

STRUCTURE AND LANGUAGE IN WRITING THE TEXT OF FILM/DRAMA STUDENTS CLASS XI

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ABSTRACT

In the current curriculum, Curriculum 2013, the text becomes the main concept which develops the learning material. One of the materials taught in the 2013 curriculum is the text of a film/drama review. The film/drama's review texts discussed in the 2013 curriculum require the students to be able to produce the review texts which suitable for their language structure and rules. Therefore in this study, the author observes the analysis of structure and rules, especially among the sentences in writing of a film/drama review text by a class XI student. It uses a qualitative research approach with descriptive methods. The data source in this study is based on the document. It is a collection of text reviews of films/plays by students of class XI. The objects of research are class XI or second grade of senior high school. This research using documentation and questionnaires as a data collection technique. The data is collected by using a test technique. The test is carried out with the same film for all students, a film from a TV drama entitled " Aku Malu Bapakku Badut ". All students can write review texts. In the analysis of the structure of text reviews as the work of class XI or second-grade students with a total of 36 student works, all students can write text structure review. While in conjunction between sentences, out of the 36 students, only 31 students used inter-sentence conjunctions.

Keywords: movie/drama review text, film/drama review text structure, language rules text review film/drama.

ABSTRAK

Dalam kurikulum yang sedang berlaku yaitu Kurikulum 2013, teks merupakan konsep utama yang menjadi bahan pembelajaran. Adapun salah satu materi teks yang diajarkan dalam kurikulum 2013 yaitu teks ulasan film/drama. Teks ulasan film/drama yang dibahas pada kurikulum 2013 menuntut siswa agar mereka mampu memproduksi teks ulasan film/drama sesuai dengan struktur dan kaidah kebahasaannya. Maka dalam penelitian ini penulis meneliti tentang analisis struktur dan kaidah khususnya antarkalimat dalam menulis teks ulasan film/drama karya siswa kelas XI. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan metode deskriptif. Sumber data dalam penelitian ini bersifat dokumentatif dokumen yang dimaksud yaitu kumpulan teks ulasan film/drama karya siswa kelas XI. Kelas yang dijadikan objek penelitian yaitu kelas XI IPS dan XI MIPA. Teknik pengumpulan data yang peneliti gunakan adalah dokumentasi dan angket. Adapun teknik pengambilan data yang penulis gunakan adalah teknik tes. Teknik tes ini dilakukan dengan menggunakan film yang sama untuk semua siswa, yakni film dari drama tv yang berjudul "Aku Malu Bapakku Badut". Kemampuan siswa secara keseluruhan mampu menulis teks ulasan. Dalam analisis struktur teks ulasan hasil karya siswa kelas XI MIPA dan XI IPS dengan jumlah 36 karya siswa, siswa semua mampu menulis teks struktur teks ulasan. Sedangkan dalam konjungsi antar kalimat. Dari 36 siswa, hanya 31 siswa yang menggunakan konjungsi antarkalimat.

Kata Kunci: teks ulasan film/ drama, struktur teks ulasan film/ drama, kaidah kebahasaan teks ulasan film/ drama.

INTRODUCTION

In the current curriculum, Curriculum 2013, the text becomes the main concept that becomes the learning material. In the current curriculum, Curriculum 2013, the text becomes the main concept that becomes the learning material. Writing film reviews or drama texts is one of the lessons that students must master. With its monotonous teaching, it makes students bored and less interested in learning Indonesian (Apriyanti: 2017).

This is as expressed by (Mahsun: 2014) that the role of language as a conduit of knowledge is certainly not a coincidence if the paradigm of Indonesian learning in the 2013 curriculum is oriented to text-based learning, as can be seen from the formulation of the basic competencies of the Indonesian substance from basic education to higher education. One of the materials taught in the 2013 curriculum is the text of a film/drama review. The film/drama review texts discussed in the 2013 curriculum demanded that students be able to produce film/drama review texts by their language structure and rules.

