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The Using of Film Media to Analyze Intrinsic Element in Literature in High School

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Abstract

This study examined the use of film media on Indonesian Language. The problem revealed was how is student learning outcomes, and what is the outcomes difference between learning to analyze the intrinsic elements of literary works using film media and using conventional learning approaches in class XI students of SMA N 1 Tumbang Titi. This type of research is experimental research. The design used was Post-test Only Control Group Design. Data analysis was done by normality test, homogeneity test, and t-test (Paired Simple t-Test). Data collection techniques in the form of tests. Based on the results of data analysis, it can be concluded that student learning outcomes analysis the intrinsic elements of literary works after being given conventional learning is 54.38 while student learning outcomes analyze the intrinsic elements of literary works after using film media is 71, 67. Besides, after analyzing the data statistically, the results show that there are significant differences between the learning outcomes of the material analyzing the intrinsic elements of literary work between those who use film media and conventional learning. Indonesian language learning material becomes the intrinsic elements of literature in class XI students of SMA N 1 Tumbang Titi using film media can also improve student learning outcomes and contribute to the scale of effectiveness of 32,64. Thus, learning with film media can be used by teachers in the field of learning Indonesian in analyzing intrinsic elements of literary works.

Keywords: Utilization of Film Media, Intrinsic Elements of Literary Work

INTRODUCTION

The development of science and technology is increasingly pushing for renewal efforts in the use of technological outcomes in the learning process. Teachers can at least use inexpensive and efficient tools that, although they are simple, are imperative in the effort to achieve the expected teaching objectives (Arsyad, 2016: 2). Sudjana (2002: 1) states learning is an educator's activity facilitating students to gain knowledge. In order to achieve optimal learning outcomes, one of the main requirements is the ability of educators to choose methods and use media.

The use of media in the learning process is an effort to increase learning motivation which can ultimately improve the quality of student learning outcomes. According to Sudjana and Rivai (in

Arsyad, 2016: 28) stated the benefits of learning media in the learning process of students, namely: (1) Learning will attract more students' attention so that it can foster motivation to learn, (2) Learning material will be more explicit so that it will be more meaningful understood by students and allows students to achieve learning goals better, (3) The methods used in the learning process will be more varied, (4) Students do more learning activities, because not only listen to the teacher's description but also do other activities such as observing, do, demonstrate and others.

The experts have the same direction about learning media with image stimulus with the senses of sight and word stimulus with the senses of hearing or visual and verbal. Comparison of the acquisition of learning outcomes through the senses of view and the sense of hearing is very prominent difference. According to Arsyad (2009: 10), approximately 90% of a person's learning outcomes are obtained through the sense of sight, and only about 5% is obtained from the senses of hearing and 5% again by other senses. Dale in Arsyad (2009: 10) estimates that the acquisition of learning outcomes through the senses ranges from 75%, through the hearing senses around 13%, and other senses around 12%. Thus, visual learning media is more significant than audio learning media. However, if the learning media is collaborated between audio and visual it is hoped that it will improve learning outcomes as desired.

Audiovisual-based learning media, according to Munadi (2013: 113), can be divided into two types. The first type, equipped with the function of sound and image equipment in one unit, is called pure audiovisual media such as sound films, television, and video. The second type is impure audiovisual media, that is, what we know as slides, opaque, OHP and other visual equipment if given the sound elements of a tape record that is used simultaneously in one time or one learning process. Learning media based on motion films (movies) are full of meaning, mandate, and characterisations and dialogues that can touch film connoisseurs.

In order for films to be optimally used as a learning medium, an appropriate approach must be used, one of which is Contextual Teaching and Learning. One of the teaching materials that are in accordance with the Contextual Teaching and Learning approach is to analyze the intrinsic elements of literary works in Indonesian language lessons through film media titled "Crossroad". The film "Crossroad" was chosen because it only lasted 29 minutes 57 seconds or approximately 30 minutes. The selection of the film "Crossroad" is also done because it contains intrinsic elements of literary works. Intrinsic analysis is an attempt to try to understand a literary work based on information that can be found in a literary work.

According to Nurgiantoro (2015: 30), intrinsic elements are the elements that make up the literary work itself. The elements in question include events, stories, plots, characterisations, themes, settings, points of view, storytelling, language or language style, and so on. So, in general, experts agree that the intrinsic element consists of 1) character and character characterisation, 2) theme, 3) setting, 4) plot, 5) point of view / narrative style, 6) language style, 7) mandate.

