]Pamungkas and Adi, "STUDENTS'PERCEPTION ABOUT IMPROVING ENGLISH LISTENING SKILLS USING MOVIES AMONG THE VOCATIONAL HIGH SCHOOL STUDENTS."

whether or not this activity is successful depending on the movie's genre and as a facilitator of the teaching process.

Several studies have shown that the use of visuals can improve listening comprehension. In addition, movies are inspiring media since they cover a range of subjects and are delivered with both auditory and visual stimuli. The advantages of employing them for language acquisition are that they give additional information, such as paralinguistic elements, that supports listening comprehension and their visuals and sounds that assist establish the scene of events.Also, movies help bridge cultural gaps that are often necessary for acquiring vocabulary, such as unique English mixes that place a strong emphasis on the interpretation of their meaning.

According to Wilson in the state that In language classrooms, a variety of listening materials can be utilized, including recorded textbooks, guest speakers, teacher and student chats, TV, films, DVDs, radio, music, and the internet.[25]English teachers can use English songs and movies to inspire their pupils to improve their

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[25]Retha Ruli Widyastuti and S Pd Susiati, "Using Songs and Movies in Teaching Listening Comprehension by the English Teacher at SMK Batik 1 Surakarta" (2021).

listening comprehension and listening abilities. The practice of teaching and learning via the use of media, specifically songs and movies, truly aids English teachers in teaching listening skills and offers students an engaging manner to meet learning objectives. The media has played a significant role in aiding students in comprehending the courses that have been effectively provided.

From the explanation above, can be concluded that Movies may be good genuine learning tools for hearing since they feature conversation from highly skilled English speakers, which may help with pronunciation understanding. Students can obtain additional knowledge while listening through movies. In other words, the students may listen and observe events simultaneously. The use of English movies in EFL classrooms has various benefits.

7. Steps in Teaching Listening Using Movie

Students' sensitivity to language understanding is improved by using English-language movies as one of the media in language teaching and learning classes. This is relevant since pupils of all ages find the movie to be highly

intriguing. There is a narrative to follow and consider. For both professors and students, it will make the teaching and learning process more interesting and enjoyable. Subtitles are a need while watching English-language movies, according to an instructor. Although deep subtitles in any language are a fantastic tool for allowing people to enjoy films from various cultures and nations, they may even make pupils less motivated to study the language.

The use of movies as a medium for learning listening is an appropriate alternative. Movies has it'sown superiority when compared to another mediawhich are commonly used to honing skills in English, especially in listening skills. The following are the steps for learning listening using movies as the main learning media, including:

a. Establish the right and appropriate movies and genres that will be used to teach

b. Make sure the movie that will be shown provided with subtitles to make it easier for students to know the word or sentences spoken by the characters in the movie.

c. Show the movie clip to students and ask them to listen and pay close attention to every word and sentence spoken.

d. Play the movie three times, in the first round using English subtitles, in the second round using Indonesian subtitles, and finally without subtitles.

e. And the last step,ask the students to collect the results of the notes that have been written before. to obtain how far they are listening comprehension.

Based on the explanation above, it can be concluded that, providing an interesting learning concept to students along with deciding the right media could have an massive impact for students. Hal itutentusajamenjadipoin yang sangatesensialdalammeningkatkanstudents'skill improvement and expand their knowledge. Arranging steps in the learning process should also not be overlooked by teachers as providers of education to students. Implementing and organizing this sequence can also have an impact on enhancing students' enthusiasm and engagement during listening lessons.

8. Assessment of Teaching Listening

The assessment is really important due to teachers as the instructional provider. According to Pauzan and Ribahan, explained that Teachers should do assessments for a number of significant reasons.[26] Teachers typically conduct assessments in order to hold students accountable for their learning outcomes and to enhance learning. And refers to the listening skill, it is a crucial aspects. According to Gary Buck in Cambridge University books' about Assessing Listening abilities said that "One of the least understood, least established, and yet most crucial aspects of language testing and evaluation is the examination of Lisening".[27]It is significant because of the possible impact on instructional strategies. After all, why would students take seriously the need to build and enhance their listening comprehension if we do not measure their capacity to hear spoken conversation in the second or foreign language? even if instructors are

[26]Pauzan Ribahan, "PRACTICE ASSESSMENT OF ENGLISH TEACHERS IN STATE MADRASAH SCHOOL IN MATARAM CITY" Volume 10, no. Issue 3 (November 30, 2022).
[27]Gary Buck, *Assessing Listening* (Cambridge University Press, 2001).

persuaded of the value of listening as a language-use activity, they may unavoidably have a tendency to focus on the specific listening skills that will be assessed in the end.

  a. Cognitive Media Theory

Videos have been utilized for a very long time to teach and assess LC, as well as other foreign languages. According to Porcel Carme, she used movie media in teaching listening, and she found that students' listening skill enhanced and also helped them in enlarge of their vocabulary in English.[28] A variety of codes that suggest paralinguistic, extralinguistic, and proxemic aspects are used to communicate on various levels.[29] Hence, audiovisuals represent a multidimensional reality that may be used in the classroom on several syntactic levels.Moreover, the use of audiovisual resources in foreign language instruction gives students first-hand exposure to the culture shown on television.

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[28] Porcel Carme, "Learning English through Films," *Humanising Language Teaching. Retrieved from: www. hltmag. co. uk/jun10/less02. htm* (2010).
[29]Marinella Caruso, Anna Gadd Colombi, and Simon Tebbit, "Teaching How to Listen. Blended Learning for the Development and Assessment of Listening Skills in a Second Language," *Journal of University Teaching & Learning Practice* 14, no. 1 (2017): 14.

b. Using Online Assessment

Online assessment is becoming more and more popular in place of traditional classroom testing. An alternate learning environment and delivery method to the traditional classroom has been made possible by computer technology. It offers mixed learning and teaching that alternates between online and offline activities and resources.especially evaluated the preferences of university-level students for online vs offline listening activities in English as a second language. They discovered that a teacher must play a key role as a designer, a selector of efficient activities, materials, and multimedia tools, as well as a monitor who provides timely scaffolding, in order to achieve an optimal design and the successful implementation of the blended learning model in listening instruction.

In conclusion, assessment is a crucial element of education that aids in determining the comprehension and development of pupils. When using video as a medium for assessment, it may offer a dynamic and multi-sensory

approach, enabling a more thorough examination of students' abilities and knowledge. On the other hand, the simplicity and scalability of online assessment makes it ideal for both formative and summative assessments, particularly in distance learning or digital learning contexts. Both video-based and online evaluations have particular advantages and can be useful additions to the educational toolset. They let teachers design tests to specifically address learning objectives and successfully engage students.

9. Theory of Perception

The theory of perception investigates how people understand and interpret the sensory data they take in from their environment. It explores how sensory information is arranged and interpreted to create a cohesive understanding of the outside world. The ecological theory of perception is a well-known viewpoint that asserts that perception is an active process influenced by an organism's interactions with its surroundings. This hypothesis, supported by James J. Gibson, disproves the idea that perception is only the product of

internal cognitive processes and highlights the role that the environment plays in influencing perception. Gibson emphasizes the importance of information-rich inputs in directing behavior and forming the perceptual experience in his theory of perception, which views perception as a dynamic and direct interaction with the environment.[30]

G. Reseach Method

1. Approach and Types of the Research

In this study the researcher used qualitative study as the method of research. Qualitative research that explores and provides into real world of the issues. According to Sugiyono, qualitative research is "Sugiyono explained that qualitative research is research that aims to gain understanding and understanding of an event or human behavior in an organization or institution".[31]Instead of collecting numerical data points or intervene or introduce treatments just like in quantitative research, qualitative research helps generate

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[30] James Gibson, "The Ecological Approach to Visual Perception,"
生態学的視覚論 (1985).

