AN ANALYSIS OF THIRD SEMESTER STUDENT'S SKILL OF ENGLISH STUDY PROGRAM IN IDENTIFIYING PLOT AND SETTING OF A MOVIE (TWILIGHT)

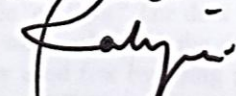**Karya ilmiah ini dibuat sebagai salah satu syarat kelulusan**

Studi Sarjana (S-1) di Universitas Pasir Pangaraian

Ditetapkan dan disahkan di Pasir Pangaraian

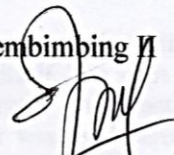Pada tanggal 14 bulan Januari tahun 2015

Oleh :

Pembimbing I

Pipit Rahayu, M.Pd
NIP. 198601312009032002

Pembimbing II

Dian Sukma, M.Pd
NIDN. 1014068501

Mengetahui,

Ketua Program Studi

Pipit Rahayu, M.Pd
NIP. 198601312009032002

AN ANALYSIS OF THIRD SEMESTER STUDENTS' SKILL OF ENGLISH STUDY PROGRAM IN IDENTIFIYING PLOT AND SETTING OF A MOVIE (TWILIGHT)

Dini Firdausya[*]), Pipit Rahayu[1]), Dian Sukma[2])
[1&2)] Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Pasir Pangaraian

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui alur dan tempat dalam film *"twilight"* dan untuk menganalisa alur dan tempat dalam film *"twilight"*.

Data di peroleh dari kemampuan siswa mengidentifikasi alur dan tempat dalam film *"twilight"*. Data diambil dari jawaban siswa itu sendiri dan dari film .Langkah-langkah dalam menganalis data dalam mengumpulkan data, menganalisis data dan menampilkan hasil analisis. Dalam mengumpulkan data digunakan metode observasi. Untuk menganalisis data digunakan persentasi dengan menggunkan teori Sudjana (1992).

Berdasarkan hasil analisis tersebut, disimpulkan bahwa dari 34 siswa dalam mengidentifikasi alur dan tempat dalam film *"twilight"*. Ditemukan bahwa 18 siswa (52,9%) yang mendapat kategori baik , 11 siswa (32,4%) yang mendapat kategori cukup, dan 5 siswa (14,7%) yang mendapat kategori sangat buruk. Dalam kata lain bahwa keterampilan siswa mengidentifikasi alur dan tempat dalam film adalah baik (52,9%).

Kata kunci: alur, tempat (twilight)

ABSTRACT

The purpose of this research was to know, and analyze the components of plot and setting in English Movie *"twilight"*.

The data was being taken from students' skill in identifying plot and setting in English Movie *"twilight"*. The data was taken from the students answer and from the movie itself. The steps in analyzing the data were collecting the data, analyzing the data and display the result of the analysis. In collecting the data, the writer used test by using participant observation. In analyzing the data, the writer was used percentage based on Sudjana (1992).

Based on the result of the analysis, it could be concluded that from 34 students in identifying plot and setting, it was found that 18 students (52,9%) were *good* category, 11 students (32,4%) were *fair* category, and 5 students (14,7%) were *very poor* category. There were no students was very good and poor category. It means that the students' skill in identifying plot and setting in English movie was good category (52,9%).

Key words: plot, setting (Twilight)

INTRODUCTION

Language is a means of communication. Therefore the mastering of English is something which is very essential for everybody who want to increase his or her knowledge and technology. English is an international language, almost people from all over the world use English for their communication, that is why English is very important language. English is very important for the young generation.

---

[*]Hp   : 082173242686

e-mail   : diniajha@yahoo.com

Therefore, English is learned by the students from primary school to university. People use the language to express their emotions, feelings, and ideas. No one will be able to communicate internationally without using English, almost of scientific books are written in English. For that reason in Indonesia, English is the foreign language that is taught at the formal school. In university especially if the students choose English study program, they will learn about literature. The subject is called Introduction to literature.

Literarure cannot be separated from language because literature is language used at the best. Language is the medium of literature and the only purpose of language

communicated something from the person to another. Language is also connection of literary work. As the connection of literary works signs to system which connects of a works of literature, an author, and the readers.