In addition, the selection of material analyzing the intrinsic elements of this literary work was carried out based on the results of the study of researchers' documentation of the average scores of Indonesian daily tests at SMA Negeri 1 Tumbang Titi in class XI which was still under the Minimum Mastery Criteria (KKM). The data can be seen in the following table:

Table 1. Student Learning Outcomes Data on Material Analyzing the Intrinsic Elements of Literary Works

No	School Year	KKM	Average Score
1	2015/2016	70	60
2	2016/2017	70	62
3	2017/2018	70	61

Source: Bahasa Teacher Data

Based on these data, it appears that the average value of students' daily tests does not reach the KKM. It means that the level of student mastery of the material is still low. In addition, by looking at the data above, several indications are assumed which are assumed to be the cause of the low

student learning outcomes in analyzing the intrinsic elements of literary works, namely (1) there are still many students who experience learning difficulties because they cannot learn independently, (2) the teacher still focuses on using the lecture method; (3) students also experience learning difficulties because there are no interesting learning resources, books and modules at school; (4) learning time at school is very limited because students are very dependent on teacher interaction, so the teaching and learning process looks formal and rigid; and (5) the emphasis of the teaching and learning process is impressed only on cognitive aspects and is more directed at the content of predetermined textbooks so as to make students relatively passive in learning. Based on this, the researcher felt interested in utilizing instructional media in the form of films so that the learning that took place became more effective, enjoyable, and able to engage students in the learning process. Based on the description above, the researcher intends to find out how the use of film media for learning outcomes analyzes the intrinsic elements of literary works in class XI of SMA Negeri 1 Tumbang Titi.

METHOD

The research method is defined as a scientific way to obtain data with specific goals and uses (Sugiyono, 2016: 3). The research method used is an experiment. Experimental research according to Sukardi (2011: 179) "Systematic methods for building relationships containing causal phenomena (causal-effect relationship)." According to Nawawi (2015: 88), the experimental method is a research procedure carried out to reveal the causal relationship two or more variables by controlling the effect of other variables. This research uses quasi-experimental design or quasi experimental design. This innovative method is a development of the true experiment method which is challenging to carry out. Definition of quasi-experimental according to Sugiyono (2016: 114), this design has a control group, but it cannot function fully to control the external variables that affect the implementation of the experiment.

This experimental method was carried out with a quantitative approach with calculations using SPSS version 17. This quantitative approach was used to examine whether there were differences in learning outcomes of material analyzing intrinsic elements in literary works in class XI of SMA Negeri 1 Tumbang Titi by utilizing film media with conventional learning. The form of research design chosen was Post-test Only Control Design. In this design, the experimental group and the control group were not chosen randomly. The first group was given treatment (X), and the other group was not. The treated group is called the experimental group, and the untreated group is called the control group. The influence of the treatment (treatment) is O1 and O2 (Sugiyono, 2016: 112). In this design both the experimental and control groups are compared.

Operational variables in this study are student learning outcomes in analyzing the intrinsic elements of literary works. In this study, researchers will measure student learning outcomes in the cognitive domain. Purwanto (2008: 50) explains the levels in the cognitive domain as follows. Bloom divides and arranges the level of cognitive learning outcomes starting from the lowest and most straightforward of memorization to the highest and most sophisticated level of evaluation. The higher the level, the more complex and mastery of a level requires mastery of the previous level. The first two cognitive levels include low cognitive levels. The next cognitive level that starts from the cognitive level of application, analysis, evaluation is included in the high-level category.

According to Sugiyono (2013: 117) explains that "Population is the area of generalization consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn". The population in this study were students of class XI of SMA Negeri 1 Tumbang Titi consisting of five classes, namely XI MIA, XI IIS 1, XI IIS 2, XI IIS 3, and XI IIS 4, and XI IIS 5, with the total number of students namely 152 students. According to Sugiyono (2013: 73) "The sample is part of the number and characteristics possessed by the population". In this study, sampling techniques and procedures were carried out by direct sampling.

Sampling in this study was carried out using probability sampling techniques that provide equal opportunities for each element (member) of the population to be selected as sample members. According to Noeng Muhadjir (2007: 302), in the quantitative paradigm of random sampling

statistics make the results of the collected data can be used optimally for analysis and generalization conclusions. Because the distribution of students is evenly distributed for each class, the sampling is done by simple random sampling technique. Of the five classes, two classes will be chosen, namely class XI IIS 1 and class XI IIS 2. Furthermore, to determine the control class and the experimental class will be conducted by drawing. It is done because the distribution of the two classes is the same. From the draw, XI IIS 1 class was chosen as the control class and XI IIS 2 class as the experimental class. This study uses test questions instruments. According to Suharsimi Arikunto (2012: 67) the test is "The tool or procedure used to find out or measure something in an atmosphere by means and rules that have been determined. In this case, the researcher gave written questions to students who became the study sample both in the experimental class and in the control class. Before being used, this research instrument was validated first. The validation used is content validation. If the research instrument is declared valid and further improvements are made to the test questions.