[31]Ajat Rukajat, *Pendekatan Penelitian Kualitatif (Qualitative Research Approach)* (Deepublish, 2018).

hypotheses as well as further investigate and understand quantitative data.Qualitative research gathers participants' experiences, perceptions, and behavior. It answers the hows and whys instead of how many or how much. It could be structured as a stand-alone study, purely relying on qualitative data or it could be part of mixed-methods research that combines qualitative and quantitative data.

The approach most closely related to qualitative study research is the case study. According to the previous research conducted by Adrijana Biba Starman state that "Case studies were one of the first types of research to be used in the field ofqualitative methodology".[32]The social sciences have made extensive use of case studies, which have been shown to be particularly useful in subjects that are practice-oriented (including social work, business, education, and public administration).Case studies may be quantitative or involve a blend of qualitative and quantitative methodologies, although

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[32]Adrijana Biba Starman, "The Case Study as a Type of Qualitative Research.," *Journal of Contemporary Educational Studies/Sodobna Pedagogika* 64, no. 1 (2013).

they are frequently seen as a component of qualitative research and methodology. An interpretive paradigm, which stresses personal experiences and the meanings they hold for a particular person, is what distinguishes qualitative research.

There are two sorts of research: research using one case study for one case study and research using several cases studies for various cases. Moreover, just one case study was employed in this study. This kind of research is appropriate for the study of the researcher who wishes to investigate how students perspective on Harry Potter movie as a learning media across various contexts, periods, and circumstances.Also, the same phenomenon is investigated using this form of study at several points in time.

2. The Presence of Research

As a result, the researcher in this study played a crucial part in providing students with efficient learning options. presenting and outlining the subject matter and instructional techniques in listening classes in a very conversational and simple to understand manner for students. In the end, the

researcher discovered how students react to or interpret using video or using movies as the dependent variable in study using both learning media and video.

In this study, researcher collected data or samples that have been obtained from several previous similar studies to get an idea of what the results like from the current research. After doing the pre-test and post-test later, the researcher conducted interviews with the students in the class to get premier data or data that is directly obtained in the research process directly by the researcher.

3. Source of Data

To reach a conclusion, the research to be carried out requires a source of information called data. Data are facts or figures that later be collected by researchers to be processed so as to produce useful information for the research. This information used for decision making.

Data is a core of a research. In any type of research, data is the most crucial factor in a study so that, in obtaining authentic data, clear and accurate studies are needed. The research

method carried out along with other devices or instruments used can be said to be effective if the data obtained is relevant and not engineered or contrived. This research is supported by relevant and accurate data, as research which is later expected to be used as a guide and reference as learning material or further research, the researcher collected and sorted this data.

The primary source data of this research collected by the researcher based on the real data that necessary in this research. In addition, the researcher experienced teach the students by using the same method in the past. The students enjoyed the listening learning by using movie as the media. This research provided maximum benefit if the results or data obtained are valid. In this case students as research objects are very vital because they were source of data that obtained by the researcher through several meetings which carried out as a process of data collection or data collection. Most of this research relies on data generated by students.

In this research conducted at the school, secondary data plays a significant role as it relies on the utilization of

Learning Activity Sheets (LKS) from textbooks as the primary source of learning materials. These LKS materials serve as a valuable resource for students, providing structured content that complements their classroom instruction and aids in reinforcing key concepts. By leveraging secondary data in the form of these LKS materials, the research aims to analyze their effectiveness in enhancing the educational experience and academic performance of students within the school setting.

4. The Procedure of Data Collection/observasi

The researcher used a questionnaire, and interviews to collect the data. These two instruments used after 3 meetings with the object class.

a. Questionnaire

This research collected factual data through the process of collecting data or obtaining data directly on the object of research, in this case students. The questionnaire was chosen by the researcher to make it easier to obtain students' perceptions of the use of movies as an effective listening learning media. According to Stone in the previous

research state that "The key steps in designing a questionnaire are to: decide what data you need, select items for inclusion, design the individual questions, compose the wording, design the layout and presentation, think about coding, prepare the first draft and pretest,pilot, and evaluate the form, and perform the survey".[33] Despite the apparently complicated nature of the task, theoretical knowledge is no substitute for practical experience.

In developing the questionnaire for this study, the researcher undertook a thorough investigation into the variables of Listening learning and the utilization of Harry Potter movie as a media. The researcher conducted a detailed analysis of the characteristics of listening learning and the use of movies as a medium in order to construct the questionnaire for this study. The 14 questions on the survey are intended to elicit participants' opinions about the use of the Harry Potter movie in listening instruction. The purpose of the first six questions is to clarify the important

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[33]DH Stone, "Design a Questionnaire.," *British Medical Journal* 307, no. 6914 (1993): 1264–1266.

contribution that this medium makes to improving participants' listening abilities. These tests are designed to determine how much the film helps with skill development. The final three questions explore how participants' opinions of the learning process are influenced by the media. The questionnaire seeks to give a thorough picture of by carefully crafting questions that investigate changes in overall perception as well as the influence on skill development.

The five questionnaire items, developed through synchronization with the specified variables of listening learning and movie usage, aim to unveil the nature of these challenges. Among the 5 items from the questionnaire, 3 are specifically designed to assess whether the issues identified by the researcher resonate with the firsthand experiences of the students. By aligning the questions with the identified variables, the questionnaire seeks to gain insights into the direct relevance of the outlined challenges to the students' experiences, contributing to a nuanced understanding of the

obstacles faced by students in using Harry Potter movies for enhancing their listening skills.

b. Interview

Based on the results of the questionnaire, then the researcher selected 5 students to become informants who gave their opinion regarding listening learning using English movies, in this case the movie choosen by the researcher is "Harry Potter" movie. There are 5 item for the interview's questions. Those questions aims to get concrete results from direct student opinions where the results of the interview used as supporting data for the results of the previous questionnaire. Through interviews as well, later researcher was took the right and accurate data to be processed later. There are 5 item for the interview's questions

Qualitative data are 'most often' collected by the researcher through interviews and questionnaires. According to Kvale in the previous research conducted by

Hamza AlShenqeeti, "interviews are more effective than questionnaires at eliciting narrative data, which enabled the researcher to examine people's opinions in greater detail.[34] data from the results of the questionnaire gave results that are not much different from the interview. The researcher knows that the interview was gaveflexiblility to the students or interview object to convey and explain his opinion in a broader and more detailed manner, which in this case is highly expected, because later it can make it easier for theresearcher to synchronize the results between the interview data and the data from the questionnaire results been done before.

In this study, the researcher conducted interviews with 5 students in the class that has been set as the research object. The researcher provided 5 questions that have been arranged by the researcher and created to find out more information about students' perspectives on the use of movies as a medium for learning listening. specifically,

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[34]Hamza Alshenqeeti, "Interviewing as a Data Collection Method: A Critical Review," *English linguistics research* 3, no. 1 (2014): 39–45.

those 5 questions are about what are students' perception on the use of harry potter movie and what are the challenges do students' faced while utilized this media in listening class. Each student interviewed for 6 minutes. In this perception, various students responses wasfound in the form of increased enthusiasm and enthusiast for learning and so on.

5. The Technique of Data Analysis

Participatory work on qualitative research projects continues indefinitely until all the data are utilised. According to Miles and Huberman, data analysis from qualitative research consists of three consurent flow activity: (1) Data condensation, (2) data display, and (3) conclusion/Verification.[35]

a. Data condensation

Data condensation refers to process of selecting, focusing, simplifying, abstracting, and/or transforming. The data that appear in the full corpus (body) of written up fields notes, interview scripts, documents, and other

[35]Matthew B Miles A. Michael Huberman, *Qualitative Data Analysis a Methods Sourcebook*, 3rd ed. (London: SAGE, 2014).

empirical materials. Additionally, By condensing, could making data stronger, and stay away from data reduction as a term because that implies weakening or losing something in the process.

b. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compresed assembly of information that allows conclusion drawing and action. In daily life, displays vary from gasoline gauges to newspapers to facebook status updates. Looking at displays helps us understand what is happening and to do something caber analyze further or take action based on that understanding.

c. Draw conclusions/verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative, the qualitative analyst interprets what things mean by noting patterns,

explanations, causal flows, and propositions. The competent researcher holds these conlucion lightly, maintaining openness and skepticsm, but the conclusions are still there, vague at first, then increasingly explicit and grounded. "final"conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used: the sophistication of the researcher and any necessary deadlines to be met.

