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# Analysis of Film Review Capability with Qualitative Approach through Demonstration Model at Private Junior High School in Medan

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***Abstract:*** ***The problem in this study is the low ability of students in reviewing literary work, especially movies. This is due to the less precise learning method taught by the teachers during the learning process and tend to be boring, so a lot of students are not interested in reviewing literary work subject. This study aims to describe students' ability in reviewing movie. The model used in this study is demonstration model. Population of this research is all students of class VIII at SMP Swasta Pangeran Antasari Medan academic year 2014/2015 with sample of 24 students. The instrument used is an objective test (multiple choices) and giving commentary based on film that has been played. The object of this research is the answer sheets of students, which assessed from the movie review aspect and intrinsic and extrinsic elements of the movie. Review aspect consists of the ability of reviewing the movie, determining the strengths and weaknesses of the movie, the storyline, the conclusion, and the characters in the movie. The results of the study prove that students' ability in reviewing the movie is classified as good. In terms of percentages, there are 12 students or 50% who get score classified as very good, 7 students or 29.2% classified as good, 5 students or 20.8%, classified as fair. The mean score they get is 77. Thus, the ability in reviewing Cahaya dari Timur movie by students of class VIII-II SMP Swasta Pangeran Antasari classified as good.***
***Keywords: Ability, Reviewing, Movie, Demonstration, Model***

## I. INTRODUCTION

Indonesian language subjects taught in schools include linguistic material and literary material. Language and literature are not longer contradictory things, but two things that cannot be separated. This is an elaboration of Indonesian lessons on literary material so that literature will become more interesting. Language skills have four components, one of which is writing skills. Writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. In learning Indonesian language and literature, students are required to be skilled at writing, so that they can express ideas or opinions. One of the writing activities is writing a review. Writing a review is an activity that contains a review of a work, be it a book, film or album of songs. A review is an assessment of a work or book. Reviewing means considering, criticizing, and showing the advantages and disadvantages of a work with full responsibility. The purpose of this review is to convey to the reader whether a book or work deserves acceptance from the public or not.

Basically, literature is a crystallization of the values of a society. Although a good literary work in general does not directly describe or fight for certain values, the aspirations of the people are inevitably reflected in the literary work. Therefore, literary works cannot be separated from the socio-cultural and community life that they describe. Literary works are written or created by writers not to be read alone, but there are ideas, experiences, and messages to be conveyed to readers. With the hope, what is conveyed becomes input, so that the reader can draw conclusions and interpret it as something that can be useful for the development of his life. This proves that literary works can develop culture. In other words, literary works always contain socio-cultural content. This happens because writers also experience the influences of the environtment and their era in creating works.

## II. LITERATURE REVIEW

Ability is from the word "capable" which means capable, strong and also capable. According to Gultom (2013) [1], "Ability is the ability to produce or do something".

According to Samad (1997) [2], "The act of reviewing can mean giving an assessment, re-expressing the contents of a work, discussing, criticising, with the intention of informing the contents of the work to the wider community". Therefore, the word review today is defined as a writing that gives an assessment of a work such as a book (both fiction and non-fiction), films, drama performances, music concerts by expressing the advantages and disadvantages objectively.

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According to Asul Wijayanto (2005) [3] before reviewing, the reviewer should understand the purpose of the reviewer as follows;

*1)* Provide comprehensive information or understanding of what appears and is revealed in a book.
*2)* Inviting readers to think, ponder, and discuss further phenomena or problems that arise in a book.
*3)* Giving consideration to the reader whether a book deserves acceptance from the public or not
*4)* Knowing the background and reasons for the book being published and to answer questions that arise when someone sees a newly published book

## III.METHODOLOGY

The method used in this study is a descriptive method in accordance with Arikunto's opinion (2002) [4] says: "Descriptive research is research that is intended to collect information about the status of an existing, symptom, namely the state of symptoms according to what they were at the time the research was conducted". The model used in the study of film reviews in this thesis is a demonstration model. The use of this model is expected to improve students' ability to review literary works, especially films..
The research technique used is qualitative. A total of 24 students will be chosen in this research as respondents [5].

## IV. RESULTS AND DISCUSSIONS

### *A. Analysis of Observation Results on Teachers through the Demonstration Model*

To find out the learning process using the demonstration learning model on the subject matter of film reviews was carried out well, an observation sheet was used as an assessment tool filled out by the observer, namely the researcher. The criteria for the average assessment of observations according to Soegito (2012) [6] are:

0 – 1,1 = Very Bad
1,2 – 2,1 = Less Good
2,2 – 3,1 = Good
3,2 – 4,0 = Very Good

Learning is said to be effective, if learning is included in the good or very good category.
Data from observations of teachers who teach film review material can be seen in table 1 as below.

Table I. Learning Activity Observation Results

| NO | ASPECTS OBSERVED | Evaluation | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Opening Skills | | | √ | |
| 2 | The teacher conveys the competencies to be achieved | | √ | | |
| 3 | The teacher prepares the formulation of objectives in order to provide strong motivation for students to learn | | √ | | |
| 4 | The teacher presents an overview as well as the material to be delivered | | | √ | |
| 5 | Prepare the necessary materials or tools | | | | √ |
| 6 | During the demonstration, the teacher gives students the opportunity to observe carefully and ask question | | √ | | |
| 7 | Conduct an evaluation of whether the demonstration was successful | | | √ | |
| 8 | Conclusion | | √ | | |
| TOTAL SCORE | | 21 | | | |
| TOTAL OF ASPECTS OBSERVED | | 8 | | | |
| FINAL RESULT | | 2,6 | | | |
| CATEGORY | | Good | | | |
| | | | | | |

Based on table 1 above, the learning process carried out by teacher to the students has been going well.