RESULTS AND DISCUSSIONS

Results

Normality test in the control class and experimental class is done to determine whether the data obtained is normally distributed or not. The normality test for these two classes was carried out using the Kolmogorov-Smirnov test in the SPSS 17 program with the following testing criteria: If significance > 0.05, then the data is normally distributed. If the significance is < 0.05, then the data are not normally distributed. The following is the output of the posttest data normality test results: Based on the normality test using the Kolmogorov-Smirnov test, the significance value of the control group learning outcomes is 0.166, and the experimental group is 0.161. Because the significance value of the two classes is more than 0.05; (control class $0.166 > 0.05$ and experimental class $0.161 > 0.05$), it can be concluded that the posttest data of the control group and the experimental group above are normally distributed. The homogeneity test was carried out aimed at finding out whether the variance in each data was the same or no. In this homogeneity test, researchers used the SPSS 17 for window application.

Table 2 Distribution of Normality Tests in Experiment Classes and Control Classes

	Factor	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
POSTTEST	Experiment	.136	30	.161	.944	30	.118
	Control	.132	32	.166	.951	32	.152

After processing the data on the posttest results of the experimental class and the control class, the homogeneity test output display with the Levene test is shown in the following table:

Table 3 Homogeneity Test Output

		Levene Statistic	df1	df2	Sig.
Students' Learning Outcomes	Based on Mean	.104	1	60	.748
	Based on Median	.038	1	60	.846
	Based on Median and with adjusted df	.038	1	58.239	.846
	Based on trimmed mean	.134	1	60	.715

Based on the results of the homogeneity test output in the table above, the variance using the Levene test, the significance value of 0.748 is obtained. Because the significance value is higher than 0.05, it can be concluded that the control class and experimental class students come from populations that have the same variance, or both classes are homogeneous.

Discussion

In this study, the experimental class used media in the form of a short film "Crossroad" which was screened while for the control class reading the film's text. Hypothesis calculation in this study uses the Independent Sample T-test which serves to find out whether there are differences in learning outcomes of the material analyzing the intrinsic elements of film in class XI of SMA Negeri 1 Tumbang Titi between those who use film media and those who use film subtitles (mutually).

Testing this hypothesis using the Independent Sample T-test which is done with the requirements; if the data consists of 2 independents (unrelated) samples, the data is normally distributed, and the data has the same or homogeneous variance. A.) Problem formulation, Are there differences in learning outcomes of analyzing the intrinsic elements of film in class XI students of SMA Negeri 1 Tumbang Titi between those who use film media and read film texts? B.) Research Hypothesis, There are differences in learning outcomes of analyzing the intrinsic elements of film in class XI students of SMA Negeri 1 Tumbang Titi between those who use film media by reading film texts. $H_a: \mu_1 \neq \mu_2$. C.) Statistical Hypothesis. H_o : There is no difference in the learning outcomes of analyzing the intrinsic elements of the film in students class XI of SMA Negeri 1 Tumbang Titi between those who use film media and those who read film texts.

$H_o: \mu_1 = \mu_2$.

H_a : There are differences in learning outcomes of analyzing the intrinsic elements of the film in class XI students of SMA Negeri 1 Tumbang Titi between those who use film media by reading film texts.

$H_a: \mu_1 \neq \mu_2$.

Note: μ_1 = average learning outcomes (posttest) of the experimental class, μ_2 = average learning outcomes (posttest) of the control class.

D.) The basis for making decisions in using the Independent Sample T-test is: 1.) If the Asymp.Sig value. (2-tailed) <0.05 then there is a significant difference. 2.) If the value of Asymp.Sig. (2-tailed) > 0.05 then there is no significant difference. Hypothesis testing in this study uses the Independent Sample T-Test, which is a hypothesis test to find out the difference in average learning outcomes between the two groups namely the control group and the experimental group. Hypothesis testing is done because both classes, both the experimental class and the control class are normally distributed and homogeneous. After processing the data, the Independent t-test output display can be seen in the table below:

Table 4 Independent T Test for Experiment Class and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.104	.748	3.906	60	.000	17.29167	4.42660	8.43715	26.14618
	Equal variances not assumed			3.895	58.592	.000	17.29167	4.43964	8.40667	26.17666

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

Information :

μ_1 : The mean score of the experimental group's learning outcomes (posttest).

μ_2 : The mean score of the control group's posttest learning outcomes (posttest).