Literature as one of the elements of cultures is used express human thought and idea. Literature expresses phenomenon of human life and their environment. An analyzing of a literature work in an activity which has done to research fact that supports literary work. By analyzing it the comprehension to ward the contains and aspects of the literary work will be better. In other word through analyzing it can find the fact that support the comprehension and evaluation of the literary work itself.

Literature is divided into two parts there are, fiction and non-fiction Sumarjo and Saini in Bahun (2014:1) stated that fiction is a narrative that wrote by author in a novel, short story, drama which be based on imagination of the author rather that from history or fact Holman and Harmon in Bahun (2014:1). Carlsen in Bahun (2014:1) stated that fiction is anything made up or imagine, such as short story, novel, drama, or play. While non-fiction is factual report to events, in most biography and autobiography, the author forced to do some fictionalizing to make interest but this writing is still classified as non-fiction Taringan in Bahun (2014:1) stated that non-fiction is an actual and fiction realistic. The actuality is anything, which really happen in human life. On the other hand, reality is anything that happened in our life (but it must not be happened).

One of the example of fiction is drama or movie. Movie is extended prose fiction narrative having a central plot. We can understand deeply the movie by knowing the elements, which build the movie, such as plot, setting, point of view, style, character, and theme. All of the elements influence the content of movie.

One of the literatures that the writer want to analyze is English movie, because in the movie we can find the real condition of our life and also the movie from imagination of the author.

There are several problems that cause the students' ability in identifying elements of fiction low. The English students had difficulties in identifying elements of fiction especially in identifying plot and setting. These difficulties happen because

there are many kinds of setting and plot that exist in the movie. The other reason is the students cannot comprehend, the dialogue of the stars in the movie because sometime the stars use informal language.

Based on the writer experiences, most of the students face difficulties related to their study in introduction to literature. It could be proven when they are asked about literature especially elements of fiction in English movie, must of the students could not understand.

Movie is one of literary works that easy to understand, the case in the story of the movie and the audience can be enjoy while they are watching the movie because the author sometimes use the language that is not strange and of course it easy to understand by audience. Enven the interesting story like Twilight can make the audience float away in that story.

Plot and setting in twilight are interested to analyze because there is a unique plot and setting created by the author (Stephanie Meyer) and directed by Catherine Hardwicke. So, the title of this research is an analysis of third semester students' skill of English study program in identifying plot and setting of a movie.

A. Purpose of the Research
The purpose of this research are:
   a. To describe the skill of third semester students in identifiying plot in twilight movie.
   b. To describe the skill of third semester students in identifiying setting in twilight movie.

REVIEW OF THE RELATED LITERATURE

1. The Nature of Literarure
Literature could be defined both in broad and narrow senses. In the board sense literature means anything written. This kind of literature is used when people need information. Meanwhile, literature in narrow sense can be said as a piece of written works which communicative thoughts, feeling, and attitudes toward life. Such as literature belongs to literature in the sense of verbal works of art.

According to Rokhmansyah (2013:2) said that literary is human

express such as experience, taught, feeling, idea, the spirit of faith in a real description that encourage enchantment of language. It defines that literature is the written works that can give students about social function and will thought us about attitudes. So if the people read the literatures it could make some improve in their attitude and their life because they get the experience from the literature.

Moreover, Rokhmansyah (2013:2) explained that literary is teaching instruments, instruction book, good and nice teaching. From his statement, it can be said that the scope of literature is very wide since there are so many things which can be talked to, for example about the situations which happen in the world today or even criticize the social problems in the world through literature.

Hornby in Setiawan (2010) states that literature is the writing or th study of books, etc. valued as works of art (drama, fiction, essay, poetry, biography, biography concentrated with technical books and journalism). All the writing of a country or period-books with a special subject printed material describing or advertising something such as pamphlet.

2. The Components of Fiction

There are some of component of function that students should be know based on Syafei stated that there are six major elements of fiction are character, plot, point of view, setting, style, and theme.

a. Character

A character is a fictional representation of a person-usually (but not necessarily) a psychologically realistic depiction. Forester makes a distinction between flat and round characthers. Flat characthers are types or caricatures defined by a single idea of quality, whereas round characthers have the three-dimensional complexity of real people.

b. Plot

Plot is the way in which a story's events are arranged; it is shaped by causal connections-historical, social, and personal-by the interaction between characters, and by the juxtaposition of events.