6. Trustworthiness

To establish a degree of trustworthiness on how factual the research findings are, the validity of the data is required. The data's validity is more consistent with the current research procedure. Four requirements must be satisfied for data to remain valid: credibility, transferability, dependability, and objectivity.

The researcher also used the triangulation approach to ensure the validity of this investigation.Triangulation is essentially a multi-method approach used by researchers

when collecting and analyzing data. The basic idea is that the phenomenon under study can be well understood so that a high level of truth is obtained if approached from various points of view. Photographing a single phenomenon from different angles allowed for a reliable degree of truth. Therefore, triangulation is an attempt to check the correctness of data or information obtained by the researcher from various different points of view by reducing as much as possible the bias that occurs during data collection and analysis.

H. Organization of Discussion

Chapter I, in this approach is an introduction. This sessionconducted the background of the research, problem statement, objective of the research, significance, scope, and setting of the research, review ofprevious research, the theoretical framework of the research, researchdesign or method, and the last systematic of discussion.

In chapter II, the researcher explained the research data displayand conclusion.

In chapter III, the researcher addresses the process of assessingresearch results using theoretical justifications.

In chapter IV the researcher provides the conclusion and suggestions for the study.

CHAPTER II

DATA DISPLAY AND FINDINGS

The study findings are presented and analyzed in this chapter in light of the concerns that the researcher raised, as mentioned in the prior chapters. Additionally, the difficulties students had whenlearning hearing through the Harry Potter film are examined, alongwith the data gathered from students' perspectives of utilizing themovie as a listening learning medium. The use of questionnaires and interviews to collect data made it easier for the researcher to draw the conclusions.

In this study, there were 13 responses coming from the respondents of this research. For more details on thedata collection of the following respondents, it can be seen into thedemographics below.

Table 1. Respondent Demography

Item	Frequency	Percentage
Gender		
Male	6	46.20%
Female	7	53.80%
Total	13	100%

1. Result From the Questionnaire

A. Students' Perception on the Use of Harry Potter Movie in Listening Class

According to data gathered from 13 respondents, the study on listening abilities offers some intriguing new information. Out of these respondents, 24% stated strong agreement with the efficiency of utilizing the "Harry Potter" film as a learning aid for listening comprehension, whereas 11% had a divergent viewpoint and showed strong dissatisfaction with the usage of this medium for educational reasons. These results reveal the range of responses from the respondent group about the efficacy of "Harry Potter" as a method for improving listening skills. The study's findings also highlight the need for a more nuanced approach to using the "Harry Potter" movie in listening exercises because it seems to resonate favorably with a sizeable section of the participants yet causes anxiety for others. This difference in viewpoints highlights how crucial it is to adapt listening materials to individual preferences and learning preferences in order to maximize the efficacy of language learning processes.

Based on the results of this research, it was found that 59% of students stated agree and strongly agree with the use of the Harry Potter movie in the class. This shows that the use of this Harry Potter movie in listening lessons in their class can improve some of their English skills. Additionally, 47% of students in this class stated that they strongly agree and agree that this Harry Potter movie can develop all their communicative skills. What stands out most is that this Harry Potter movie can improve their ability to increase their vocabulary. It can be seen that 70% of students stated that they strongly agree and agree with this statement. Apart from vocabulary, a significant increase was also seen in their pronunciation, with 47% of students stating that the Harry Potter movie really helped them improve their pronunciation skills.

As for the others, they said they were neutral or even disagreed and strongly disagreed with the use of this Harry Potter movie. There were 33.4% of students who stated they were neutral regarding the application of the Harry Potter movie as a listening learning medium in their class. For more, 16.6% of students said they strongly disagree and disagree with the use of this film. It can be seen that 31% of

students disagree and strongly disagree that this Harry Potter film is a flawless medium for improving their skills in English. And the remainder, 23% of students did not agree that this Harry Potter movie improved their pronunciation skills. For more details data requirements, can be seen on the following below.

Table 2. Questionnaire results for the students' Perception language skill improvement

No	Statement	Alternative Answer					Total
		SA	A	N	DA	SDA	
1	Harry Potter movie could help students to develop all communicative skills	8%	39%	46%	7%	0%	100%
2	Movie is a flawless media to increase any skill in English	30%	9%	30%	23%	8%	100%
3	Movie can improve my listening comprehension	24%	23%	46%	7%	0%	100%
4	Harry Potter Movie increased my vocabulary	53%	17%	15%	8%	7%	100%
5	Movie can	32%	15%	30%	23%	0%	100%

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	directly correct errors in pronuncing English					
	Average	29.4%	20.6%	33.4%	13.6%	03%	100%

Apart from that, Based on the results of the questionnaire regarding the impact of the Harry Potter movie in listening learning on students' psychology. Data shows that 53.3% of students stated that they strongly agree and agree regarding improving students' psychological aspects in learning English, especially in improving listening skills using the Harry Potter movie. What stands out most is that students do not feel bored with learning to listen using movies. This is based on the results of student votes, as many as 70% stated that they strongly agree and agree with this statement. Furthermore, there were 59% of students strongly agree and agree with the use of this Harry Potter film in increasing their confidence when learning English. The rest are the results of neutral, strongly agree and disagree. After the calculations were carried out, 35% of students said they were neutral regarding the use of movie in listening lessons, and 19% of students said they strongly disagree and disagree. 61% of

students stated they were neutral regarding the impact of increasing their curiosity about English. And the remaining 17% of students felt not confident when studying English using films when they were asked to repeat the dialogue in the film. More detail of the data can be seen on the following below.

Table 3. Questionnaire Results for the students' perception on the psycological aspect

No	Statement	Alternative Answer					Total
		SA	A	N	DA	SDA	
6	Movie can reduce boredom while listening learning in the class	31%	39%	30%	0%	0%	100%
7	I found my self more confidence learning English Trough movie	8%	51%	16%	17%	8%	100%
8	English movie can increase my curiosity about English language itself	16%	15%	61%	0%	8%	100%
	Average	18.3%	35%	35.6%	5.6%	5.3%	116%

B. Students' challenges while using English movie in listening study

The findings of the questionnaire on the context "students' challenges while using Harry Potter movie in the listening class" offered some intriguing new information. A considerable number of pupils had problems, as evidenced by the finding that 33% of participants strongly agree and agree due to the challenges that faced by the process of learning listening by using Harry Potter movie. What stands out most is that students cannot fully imitate the pronunciation of the characters in the film, where 46% of students agree and strongly agree with this. Furthermore, there were 28% of students' votes agreeing regarding the problem of not being able to hear clearly what the characters were saying because the dialogue was too fast. As for the remainder, in the form of neutral, 32% of students were still undecided and unsure whether they would have difficulty or not at all when using this Harry Potter movie for listening learning.47% of students expressed strongly disagree and disagree regarding the challenges faced when using films as a listening learning medium. And more, 55% of students stated that

they did not agree that films could make students bored when learning listening using films. For more, 42% of students stated that they had no difficulty finding the right movie to use as a listening learning medium. For more details of the data, can be seen on the table below.