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*B. Analysis of Observation Results on Teachers through the Demonstration Model*

Data on the learning activities of students on the subject of film reviews were obtained by observing student activities during the learning process using a demonstration model. From the results of observations of student activities using the demonstration model in class, it went well, but from the 6 aspects of student activity observed, there were 3 aspects of student activity that were still unsatisfactory. The followng is a description of student activities.

Table II
Student Activities Result

| NO | OBSERVED ASPECTS | Evaluation | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Listening/paying attention to the teacher's explanation | | | √ | |
| 2 | Student activity during learning | | | √ | |
| 3 | Student order during learning takes place | | √ | | |
| 4 | Ask the teacher | | | √ | |
| 5 | Take notes from the teacher | | √ | | |
| 6 | Submitting opinions or ideas to the teacher | | √ | | |
| TOTAL SCORE | | 15 | | | |
| TOTAL OF ASPECTS OBSERVED | | 6 | | | |
| FINAL RESULT | | 2,5 | | | |
| CATEGORY | | Good | | | |

From the student activity on table 2 above, it can be seen that the result is good but there are still aspects of student activity that are not achieved and need to be considered again by the teaching teacher.

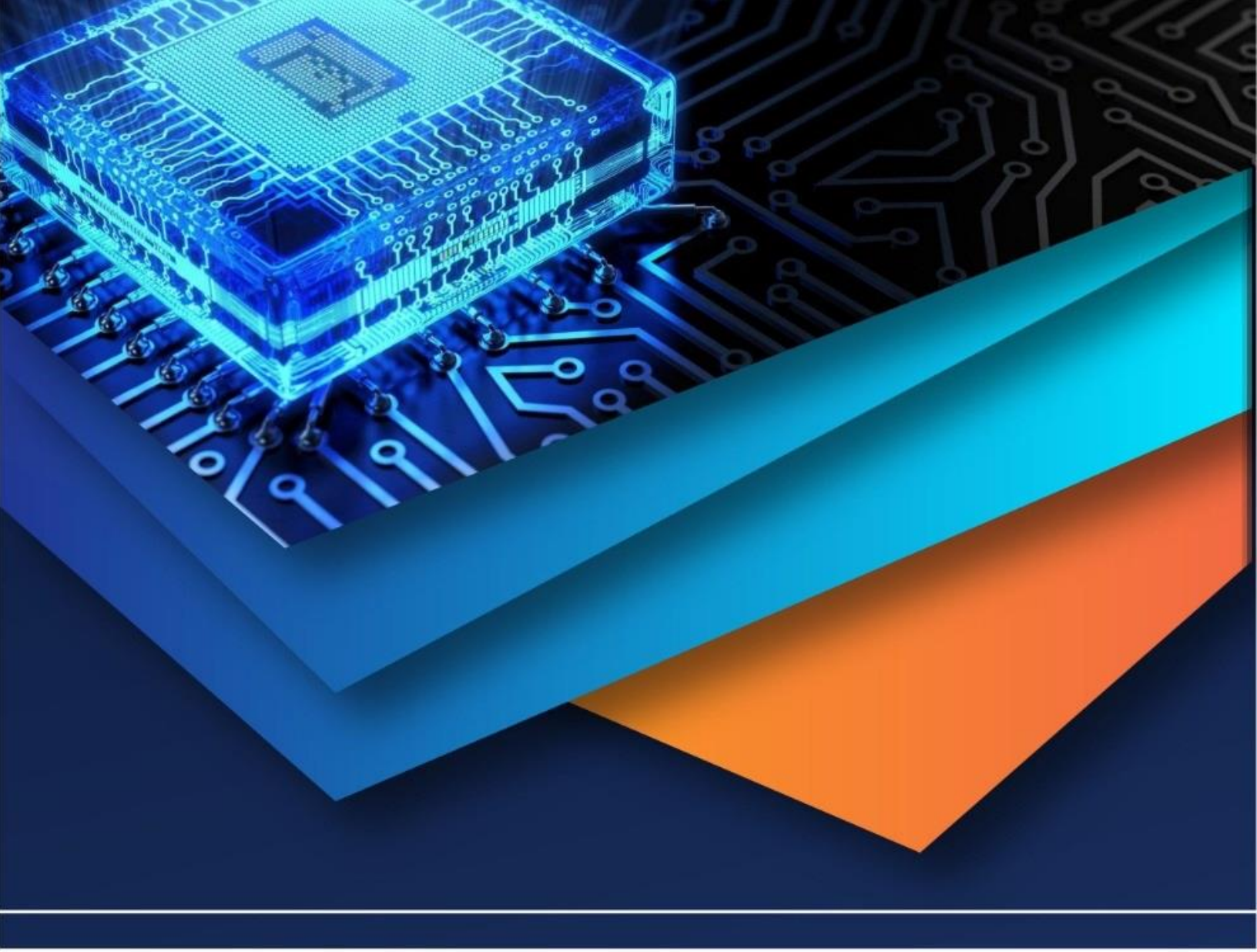
## V. CONCLUSION

After carrying out research procedures such as conducting data analysis until finally as illustration is obtained that the ability of students to review the film through a demonstration model obtained as average score of 77 with a good category. The results of data analysis prove that 12 students are classified as very good scores (80-100), 7 students are classified as good grades (70-79), 5 students are categorized as good enough (60-69). Students are able to review well because students are directly involved. This film can attract the attention of students. When watching the film, the reaction of the students werebso focused on the film. There are students who feel happy, touched, even to the point that there is a response from students who laugh when they see funny secnes and there are also students who feel sadness.

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