THE EFFECT OF FILM MEDIA ON ABILITY TO ANALYZE STRUCTURAL LITERATURE WORKS IN INDONESIAN LITERATURE AND LITERATURE EDUCATION STUDENTS

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Abstract

This study aims to determine the effect of the film media "Keluarga Cemara" on the ability of students of the Language and Literature Education Study Program FKIP UNA in analyzing the structural work of literature. This research was carried out in the Asahan Language and Literature Education Program of the Indonesian Language and Education Faculty University. The sample in this study were all students in the fourth semester of Asahan University of Indonesia Language and Literature Education Study Program as many as 100 people. The research was conducted in January 2019 until March 2019. The research approach used was experimental research. The instrument used as a data collector is an essay test analyzing the structural work of literature. Data obtained from students is processed through the following steps: (1) Finding the Mean, Standard Deviation, Standard Error of the Experiment class group (X); (2) Normality Test; (3) Homogeneity Test; (4) Hypothesis Testing (t test). Based on the results of the study found the price of tcount compared to the price of t table, it turns out that tcount> t table is 4.34> 2.00 then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. So, learning to analyze the structural works of literature by using the media of the film "Keluarga Cemara" is very influential.

Keywords: *Film Media, Literary Structural Approach*

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A. Introduction

Literature is a study of Indonesian Language and Literature Education students in addition to studying the language. Literary studies study the various similarities and differences found in literary works that are compared, which are universal and original, for example about the concepts of types of literature, structure, style, mandate or content as a whole, but the main purpose of comparative literary studies is to examine or find distinctiveness or distinctive characteristics of literary works that are compared, as stated by Sumardjo and Saini (1994: 8) that, "Quality literary works are interpretations of life. A literary work is valued because it succeeds in showing new aspects of life that are known daily. Literary work is not the task of recording daily life, but interpreting that life, giving meaning to life so that life remains valuable and more humanizing to humans. "

In fact, the literature taught to students has not yet achieved optimal results. Literary learning needs to be developed, because learning is supported by aspects of psychological considerations. Besides that literature stimulates human life which must always think. When people read literature, the mind will be more disturbed. In other words, they can get pleasure and intellectuals from a literary work. The need for aesthetic search and intellectual meaning is positively correlated with their needs in developing their intellectual and emotional maturity. Therefore, literature can be a vehicle for searching for meaning if taught correctly.

Less optimal learning is due to the lack of media provided by educators (lecturers) to students (students). Media is an intermediary or delivery message from the sender to the recipient of the message. Gerlach and Ely (in Arsyad, 2007: 3) say that the media when understood in broad outline are human, material, or events that build conditions that make students able to obtain knowledge, skills, and attitudes. More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphical, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information. Visual means that information is obtained from what is seen, while verbal information means information that is released.

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Media has a very important role in the learning process. Because with the presence of media, information can be conveyed well by educators. Teachers do not only express information, but provide media so students become more interested and motivated.

The media used is the movie "Keluarga Cemara" as one of the innovative media used in one of the literary studies, namely the structural approach. Therefore, the learning done is students analyze the structural work of literature in the form of the film "Keluarga Cemara".

Structure is the whole relation between various elements of a text. Structuralism is the flow of science and criticism that focuses on the relations between elements. The elements themselves are not important, but get meaning in other relationships. Relationships studied can be related to the elements of the microtext (for example words in one sentence), or in a broader whole (for example lines or verses in a poem; chapters in fiction); intertextual relations (literary works with other literary works in a certain period). Links can be explored based on period, correspondence, repetition, contrast, gradation, etc. (Noor, 2004: 78-79). Structural elements in literary works are themes, characters and characterizations, settings, lines and reasoning, and centers of narration.

Based on the explanation above can be formulated the problem to be discussed is how is the influence of the movie "Keluarga Cemara" media on the ability of students to analyze structural literature? And aims to determine the effect of the movie "Keluarga Cemara" media on the ability of students to analyze structural literature.

B. Method

This research was conducted at the Asahan University Teaching and Education Faculty of Indonesian Literature and Literature Study Program. The time of this study was carried out in even semester (January to March) Academic Year 2018/2019. The population of this study is the fourth semester students of the Indonesian semester Language and Literature Education Study Program as many as 100 people. The details are as follows:

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Table 1. Fourth Semester Student Population Indonesian Language and Literature Education.