According to DiYanni (2000:45) stated that plots develop a series of complications or intensifications of the conflict that lead to a crisis or moment of great tension. The conflict may reach a climax or turning point, a moment of greatest tension that fixes the outcomes; then, the action falls off as the plot's complications are sorted out and resolved (the resolution or denouement).

c. Point of View

All stories are told, or narrated, by someone, and one of the first choices writers make is who tells the story. This choice determines the story's point of view-the angle or vantage point from which events are presented.

1) First person narrator
2) Unreliable narrators
3) Third person narrator
   a) Omniscient
   b) Limited omniscient
   c) Objective

d. Setting

The setting of a work of fiction establishes its historical, geographical, and physical location. The general setting of a work may differ from the specific setting of an individual scene or event.

According to DiYanni (2000:61) stated that writers describes the world they know, its sights and sound, its colors, textures, and accents.

e. Style, Tone, and Language

One of the qualities that gives a work of literature its individual personality is its style, the way in which a writer selects and arranges words to say what he or she wants to say.

4

f. Theme

The central and dominating idea (or ideas) in a literary work. The term also indicates a message or moral implicit in any work of art.

RESEARCH METHODOLOGY

A. Research Design

This research was a descriptive qualitative research. Gay (1990) explained that descriptive research is also carried out to find out the answer to a question concerning with the current status of the object of the research. It means that writer described a phenomenon by presenting the facts in rich detail without attempting to interpret them. In addition, the writer described variables without doing test.

In this research, the writer used qualitative research a person-centred that was adopted and holistic perspective to understand the human experience, without focusing on specific concepts. The original context of the experience was unique, and rich knowlwdge and insight can be generate in depth to present a lively picture of the participants' reality and social context. These events and circumstances were important to the writer Holloway (2005:4). The writer tried to describe about the instrinsic elements of "Twilight".

B. Technique of Collecting the Data

According to Widoyoko (2013:33) collecting the data of this research is intended to get data, explanation, facts, and accurate information's. The purpose of collecting data was to find the data and to get information about the research. The researcher used test and need to refer to measure of students written in using elements of fiction especially plot and setting. The procedures to conduct the data were as in the following:

1. The writer explained the students about elements of fiction, and explained a little how to make a good answer to identifying plot and setting in Twilight movie.
2. Asked students to write plot and setting based on the movie, no cheating with another students.
3. Asked students to write plot and setting based on the title twilight had been set by the researcher.

4. The time along 90 minutes for write plot and setiing.

Finally, the writer attempts to find out of the theme and the concept of the story and analyzes the elements of the story to classify the setting and plot.

C. Technique of Analyzing the Data

a. Analyzing data was very important part of scientific study because without doing this, be gathered the data,we, because an analyze data was very important, so the writer would be apply the qualitative method with the structural approach. Structural approach is a method to study the literary. It was used to analyze the plot and setting the story. In doing this analysis, the writer used some methods. Firstly, identified the instrinsic element of the story. Secondly, described them. Thirdly, found out plot and setting of the film "twilight".

b. After searching and gaining the significant data. Firstly the writer studied and read the related books. Secondly, writer watched the movie and the writer tried to interpret and explain it briefly. Finally, writer putted it this proposal as the result of research.

c. The data present in a descriptive method data is by describing the fact about the movie focusing on those quotations reflecting the plot and setting.

The writer used this method to analyze all the collected students skill to identifying plot and setting in twilight movie. To see the frequencies of patterns and distributions of plot and setting, the researcher used percentage by using formula suggested by Sudjana (1992). The formula as follows:

P = F/N x 100%
P = percentage of students
f = frequency of each score
N = number of students

5

After analyzing the data. The writer got some categories of students' skill in analyzing plot and setting. Arikunto (2012) classifies the students's skill into very good, good, fair, poor, and very poor.