Table 04. The Students' Challenges While Using Harry Potter Movie in Listening Class

NO	STATEMENT	ALTERNATIVE					TOTAL
		SA	A	N	DA	SDA	
1	I find it difficult to find the right movie to learn listening.	0%	25%	33%	33%	9%	100%
2	Do not have access that supports watching movies	0%	24%	46%	0%	30%	100%
3	I get bored quickly when learning listening by using movie as the media	15%	0%	30%	38%	17%	100%
4	It is so hard to try to imitating how the way the character pronounce the sentences	18%	28%	27%	18%	9%	100%
5	I couldn't really listen properly to the characters dialogues because the characters spoke too fast	19%	9%	27%	18%	27%	100%
	Average	10.4%	17.2%	32.6%	21.4%	18.4%	100%

2. Result From Interview

The next step of the data collection for this research is interview. At this section, the researcher has prepared 5 questions that cover several issues faced by students based on the listening study by using Harry Potter movie. The researcher selected 5 students to be interviewed regarding listening learning by using movie as the main media. Based on the researcher observations, there will be various versions of student responses later, it is based on the results of the data in the previous questionnaire that very varied. On the discussion, the researcher explaining the items in more detail along with short answers from respondents regarding their experiences.

A. Students' Perception on the use of movie as the media in learning listening.

The first question is "what is your perception on the use of Harry Potter movie as the media in learning listening". All of the 5 students gave their positive responses regarding to this first question, they think that by using movie was an interesting media to study listening. Moreover, they think it is interesting on the process of they can

improve their listening comprehension, adding their vocabularies, and also increase their pronunciation. Furthermore, movie also can improve their motivation which is the psychologys' aspect. So that's why, it also related to the questionnaire statement while learning listening by using movie as the media. Below are the results of the responses from these students.

R1 : I think it is an interesting media to learn English language skill, especially to improve listening skill

R2 : I felt this movie media is interesting media and suitable for my level, and I think Harry Potter Movie is the right movie to use.

R3: I think it is suitable for learning English, especially learning listening, if using movie like this method. By using Harry Potter movie also has an easy vocab to know.

R4 :I believe that, using movie can improve my listening comprehension, and also adding my vocabulary. I never try and use this method before. I admitted it is a good media.

R5 : I agree that movie is good and appropriate media to increase my skill on listening, and also, I feel more enthusiastic learning listening trough this media.

The interview regarding to the use of movie as the media to teaching listening in the class, it was evident that five respondents are expressed significant benefits and noticeable improvements. Some of

students said that, trough movie had greatly assisted them in their language learning process, and they also stated that movie also could minimize the boredom it related to the questionnaire result, there are 38% of students vote strongly agree on it. moreover, they confess that trough watching movie could expand or adding their vocabulary, make them easier to spoken English well. These insights underscore the positive impact of incorporating movie as the media for listening learning, showcasing it's ability to enhance both motivation and linguistic proficiency among the students. It is confirmed from the interview result from 5 students. For more details can be seen on the result of interview excerpt.

R1 : I feel more enthusiastic in class when studying using this movie, I don't know why but I feel more active.

R2 : I feel that after learning to use this movie media, I know how to pronounce English vocabulary correctly.

R3 : If I use a movie like this, I will understand more quickly and know how to express something in English.

R4 : I feel a very significant change after learning listening using this film. I myself never thought that films could increase my enthusiastic for learning English.

B. The challenges of the students while using movie as the media

The difficulties due to the several factors according to students' opinion while using movie as the media for learning listening. Listening study is often a very boring thing for students. The only skill in English that is a little more difficult for students to learn. It is hoped that using movie can increase students' interest to be more enthusiastic in learning listening. Apart from that, it cannot be denied that aspects arosen that became difficulties for students in learning to listen using the movie itself. One of the things that students commonly experience when learning listening using movieis they still have difficulty on imitating how the characters in the movie pronounce the words. Following are the results of the interview.

R1 : I kinda helped with movie to enhance my listening but, sometimes it is hard to me to pronouncing or to imitate the dialogue.

R3 : The one and only thing that makes me so hard to increase my listening and prononunciation is that, I can't clearly listen and I can't perfectly imitate the dialogue.

And the other aspect that could be the challenges by students is strong to the teachers are doesn't providing or testing this media (movie) to use before while teaching listening. And most of the respondent said that the very basis aspect that could be the problem or the challenges is the aren't provided with movie as the media before on learning listening in the class with their teacher. And this must be the bright moment to apply this media for the students. Following below are the interview result with 5 respondents.

R1 : My teacher never use this kind of media to teach me the listening before, they're used the other media instead of this movie media.

R2 : Yeah, I never experienced before my teacher teach me English language specially for learning listening comprehension by using movie before.

R3 : It is my first time tho, and I think my teacher should apply this kind of interesting media (movie) while teach us in the class.

R4 : We never had an experience learn by using movie like today before, our teacher only instructed us to listening to the story that teachers tell in front of the class.

R5 : that is the problem, we never know before trough movie could be the interesting media to learn listening, because our teacher never use it in the class.

Based on the results of the interview above, it can be concluded that there are two very significant problems experienced by students when learning to listen using the Harry Potter movie. There were 2 out of 5 students interviewed who stated that they had difficulty imitating and listening to the dialogue in the film. the rest said they had no problem with that. And the next problem is that the majority of students answered that there was no innovation in listening learning using previous films from the teacher, all respondents answered that they had never been taught to use films, and on the other hand they felt helped by this movie.

CHAPTER III

DISCUSSION

A. Students' Perception on the use of Harry potter Movie in Listening Class

Each students may have various perspectives onusing Harry Potter movie as a listening skill's learning method. Most of students find comfort and engagement in learning listening skills by using the Harry Potter as the media in their class. They express a genuine interest in this unconventional approach, considering it an ideal medium for honing their listening skills within the classroom setting. The students also note several positive developments following their exposure to this new alternative method, such as a noticeable improvement in their listening comprehension, an expansion of their vocabulary, and enhancements in pronunciation skills. The integration of Harry Potter movies into the learning process has proven to be both enjoyable and effective for these students, fostering a dynamic and immersive language learning experience.

This research aimed to find out how EFL students experienced the Harry Potter movie as a media for learning in the classroom.Various student perceptions on the Harry Potter movie media were displayed by the results of the questionnaire and interviews. Harry Potter is a great resource for enhancing listening skills in English. Trough utilizing movies could help students to really enjoy and enthusiastic in learning listening. It is aligned with the earlier studies carried out by Irvan BagusAjiPamungkas and Sugeng Susilo Adi, which stated that movies may improve students' linguistic proficiency, specifically, on their listening skills.[36]The study discovered that the Harry Potter movies improved students' listening skills and perceptions of listening comprehension. The results of the previous studies described above line up with the findings of the current research, as revealed by the participant's statement below:

> R1 :I think it is an interesting media to learn English language skill, especially to improve listening skill

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[36]Pamungkas and Adi, "Students' Perception About Improving English Listening Skills Using Movies Among the Vocational High School Students."

R4 :: I feel a very significant change after learning listening using this film. I never thought that, this movie could increase my enthusiast for learning English

Students could enhance their listening skill using movies in English   passions while learning listening in the classroom. Additionally, when teaching listening skills to students through the use of movies (Harry Potter movie), they must pay close attention to the characters in order to reap three benefits: learning how to pronounce new words, learning new vocabulary requirements, and most importantly, improving their listening skills. It is aligned with theory, the research conducted by Porcel Carme, she found that, the movie enhanced students' listening skill and also helped students in enlarge vocabulary.[37]

R1 :I feel more enthusiastic in class when studying using this movie, I don't know why but I feel more active.