Number	Class	Total
1	IV A	25
2	IV B	21
3	IV C	24
4	IV D	30
Total		**100**

According to Arikunto (2013: 108), samples are partially or representative of the population studied. If the subject is less than 100 it's better to take everything. Conversely if the subject is greater than 100 can be taken 10-15% or 20-25%. Based on these opinions, the sample in this study was 100 people. Then classes IV A and IV B were used as the control class and classes IV C and IV D were used as Experiment classes.

This study uses experiments with quantitative approaches. "Quantitative research is research whose data is in the form of numbers and analysis using statistics." (Sugiyono, 2016: 7). The design of this study is the Only Posttest Control Group Design, wherein the teaching in the control class uses print media in the form of short stories, and teaching in the experimental class uses film media.

In this study the instrument used as a data collector was an esay test to analyze the structural work of literature, where the test consisted of post-tests that were applied to the control class and the experimental class.

In addition, this data analysis was conducted to determine the success or failure of the actions taken with this assessment. Data obtained from students is processed through the following steps: (1) Finding the Mean, Standard Deviation, Standard Error of the Experiment class group (X); (2) Normality Test; (3) Homogenety Test; (4) Hypothesis Testing (t test).

C. Research Finding

In the results of this study, the average value of the control class is 76. And the average in the experimental class is 83. After knowing the final results of students in the control class above, then the frequency

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distribution table is made so that the average (mean) is obtained 76 , standard deviation (SD) 8.41, and error standard (SE) 1.44. Whereas in the experimental class obtained an average (mean) 83, standard deviation (SD) 6.84, and error standard (SE) 1.17.

In testing the normality obtained Lhitung 0.1053 using α = 0.05 and N = 35, then the critical value through the Liliefors test obtained L_{table} = 0.146. It turns out $L_{count} < L_{table}$ is 0.1053 <0.146, this proves that the control class data is normally distributed. And in the experimental class L_{count} was 0.095 using α = 0.05 and N = 35, then the critical value through the Liliefors test was obtained by L_{table} = 0.146. It turns out that $L_{count} < L_{table}$ is 0.095 <0.146 which proves that the experimental class data is normally distributed. While on homogeneity testing, that the control class and experimental class belong to the homogeneous group.

Furthermore, in testing the hypothesis, consulted with table t at a significant level of 5% and 1% with DK = (N1 + N2) -2 = (35 + 35) -2 = 68. In the table obtained DK = 68 obtained a significant level of 5% = 2.00 and a significant level of 1% = 2.65. If the price of t_{count} is compared with the price of t_{table}, it turns out that $t_{count} > t_{table}$ is 4.34> 2.00, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This proves that learning to analyze the structural works of literature by using the media of the film "Keluarga Cemara" is more influential when compared to using print media in the form of short stories.

D. Discussion

Based on the results of the study it can be stated that the ability of students to analyze structural literature using film media in the experimental class has increased in value compared to the control class that uses print media. The average value of the control class is 76 said in the sufficient category. While the average value in the experimental class is 83 said in the good category. In addition, during the learning process, students in the experimental class who applied film media were more enthusiastic and responsive than students in the control class who applied print media. The use of print media in the form of short stories in the control class is felt by students as too ordinary and saturated. While the

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use of the film "Keluarga Cemara" attracted more attention and students felt more excited. This is in line with Darmadi's (2017) thought that innovative learning is the introduction of new things or discoveries. It can be interpreted that learning designed by educators must be new and not as usual so as to facilitate students in building their own knowledge in the framework of a process of behavior change towards a better direction in accordance with the potential possessed by students.

Based on hypothesis testing after t_0 is known 4.34 Then consulted with table t at a significant level of 5% and 1% with DK = (N1 + N2) -2 = (35 + 35) -2 = 68. In the table obtained DK = 68 is obtained significant level 5% = 2.00 and significant level 1% = 2.65. If the price of tcount is compared with the price of t table, it turns out that t_{count}> t_{table} is 5.51> 2.00, then the null hypothesis (H_0) is rejected and the alternative hypothesis ($_{Ha}$) is accepted. This proves that learning to analyze structural literature using film media is more influential when compared to using print media.

E. Conclusion

Based on the results of the research and discussion above, it can be concluded that there is a significant level of 5% = 2.00 and a significant level of 1% = 2.65, then t_{count}> t_{table} is 4.34> 2.00, then the alternative hypothesis (H_a) is there is influence in the application of the film "Keluarga Cemara" film to the ability to analyze literary work in Indonesian Language and Literature Education students of FKIP UNA was accepted.

As for what can be suggested for students from this study is to be able to re-develop the interest of literature in Indonesian Language and Literature Education Study Program students, while for educators to be able to use innovative media in literary learning.

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