Kosasih (2014) in his book, "Creative Indonesian Language" stated that "reviewing films/dramas means giving an interpretation or analysis of the contents, as well as describing the contents more clearly". Even further, (Kosasih, 2014) in his book "Types of Texts" stated that "Reviews can be verbal and can also be written. Written comments in the form of reviews that are generally published in the mass media, such as in newspapers or magazines. His form can be in the form of reviews, essays, or editorials. " Furthermore, the Ministry of Education and Culture (2014) states that the review text is the text that results from an analysis of various things. The text contains responses, reviews, and analysis in this case films and dramas relating to the setting, time, place, character, and characterization, even taking pictures on film and drama were also discussed.

Review texts are categorized into discussion types as explained by Kosasih (2014) in his book "Types of Texts" as follows. In the categorization of texts, reviews are included in the type of discussion, that is, texts that function to discuss various views about an object, issue, or specific problem. Reviews are the same as reviewers who essentially review a work, whether in the form of books, films, or the theater, in which assess or give a response to the work (Adeninawaty, 2018).

Reviews are included in the type of argumentative text. In the text are presented many opinions based on interpretations or interpretations from certain perspectives accompanied by supporting facts. Therefore, in an explanation, there will be arguments and facts. The film/drama review text is one of the new texts studied in the 2013 curriculum. Because of the new text students and teachers have challenges in learning film/drama review texts (Indraswari, 2015). Each text in the 2013 curriculum has its structure, as well as a review text. (Kosasih, 2014) in his book "Creative Indonesian Language" suggests that the text structure of film/drama reviews, namely the identity of the film, synopsis, analysis, and closing.

Meanwhile, the Ministry of Education and Culture (2014) said that the structure of the review text consists of 4 structures, namely orientation, followed by interpretative, evaluation, and evaluative summation. The following is an explanation of the structure of the review text, namely orientation, content interpretation, evaluation, and summary.

In writing a movie/drama review text, of course, it takes a language that shows or characterizes a text. Here the writer will only analyze the conjunctions between sentences. The following is a further explanation of the conjunctions between sentences. Mansur (2014) explains that conjunctions always precede sentences that are connected. Of course, it is written in capital letters. Chaer (2008) explains that conjunction is conjunctions to be used to connect one sentence with another sentence that is in one paragraph. Based on the views of the two experts above, it can be concluded that the interalimatic conjunction is conjunction located at the beginning of a sentence instead of a paragraph used to connect one sentence to another sentence and be in the same paragraph.

Based on the description above, the writer tries to research the analysis of structure and rules, especially between antimatpers in writing the text of a film/drama review by class XI students.

METHOD

This research uses a qualitative approach with descriptive methods. The source of data in this research is the documentative document in question, namely a collection of text reviews of films/dramas by students of class XI MA Al-Ihsan Ciparay. In this research, the writer will analyze the text of students' film reviews based on their structure and rules. Classes used as the object of research are class XI IIS and XI MIA. Data collection techniques that researchers use are documentation and questionnaires. This documentation technique was carried out to collect data, namely the text of the students of class XI MA Al-Ihsan Ciparay, especially in writing texts for film/drama reviews. This questionnaire was used to collect data in the form of an assessment sheet based on aspects of the assessment filled out by Indonesian language teachers in learning to understand the structure and language rules of film text reviews.

RESULTS AND DISCUSSION

Results

This research is in the form of a text review of the work of students of class XI MIA and XI IIS MA Al-Ihsan Ciparay with a total of 36 student works. The data collection technique that I use is a test technique. This test technique is carried out using the same film for all students, namely a film from a TV drama entitled "I'm Ashamed my Father is Clown".

The author analyzes the text structure of film reviews consisting of orientation, content analysis, and summary. The three text structures of movie reviews can be categorized as either (3), moderate (2), lacking (1), and lacking structure (0).