By using the Harry Potter movie, teacher can increase their students' psychological well-being in the classroom in addition to their

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[37] Carme, "Learning English through Films."

listening comprehension. And more, this is really beneficial for keeping children interested in their listening lessons. The researcher believe that this research really give a massive enhancement for the students especially on their listening comprehension. It is in line with the previous research conducted by Lusi Marleni, that she taught the English listening using short movie, where the results of the research wasreveale that English short movie could increase students' listening abilities in the classroom.[38]

B. Students' challenges on the use of Harry Potter movie as the media in listening class

Apart from the paragraphs above, Evenenthoughby utilizing movies may be an effective instructional method for listening skills, there may be certain obstacles for pupils to overcome.First of all, some students can find it challenging to acquire the new sounds in the second language they will be learning; this implies that some students might find it challenging since they have never heard this language before. The primary issue is that instructors have never used this type

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[38]Marleni, "Improving Students Listening Comprehension Of Narratives By Using Movies As Media At Grade XI IPA 5 Of SMAN 2 Bangkinang."

of media in the classroom, which is why the researcher decided that now is the ideal time to introduce it (the Harry Potter movie) to the students.

The researcher discovered EFL students' difficulties with the approach on the factual instructional. the researcher provide an basic material of listening and what are the significance of learning listening in the earlier of the listening class conducted by the researcher. it is caused to their majority statements that, they have no experience before to learn english listening by using movies. It is so related to the previous research conducted by Dea Aprilia Haryanto, that in the beginning of the meeting most of the students little bit so hard to get what the instructional method, because of that was the first time for them to learn English especiall for enhancing listening comprehension by using movies.[39]The results of the previous research above line up with the findings of the present study, as demonstrated by the participant's statement below:

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[39]Haryanto, "Students' Perception on The Use of Video Animation to The Teaching of Listening to The First Grade at SMA Negeri 1 Pakel Academic Year 2014—2015."

R1 :My teacher never use this kind of media to teach me the listening before, they're used the other media instead of this movie media.

R2 :Yeah, I never experienced before my teacher teach me English language specially for learning listening comprehension by using movie before.

R4 :We never had an experience learn by using movie like today before, our teacher only instructed us to listening to the story that teachers tell in front of the class.

Furthermore, while the students must listening carefully to the dialogue of the movie, some of the students stated that they are still so very hard to try imitating and listening carefully what the characters of the movie said. the researcher concluded that it may causef of the natural speed of the characters that's can't students may imitates on. It is so related to the previous research conducted by Irvan Bagus Aji Pamungkas, that the students was so very confused because of the trying so hard to listen carefully what exactly the sentences that the characters of the movie said. Eventhough, most of the students are has

no trouble with that issues, but it is the main data of the problems that students' face while learning listening through movies. Additionally, the results of the previous research that appears some of the problems while teaching listening by using movies also can find on the current research, the factual data may be seen from the results of the interviews below.

R1 : I kinda helped with movie to enhance my listening but, sometimes it is hard to me to pronouncing or to imitate the dialogue.

R3 : The one and only thing that makes me so hard to increase my listening and prononunciation is that, I can't clearly listen and I can't perfectly imitate the dialogue.

In conclusion, as the majority of EFL learners are the conclusions drawn from the interviews regarding the challenges faced by students in using Harry Potter movies as a learning medium are multifaceted. Through the interviews, it became evident that students encountered various issues, including difficulty in extracting relevant language components from the movie dialogues.Moreover, the

findings highlighted that while some students found the integration of Harry Potter movies beneficial for improving listening skill, others faced challenges in adapting to this unconventional learning approach. Overall, the interview results underscore the importance of addressing individual learning styles and preferences when incorporating movies into language education, emphasizing the need for tailored strategies to enhance the effectiveness of using Harry Potter movies as a media.
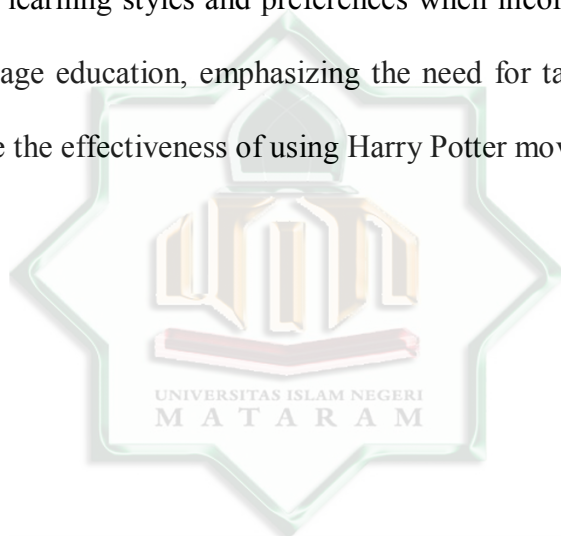
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussion above, it can be concluded that students' perceptions on using the Harry Potter movie as a teaching media for listening comprehension revealed replies, suggesting that the movie enhanced students' listening comprehension significantly. The utilization of the Harry Potter movie as a media for teaching listening was well received by the EFL students. Harry Potter movie can be a useful approach for enhancing even to improving students' listening comprehension, expanding vocabulary, and pronunciation. It is also improve the students' enthusiastic and give them comfortably to joining the class or we can indicate that was improved the students' psychological aspect. Moreover, Harry Potter movie is an effective learning method that could helping the students so much to develop their listening skill. In another hand also, the challenges are cannot be separated on, because the fact that some of challenges refers to the use of Harry Potter movie as the media in

learning listening. The most challenges that was so very fundamental is, the teacher never been utilizing or even try this media before to providing the listening instructional in the classroom.

B. Suggestion

After concluding and comprehending the material obtained through the finding and discussion, the writer would like to provide the followingrecommendations. Here are some ideas for using English movies as a alternative for learning listening in English:

Relevance and Interest: For a more engaging experience, pick movies that correspond with the language level and interests of your students.

Clearly Stated:

To help with language comprehension and pronunciation, choose movies with clear speaking.

Cultural Context: To increase understanding of other cultures, choose films that accurately depict the culture of the language.

Visual Background:

Use the visual components of movies to help with vocabulary and comprehension reinforcement.

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APPENDICES

Appendix 1 RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 6 LOMBOK TENGAH Mata Pembelajaran : BAHASA INGGRIS	Kelas/Semester : X/1 (Ganjil) Alokasi Waktu : 2 x 45 menit
Materi Pokok : : **Listening Learning Using Harry Potter Movie**	KD : 3.1 dan 4.1

A. Tujuan Pembelajaran

Melalui kegiatan mengamati, menanya, mengeksplorasi, mempraktikkan, dan mengkomunikasikan, peserta didik mampu :

- Memahami materi tentang *Listening Learning Using Harry Potter Movie* dengan baik;
- Mengikuti pembelajaran *Listening Learning Using Harry Potter Movie* dengan baik
- Mengomunikasikan materi tentang *Listening Learning Using Harry Potter Movie* dengan baik;
- Mempraktikkan materi tentang *Listening Learning Using Harry Potter Movie* dengan baik;

Media	Alat / Bahan
❖ Kertas Hvs	❖ Buku catatan, Spidol, papan tulis
❖ Laptop	❖ Sumber Belajar
❖ Mini Speaker	❖ Lembaran isi dialogue
	❖ Buku Absen, Lembar Penilaian

	❖ Internet: https://www.youtube.com/watch?v=rn5nAx-EWpA

B. INDIKATOR PEMBELAJARAN

- Memberikan siswa materi yang sesuai dengan level kemampuan mereka
- Meminta siswa untuk dapat mengikuti berlangsungnya pembelajaran listening dengan penuh konsentrasi dan fokus
- Siswa di minta untuk memperhatikan dan mencontohkan apa yang guru jelaskan
- Meminta siswa untuk merangkum ataupun menyimpulkan apa yang mereka fahami dari materi yang telah di berikan

Pertemuan ke- 1	
KEGIATAN AWAL	
1.	Peserta didik memberi salam, dan guru membimbing siswa berdo'a
2.	Guru mengecek kehadiran peserta didik dan member sedikit motivasi
3.	Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan di ajarkan