Output Explanation:

Based on the data output above, it is known that the Asymp.sig (2-tailed) value is 0,000 <0.05. Therefore, according to the basis of decision making in the Independent t-test, it can be concluded that Ho was rejected. Rejection of Ho implies that there are differences in learning outcomes of analyzing the intrinsic elements of the film in class XI students of SMA Negeri 1 Tumbang Titi between those who use film media (in the experimental class) and reading film texts (in the control class).

Calculation of Effect Size

Calculate the effect size of the t-test using Cohen's formula as follows:

$$d = \frac{X_1 - X_2}{S_{gab}}$$

$$\begin{aligned} \text{Gain} &= \text{Average (x) film media} - \text{average (x) film text} \\ &= 71,67 - 54,38 \\ &= 17,29 \end{aligned}$$

$$\begin{aligned} \text{Effect size} &= \frac{\text{Gain}}{\text{Standart deviasi}} \\ &= \frac{17,29}{18,21} \\ &= 0,94 \end{aligned}$$

Based on the Area Under the Normal Curve Curve from O to Z, the effect size of 0.94 is 32.64. It implies that learning by using film media directly contributes 32.64%.

Based on the results of data analysis and hypothesis testing, the following discussion regarding the results of the research are presented, among others: 1) The learning design used in this study is a learning tool in the form of a Learning Implementation Plan (RPP) that is designed in such a way as appropriate for the learning objectives used in the classroom control and experimental class in accordance with 2013 Curriculum. 2) Based on the results of posttest data analysis in the control class with conventional learning, the average value of analyzing intrinsic elements was 54.38. 3) Based on the results of posttest data analysis in the experimental class using film media, the average score of analyzing the intrinsic aspects of the film was 71.67. 4) Through statistical analysis, there are differences in learning outcomes of analyzing the intrinsic elements of literary works between the control class (using conventional learning by reading film text) and the experimental class (using film media).

Related to the process and learning outcomes by utilizing film as a learning medium, this is relevant to several theories, including a) According to Syaiful Sagala (2005: 136) learning design is the development of systematic teaching used specifically with learning theories for guarantee the quality of learning. The statement implies that the preparation of learning plans must be in accordance with the concepts of education and learning adopted in the curriculum used. b) According to Haney and Ulmer (in Yusuf Hadi Miarso, 2011: 426), the most sophisticated presentation media is media that can convey five types of information, namely images, lines, symbols, sounds, and movements. The media is a live picture (film) and television or video. Films are part of the learning media so it is expected that students can more easily capture learning material delivered through the film. Exciting films are used as a learning medium and should receive more attention. The film is also educational

and able to entertain so that it can easily convey learning objectives to students. c) According to Anderson (in Prastowo, 2012: 308-309), there are at least seven advantages of film as teaching material, among others: 1. The film can present moving images to demonstrate the stimulation or harmonious response desired in training. 2. Films can create special visual effects that make it possible to strengthen the learning process. 3. A long film history allows the availability of various films in many libraries as a source of learning. Films can be used with projections from the front or back. 4. Contents and sequences of learning materials that have been integrated can be used interactively with assignments, study manuals, and so on. 5. Film projectors are generally easy to obtain, easy to carry and easy to operate. 6. The quality of images transferred from film to video is better than video to film. 7. Standardized film sizes are possible to use everywhere.

CONCLUSION AND SUGGESTION

Conclusions

Based on the results of the study, in general, it can be concluded that the results of learning to analyze the intrinsic elements of literary works using film media in class XI of SMA Negeri 1 Tumbang Titi are as follows: 1) Learning design includes objectives, methods, and assessments. The design of Indonesian language learning in this study uses the Learning Implementation Plan (RPP) K13. 2) The average value of student learning outcomes in the material analyzing the intrinsic elements of the film in class XI SMA Negeri 1 Tumbang Titi uses conventional learning with sufficient categories with an average value of 54.38. 3) The average score of student learning outcomes in the material analyzing the intrinsic elements of film in class XI students of SMA Negeri 1 Tumbang Titi uses film media with good categories with an average rating of 71.67. 4) Based on the results of statistical data analysis, it is known that there are significant differences between the results of learning to analyze the intrinsic elements of film between those who use film media and those who use film subtitles. Student learning outcomes analyze the intrinsic elements of film using film media can contribute 32.64%.

Suggestions

Based on the conclusions and implications above, the suggestions that can be given by researchers are 1) Learning by using film media has an important role in learning. However, some improvements need to be made both in preparing for learning to the implementation of learning. 2) Learning to analyze the intrinsic elements of literary works should be carried out with a variety of variations, one of them using film media. 3) The film used in learning must be selected by the teacher based on the suitability of the film, the objectives, and learning material.

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