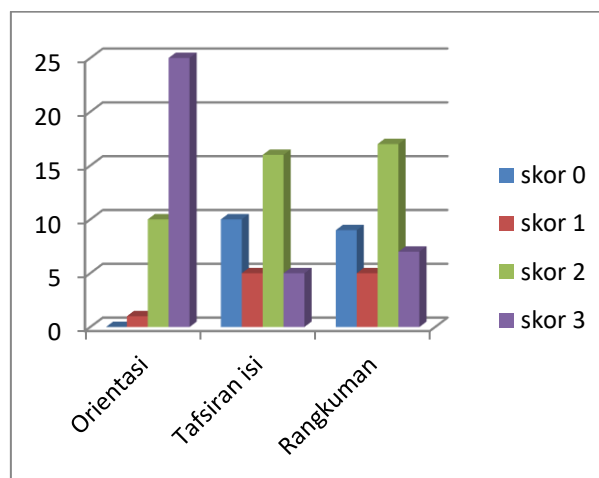


Figure 1. Structure of Film Review/Drama

From the graph above it can be concluded that some students can write a film review text with a complete structure. In the orientation structure, all students write orientation, it's just that the scores obtained from this structure are not the same. Students who received a score of 3 totaled 25 people, a score of 2 housed 10 people, and a score of 1 amounted to 1 person. In the content interpretation structure, only a few students get a score of 3 namely 5 people, score 2 as many as 16 people, score 1 as many as 5 people, and those who do not write down the content interpretation structure are 10 people. In the summary structure as many as 7 people get a score of 3, score 2 amounted to 17 people, score 1 amounted to 5 people, and those who did not write a summary of 9 people.



Figure 2. Number of Intercultural Conjunctions

Looking at the graph above it can be concluded that not all students use conjunctions between sentences. Of the 36 students, only 31 students used inter-fetal conjunctions. While the rest do not use conjunctions between sentences.

Discussion

The text of this drama review study consisted of 36 students' works. While the data collection technique that the writer uses is a technical test. The author analyzes the structure of the review text consisting of orientation, content interpretation, and summary. The three structures of the film review report can be categorized into three stages, namely coded (3), moderate (2), poor (1), unstructured (0). Some students have fulfilled the structure of the film review text and some students have not fulfilled the structure of the film review. Students who have a complete structure totaled 25 people with a score of 3, 10 people with a score of 2, and those who did not have a complete structure amounted to 1 person with a score of 1. The text structure of the film review includes the interpretation of the content who got a score of 3 there are 5 people, score 2 16 people, and a score of 1 there are 5 people and 10 people do not write the structure of the interpretation. In the summary structure, 7 people got a score of 3, a score of 2 was 17 people, a score of 1 was 5 people and 9 people didn't write the summary.

Meanwhile, linguistic rules include conjunctions between sentences and coordinative conjunctions. In conjunction between sentences of 36 review texts, there are only 22 texts between sentence conjunctions, of 22 conjunction texts between sentences only 31 texts. In the coordinate conjunction section of 31 texts, there are 231 conjunctions. Conjunctions and there are 156 words or 61 words, and 7 words, while 4 words, but 3 words, besides 17 words, but 1 word, even 5 words, then 3 words, although 3 words, even though 1 word, therefore 1 word, and therefore 1 word. So, in the 36 texts written by MA AL-Ihsan Ciparay students in class XI,

MIA, and XI IIS 31 students used conjunctions between sentences while 5 students did not use conjunctions between sentences.

CONCLUSION

Based on the results of research that the authors have obtained as a whole can write a review text. In the analysis of the structure of text reviews the work of students of class XI MIA and XI IIS MA Al-Ihsan Ciparay with a total of 36 student works, students are all able to write text structure review text. Whereas in conjunction between sentences. Of the 36 students, only 31 students used inter-fetal conjunctions. Based on analyzing the text of a film/drama review, the writer suggests improving Indonesian language learning even better, especially in learning the text of a film/drama review.

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