KEGIATAN INTI

- Peserta didik diberikan penjelasan tentang materi *Listening Learning Using Harry Harry Potter Movie.* Pada sesi ini guru menerangkan apa saja yang dimaksud dengan listening skill itu sendiri. Guru menjelaskan bagian-bagian dari listening dan contohnya.
- Guru mempersiapkan alat-alat (media) berupa tayangan movie yang sebelumnya telah di siapkan. Tayangan bagian dari materi tentang *Listening Learning Using Harry Harry Potter Movie.*

- Guru memberikan kesempatan untuk siswa mendengarkan sebaik mungkin kepada setiap percakapan atau dialog yang ada di dalam movie tersebut.
- Peserta didik diberikan kesempatan untuk melakukan atau mendengarkan dialog tanpa tampilan (hanya suara). setiap percakapan diulang sebanyak tiga kali pengulangan. Peserta didik harus benar-benar fokus dalam mendengarkan percakapan dalam film tersebut agar dapat mengetahui apa saja yang dikatakan oleh karakter.
- Setelah tahap tersebut, guru menayangkan kembali movie tersebut dengan menampilkan tayangan beserta dengan subtitle bahasa inggris yang telah di sediakan guru. Tugas siswa harus tetap berkonsentrasi pada di setiap percakapan antar karakter dalam film tersebut.
- Selanjutnya, guru memberikan siswa untuk memperbaiki penulisan kosa kata ataupun kalimat-kalimat yang mereka dengar dalam film tersebut.
- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Listening Learning Using Harry Harry Potter Movie*. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

NO	KEGIATAN AKHIR
1.	Guru bersama peserta didik melakukan Tanya jawab mengenai pengalaman belajar menggunakan media movie (Harry Potter) movie.
2.	Guru memberikan penilaian lisan secara acak dan singkat terhadap hasil tulisan mengenai keberlangsungan pembelajaran listening menggunakan film Harry Potter.
3	Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

	dan berdo'a

C. Penilaian Sikap

- **Penilaian Sikap :** Anekdot (tata krama dan tingkah laku siswa)
- **Penilaian Pengetahuan :** LK peserta didik (buku catatan masig-masing siswa)
- **Penilaian Keterampilan :** Kinerja & Observasi diskusi

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 6 LOMBOK TENGAH	Kelas/Semester : X/1 (Ganjil)
Mata Pembelajaran : BAHASA INGGRIS	Alokasi Waktu : 2 x 45 menit

Materi Pokok : : **Listening Learning Using Harry Potter Movie**	KD : 3.1 dan 4.1

B. Tujuan Pembelajaran

Melalui kegiatan mengamati, menanya, mengeksplorasi, mempraktikkan, dan mengkomunikasikan, peserta didik mampu :

- Memahami materi tentang *Listening Learning Using Harry Potter Movie* dengan baik;
- Mengikuti pembelajaran *Listening Learning Using Harry Potter Movie* dengan baik
- Mengomunikasikan materi tentang *Listening Learning Using Harry Potter Movie* dengan baik;
- Mempraktikkan materi tentang *Listening Learning Using Harry Potter Movie* dengan baik;

Media	Alat / Bahan
❖ Kertas Hvs	❖ Buku catatan, Spidol, papan tulis
❖ Laptop	❖ Sumber Belajar
❖ Mini Speaker	❖ Lembaran isi dialogue
	❖ Buku Absen, Lembar Penilaian
	❖ Internet: https://www.youtube.com/watch?v=rn5nAx-EWpA

C. INDIKATOR PEMBELAJARAN

- Memberikan siswa materi yang sesuai dengan level kemampuan mereka
- Meminta siswa untuk dapat mengikuti berlangsungnya pembelajaran listening dengan penuh konsentrasi dan fokus
- Siswa di minta untuk memperhatikan dan mencontohkan apa yang guru jelaskan

- Meminta siswa untuk merangkum ataupun menyimpulkan apa yang mereka fahami dari materi yang telah di berikan.

Pertemuan ke- 2	
KEGIATAN AWAL	
1.	Peserta didik memberi salam, dan guru membimbing siswa berdo'a
2.	Guru mengecek kehadiran peserta didik dan member sedikit motivasi
3.	Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan di ajarkan

KEGIATAN INTI
• Peserta didik diberikan penjelasan tentang materi *Listening Learning Using Harry Harry Potter Movie.* Pada sesi ini guru menerangkan apa saja yang dimaksud dengan listening skill itu sendiri. Guru menjelaskan bagian-bagian dari listening dan contohnya.
• Guru mempersiapkan alat-alat (media) berupa tayangan movie yang sebelumnya telah di siapkan. Tayangan bagian dari materi tentang *Listening Learning Using Harry Harry Potter Movie.*
• Guru memberikan kesempatan untuk siswa mendengarkan sebaik mungkin kepada setiap percakapan atau dialog yang ada di dalam movie tersebut.
• Peserta didik diberikan kesempatan untuk melakukan atau mendengarkan dialog tanpa tampilan (hanya suara). setiap percakapan diulang sebanyak tiga kali pengulangan. Peserta didik harus benar-benar fokus dalam mendengarkan percakapan dalam film tersebut agar dapat mengetahui apa saja yang dikatakan oleh karakter.
• Setelah tahap tersebut, guru menayangkan kembali movie tersebut dengan menampilkan tayangan beserta dengan subtitle bahasa inggris yang telah di sediakan guru. Tugas siswa harus tetap berkonsentrasi pada

di setiap percakapan antar karakter dalam film tersebut.
• Selanjutnya, guru memberikan siswa untuk memperbaiki penulisan kosa kata ataupun kalimat-kalimat yang mereka dengar dalam film tersebut.
• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Listening Learning Using Harry Harry Potter Movie*. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

NO	KEGIATAN AKHIR
1.	Guru bersama peserta didik melakukan Tanya jawab mengenai pengalaman belajar menggunakan media movie (Harry Potter) movie.
2.	Guru memberikan penilaian lisan secara acak dan singkat terhadap hasil tulisan mengenai keberlangsungan pembelajaran listening menggunakan film Harry Potter.
3	Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdo'a

D. **Penilaian Sikap**

- **Penilaian Sikap :** Anekdot (tata krama dan tingkah laku siswa)
- **Penilaian Pengetahuan :** LK peserta didik (buku catatan masig-masing siswa)
- **Penilaian Keterampilan :** Kinerja & Observasi diskusi

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 6 LOMBOK TENGAH Mata Pembelajaran : BAHASA INGGRIS	Kelas/Semester : X/1 (Ganjil) Alokasi Waktu : 2 x 45 menit
Materi Pokok : : **Listening Learning Using Harry Potter Movie**	KD : 3.1 dan 4.1

C. Tujuan Pembelajaran

Melalui kegiatan mengamati, menanya, mengeksplorasi, mempraktikkan, dan mengkomunikasikan, peserta didik mampu :

- Memahami materi tentang *Listening Learning Using Harry Potter Movie* dengan baik;
- Mengikuti pembelajaran *Listening Learning Using Harry Potter Movie* dengan baik
- Mengomunikasikan materi tentang *Listening Learning Using Harry Potter Movie* dengan baik;
- Mempraktikkan materi tentang *Listening Learning Using Harry Potter Movie* dengan baik;

Media	Alat / Bahan
❖ Kertas Hvs	❖ Buku catatan, Spidol, papan tulis
❖ Laptop	❖ Sumber Belajar
❖ Mini Speaker	❖ Lembaran isi dialogue
	❖ Buku Absen, Lembar Penilaian
	❖ Internet: https://www.youtube.com/watch?v=rn5nAx-EWpA

D. INDIKATOR PEMBELAJARAN

- Memberikan siswa materi yang sesuai dengan level kemampuan mereka
- Meminta siswa untuk dapat mengikuti berlangsungnya pembelajaran listening dengan penuh konsentrasi dan fokus
- Siswa di minta untuk memperhatikan dan mencontohkan apa yang guru jelaskan
- Meminta siswa untuk merangkum ataupun menyimpulkan apa yang mereka fahami dari materi yang telah di berikan.

Pertemuan ke- 3
KEGIATAN AWAL

1.	Peserta didik memberi salam, dan guru membimbing siswa berdo'a
2.	Guru mengecek kehadiran peserta didik dan member sedikit motivasi
3.	Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan di ajarkan

KEGIATAN INTI

- Peserta didik diberikan penjelasan tentang materi *Listening Learning Using Harry Harry Potter Movie.* Pada sesi ini guru menerangkan apa saja yang dimaksud dengan listening skill itu sendiri. Guru menjelaskan bagian-bagian dari listening dan contohnya.

- Guru mempersiapkan alat-alat (media) berupa tayangan movie yang sebelumnya telah di siapkan. Tayangan bagian dari materi tentang *Listening Learning Using Harry Harry Potter Movie.*

- Guru memberikan kesempatan untuk siswa mendengarkan sebaik mungkin kepada setiap percakapan atau dialog yang ada di dalam movie tersebut.

- Peserta didik diberikan kesempatan untuk melakukan atau mendengarkan dialog tanpa tampilan (hanya suara). setiap percakapan diulang sebanyak tiga kali pengulangan. Peserta didik harus benar-benar fokus dalam mendengarkan percakapan dalam film tersebut agar dapat mengetahui apa saja yang dikatakan oleh karakter.

- Setelah tahap tersebut, guru menayangkan kembali movie tersebut dengan menampilkan tayangan beserta dengan subtitle bahasa inggris yang telah di sediakan guru. Tugas siswa harus tetap berkonsentrasi pada di setiap percakapan antar karakter dalam film tersebut.

- Selanjutnya, guru memberikan siswa untuk memperbaiki penulisan kosa kata ataupun kalimat-kalimat yang mereka dengar dalam film tersebut.

• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Listening Learning Using Harry Harry Potter Movie***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.	

NO	KEGIATAN AKHIR
1.	Guru bersama peserta didik melakukan Tanya jawab mengenai pengalaman belajar menggunakan media movie (Harry Potter) movie.
2.	Guru memberikan penilaian lisan secara acak dan singkat terhadap hasil tulisan mengenai keberlangsungan pembelajaran listening menggunakan film Harry Potter.
3	Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdo'a

E. Penilaian Sikap

- **Penilaian Sikap :** Anekdot (tata krama dan tingkah laku siswa)
- **Penilaian Pengetahuan :** LK peserta didik (buku catatan masig-masing siswa)
- **Penilaian Keterampilan :** Kinerja & Observasi diskusi

Mataram, 25 Juli 2023

Guru Pengampu   **Mahasiswa**

Muhammad Hasan Nawadi, S.Pd   **RahardianHawari**
NIP: 198204142005011006   **190107118**
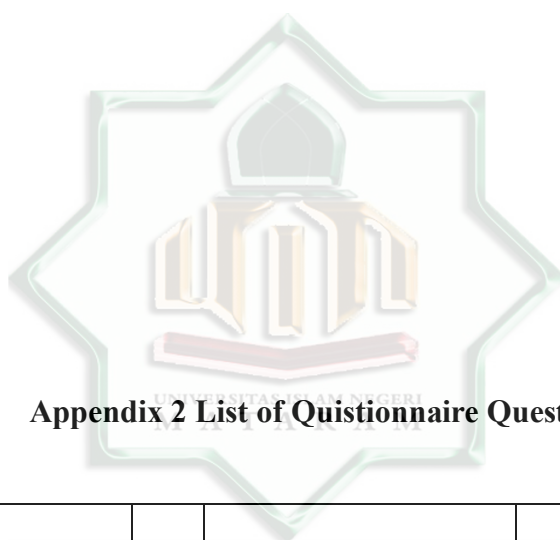
Appendix 2 List of Quistionnaire Question

Category	No	Item	Respons				
			1	2	3	4	5
Student's perception on the use of Harry Potter movie as	1.	Movie could help students to develop all of four communicative skills					

the media of Listening learning	2.	Movie is a flawaless media to increase any skills in English.					
	3.	Movie can improve my listening comprehension					
	4.	Harry Potter movie can expand my vocabulary					
	5.	Movie can correct errors in pronouncing English words.					
	6.	Harry Potter movie can reduce boredom while listening learning inside of the class					
	7.	I find my self more confidence learning					

		English trough movie					
	8.	Movie enhancing the enthuciastic in learning English language					
	9.	English movie can increase my curiosity about English					

Category	NO	Item	Respons				
			1	2	3	4	5
Student's challenges while using English movie in listening study.	1.	I find it difficult to find the right movie to learn listening.					
	2.	do not have access that supports					

		watching movies					
	3.	I get bored quickly when learning listening by using movie as the media					
	4.	It is so hard to try to imitating how the way the character pronounce the sentences					
	5.	I couldn't really listen properly to the characters dialogues because the characters spoke too fast					

Appendix 3

Interview guide

1. What is your perception on the use of Harry Potter movie as the media while listening study?
2. Do you think that using Harry Potter movie is the effective media to learn and to increase your listening skill?
3. Did your teacher before had been applied this media for teaching listening?
4. Do you find the difficulties while learning listening by using Harry Potter movie?
5. Do you feel any improvement after learning listening by using movie

Appendix 4 Result of Interview

Respondent 1

No	Question	Answer
1	What is your perception on the use of Harry Potter movie as the media while learning listening?	I think it is an interesting media to learn English language skill, especially to improve listening skill
2	Do you think that using Harry Potter movie is the effective media to learn and to increase your listening skill?	It is, I don't know why, maybe it because of my first time to use this method and impress me so much.
3	Did your teachers before have been applied this media (movie) to teaching listening?	My teacher never use this kind of media to teach me the listening before, they're used the other media instead of this movie

No	Question	Answer
		media.
4	Do you find the difficulties while learning listening by using Harry Potter movie?	I kinda helped with movie to enhance my listening but, sometimes it is hard to me to pronouncing or to imitate the dialogue.
5	Do you feel any improvement after Learning listening by using Harry Potter movie?	I feel more enthusiastic in class when studying using this movie, I don't know why but I feel more active.

Respondent 2

No	Question	Answer
1	What is your perception on the use of Harry Potter movie as the media while learning listening?	I felt this movie media is interesting media and suitable for my level, and I think Harry Potter Movie is the right movie to use.
2	Do you think that using Harry Potter movie is the effective media to learn and to increase your listening skill?	Yes, so far there's no problem with me with this media, I enjoy it. And if I could say, it can be say that this media was effective.
3	Did your teachers before have been applied this media (movie) to teaching listening?	Yeah, I never experienced before my teacher teach me English language specially for learning listening comprehension by using movie before.
4	Do you find the difficulties while learning listening by using Harry Potter movie?	Trough this movie, I can even more enthusias to learn a lot. And talk about the obstacles, so far I don't.

No	Question	Answer
5	Do you feel any improvement after Learning listening by using Harry Potter movie?	I feel that after learning to use this movie media, I know how to pronounce English vocabulary correctly.

Respondent 3

No	Question	Answer
1	What is your perception on the use of Harry Potter movie as the media while learning listening?	I think it is suitable for learning English, especially learning listening, if using movie like this method. By using Harry Potter movie also has an easy vocab to know.
2	Do you think that using Harry Potter movie is the effective media to learn and to increase your listening skill?	For me, I think so, maybe I will use it for the next when I want to improve my listening skill.
3	Did your teachers before have been applied this media (movie) to teaching listening?	It is my first time tho, and I think my teacher should apply this kind of interesting media (movie) while teach us in the class.
4	Do you find the difficulties while learning listening by using Harry Potter movie?	The one and only thing that makes me so hard to increase my listening and prononunciation is that, I can't clearly listen and I can't perfectly imitate the dialogue.
5	Do you feel any improvement after Learning listening by using Harry Potter movie?	If I use a movie like this, I will understand more quickly and know how to express something in English.

Respondent 4

No	Question	Answer
1	What is your perception on the use of Harry Potter movie as the media while learning listening?	I believe that, using movie can improve my listening comprehension, and also adding my vocabulary. I never try and use this method before. I admitted it is a good media
2	Do you think that using Harry Potter movie is the effective media to learn and to increase your listening skill?	If I could comparing between using movie as the media than other, I would be prefer the movie because it was increased my skill.
3	Did your teachers before have been applied this media (movie) to teaching listening?	We never had an experience learn by using movie like today before, our teacher only instructed us to listening to the story that teachers tell in front of the class.
4	Do you find the difficulties while learning listening by using Harry Potter movie?	I feel a very significant change after learning listening using this film. I myself never thought that films could increase my enthusiasm for learning English.
5	Do you feel any improvement after Learning listening by using Harry Potter movie?	I feel a very significant change after learning listening using this film. I myself never thought that films could increase my enthusiasm for learning English.

Respondent 5

No	Question	Answer

1	What is your perception on the use of Harry Potter movie as the media while learning listening?	I agree that movie is good and appropriate media to increase my skill on listening, and also, I feel more enthusiastic learning listening trough this media.
2	Do you think that using Harry Potter movie is the effective media to learn and to increase your listening skill?	It's effective for me, I felt my listening skill was improved even little bit.
3	Did your teachers before have been applied this media (movie) to teaching listening?	that is the problem, we never know before trough movie could be the interesting media to learn listening, because our teacher never use it in the class
4	Do you find the difficulties while learning listening by using Harry Potter movie?	So far, after the learning before, I enjoyed the learning. Beside, I like to watch movie also especially western movie.
5	Do you feel any improvement after Learning listening by using Harry Potter movie?	I admitted that my vocabulary has increased and I can immediately know how to pronunce it, and this is very extraordinary for me. The influence of this film can develop my knowledge of English and listening skills.

Appendix 5 Documentation

1. **Listening skill material**

2. Practicing the Harry Potter movie dialogue

3. **Interview**

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN (FTK)
Jln. Gajah Mada No 100, Jempong Baru, Mataram, 83116
Website: ftk.uinmataram.ac.id   email: ftk@uinmataram.ac.id

Nomor   : 959/Un.12/FTK/SRIP/PP.00.9/10/2023   Mataram, 30 Oktober 2023
Lampiran   : 1 (Satu) Berkas Proposal
Perihal   : **Permohonan Rekomendasi Penelitian**

Kepada:
Yth.

Kepala Bakesbangpol Lombok Tengah

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama   : Rahardian Hawari
NIM   : 190107118
Fakultas   : Tarbiyah dan Keguruan
Jurusan   : Tadris Bahasa Inggris
Tujuan   : Penelitian
Lokasi Penelitian   : MTsN 6 Lombok Tengah

Judul Skripsi   : THE STUDENTS' PERCEPTION ON THE USE OF HARRY POTTER MOVIE IN LISTENING CLASS AT MTsN 6 LOMBOK TENGAH

Waktu Penelitian   : 06 November 2023 - 06 Desember 2023

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197810152007011022

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PEMERINTAH KABUPATEN LOMBOK TENGAH
BADAN KESATUAN BANGSA DAN POLITIK
Jalan Raden Puguh, Komplek Kantor Bupati Gedung A Lantai 1

SURAT REKOMENDASI
Nomor : 070/63/XXI/KBP/2023

1. Dasar :

a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

b. Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Mataram, Provinsi Nusa Tenggara Barat, Nomor : 959/Un.12/F.TK/SRP/PP.00.9/10/2023, Tanggal : 30 Oktober 2023. Perihal : Permohonan Rekomendasi Izin Penelitian.

2. Menimbang :

Setelah mempelajari Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesbangpol Kabupaten Lombok Tengah dapat memberikan Rekomendasi/Izin kepada :

Nama	: RAHARDIAN HAWARI
NIM	: 190107118
Alamat	: Dusun Dayen Praien, Desa Penujak, Kecamatan Praya Barat, Kabupaten Lombok Tengah Provinsi Nusa Tenggara Barat.
No. Telphon	: 087798276102
Pekerjaan/Jurusan	: Mahasiswa/Tadris Bahasa Inggris.
Bidang/Judul	: THE STUDENTS' PERCEPTION ON THE USE OF HARRY POTTER MOVIE IN LISTENING CLASS AT MTsN 6 LOMBOK TENGAH .
Lokasi Penelitian	: MTsN 6 Lombok Tengah.
Jumlah Peserta	: 1 (satu) orang
Lamanya	: 1 (satu) bulan , mulai dari tanggal 6 November 2023 s/d 6 Desember 2023.
Status Penelitian	: Baru.

3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut :

a. Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;

b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/izin Observasi dan menghentikan segala kegiatan.

c. Mentaati ketentuan Perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat;

d. Apabila masa berlaku Rekomendasi/izin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/izin agar diajukan kembali sebagaimana proses pengajuan awal;

e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Bakesbangpol Kabupaten Lombok Tengah.

Demikian Surat Rekomendasi/izin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya

Praya, 1 September 2023
An. Kepala Badan Kesatuan Bangsa dan Politik
Kab. Lombok Tengah
Kabid. Politik dan Ormas,

H. AMIRUDIN NUR, SE
NIP. 19700115 200003 1 004

Tembusan disampaikan kepada Yth. :
1. Bupati Lombok Tengah di Praya;
2. Camat Praya Kab. Lombok Tengah di Praya;
3. Kepala MTsN 6 Lombok Tengah di Praya ;

<u>S U R A T   K E T E R A N G A N</u>
Nomor: B /81 /MTs.19.08/PP.0.05/11/2023

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PEKERJAAN/ JURUSAN	:	Mahasiswa/Tadris Bahasa Inggris.

Yang bersangkutan telah mengadakan penelitian (Research) di Madrasah
Tsanawiyah Negeri 6 Lombok Tengah terhitung tanggal 6 November s/d 6 Desember
2023 guna penulisan sekripsi dengan judul: " THE STUDENTS'S PERCEPTION ON
THE USE OF HARRY POTTER MOVIE IN LISTENING CLASS AT THE MTsN 6 LOMBOK
TENGAH.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana
mestinya.

Belondong, 02 November 2023
Kepala Madrasah

MA'RUF, S.Ag., M.Pd.I

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CLASS AT THE MTsN 6 LOMBOK TENGAH

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

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Judul Skripsi : **The Students' Perception on the Use of Harry Potter Movie in Listening Class at the MTsN 6 Lombok Tengah.**

No	Tanggal	MateriKonsultasi	Paraf
1	25/11/2023	Thesis Cover line - spacing	
2		Definite Article	
3		List of table organisation	
4	16/12/2023	Background of Research	
5		Review of previous study	
6		The Capital	
7	23/12/2023	Research Method	
8		Instrument	
9		Acc proposal	
10		Discussion	
11		Use past tense on Research method	
12	27/12/2023	Revise chapt. Acc	

Mataram, 27 Desember 2023
Pembimbing I

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Judul Skripsi	:	**The Students' Perception on the Use of Harry Potter Movie in Listening Class at the MTsN 6 Lombok Tengah**

No	Tanggal	Materi Konsultasi	Paraf
1	19/11/2023	info diskuss english	
2		review of previous study	
3		Theoritical framework	
4		Add more reference	
5	29/11/2023	fixed method	
6		instruments check	
7		Acc proposal	
8	05/12/2023	Data display	
9		consult for display	
10		Discussion	
11		review final draft	
12	10/12/2023	final check : ACC	

Mataram, 07 Desember 2023
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