Level of Classification

No	Range score	Grade	Category
1	85-100	A	Very good
2	70-84	B	Good
3	55-69	C	Fair
4	50-54	D	Poor
5	0-49	E	Very poor

(Arikunto, 1992)

FINDING AND DISCUSSION

This research was descriptive qualitative research which analyzed about the indentifying plot and setting in movie *"Twilight".* The formulation of the problem in this research are: (1) How good is the skill of third semester students at English Study Program in identifying plot in twilight movie? (2) How good is the skill of third semester students at English Study program in identifying setting in twilight movie? The findings are intended to explain about students' skill in of fiction based on components of elements of fiction, they were (theme, plot, setting, characters, point of view, and style), in this research writer focus on plot and setting. The purpose of this research was to know the students' skill in identifying plot and setting in *"twilight movie" A film by Catherine Hardwicke.*

Findings

1. Plot

Based on the writer analyzed of students' skill in identifying plot at English study program especially in plot, all of students had written a good plot. They could write based on exposition, rising action, climax, falling action, and resolution well. The students' skill in identifying plot and setting as explained in chapter II.

The table below would show us the percentage of 34 students' skill in identifying plot in the following table below:

The percentage of students skill in plot

No	Range score	Category	Frequency	Percentage
1	85-100	Very good	0	0%
2	70-84	Good	18	52,9%
3	55-69	Fair	11	32,4%
4	50-54	Poor	0	0%
5	0-49	Very poor	5	14,7%
Total			34	100%

Based on the table above, it could be seen that from 34 students in identifying plot, it was found that 18 students (52,9%) were *good* in identifying plot because they in range between 70-84, 11 students (32,4%) were *fair* in identifying plot because they in range between 55-69, and 5 students (14,7%) were *very poor* category because they in range between 50-54. There were no students got *very good* and *poor* category.

2. Setting

Based on the writer analyzed of students' skill in identifying setting at English study program especially in setting, all of students had written good in setting. They could write based on historical setting, geographical setting, and physical setting well. The students' skill in identifying setting as explained in chapter II.

The table below would show the percentage of 34 students' skill in identifying setting in the following table below:

The percentage of students skill in setting

No	Range score	Category	Frequency	Percentage
1	85-100	Very good	0	0%
2	70-84	Good	18	52,9%
3	55-69	Fair	11	32,4%
4	50-54	Poor	0	0%
5	0-49	Very poor	5	14,7%
Total			34	100%

Based on the table above, it could be seen that from 34 students in identifying setting, it was found that 18 students (52,9%) were *good* category in setting, 11 students (32,4%) were *fair* category in identifying setting, and 5 students (14,7%) were *very poor* category in identifying setting. There were no students got *very good* and *poor* category

CONCLUCION AND SUGGESTIONS

Conclusion

After doing this research, based on the result showed that the students' skill in identifying plot and setting. The writer could write the conclusion as follows:

The students' skill of third semester English study program to identify plot and setting was *good* category. It means that students of third semester English study program had problem to identify plot and setting. The percentage of students' skill identify plot and setting could be explained as follows: first from 34 students who were involved in this research, 18 students were *good* category. Second, from 34 students who were involved in this research, 11 students were *fair* category. Third, students were *very poor* category 5 students.

In conclusion the understanding of the third semester students at English study program in identifying plot and setting was *good* category.

SUGGESTIONS

Before closing this paper, the writer would like to give some suggestions as follows:

a. Movie could be used as a media in education. Watching literature was very beneficial for us because students could learn some messages which were conveyed by the author. It assists students in comprehending the human values, interests, feeling, and problem.

b. Twilight movie a film by Catherine Hardwicke was an interesting film. This film was very interesting to be analyzed from another perspective. The writer invites other writer to investigate this film in a different perspective.

c. Suggestion for the next writer who would be interested in carrying out the research in similar topic discussion it would be a reference and valuable source. The witer also expects that this research could be guidance for the next writer who carries out correlation in term of the way analyzing their data in statistical design in the future.

BIBLIOGRAPHY

Arikunto, Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik* .Jakarta: Rineka Cipta

Bahun, Nurzainal. (2010). *An Analysis Of Intrinsic Elements On "In My Heart" A Novel By Kharisma Aprilia 2006*. Mataram. Unpublished Thesis

Dewi, Sari. (2011). *The Effect Of Watching English Movies To Improve Students Speaking Transactional And Interpersonal Of Second Year Students At SMP LPM Kasikan Kabupaten Kampar*.Pekan Baru : University Islam Riau. Unpublished Thesis

Dirks. *Main Film Genres*.Retrieved on June 25, 2014 from : (http://www.filmsite.org/genres.html).

DiYanni, Robert. (2001). Literature: *Reading Fiction, Poetry, And Drama*. Compact Edition.Singapore. McGraw Hill Higher Education.

Hellet. *Elements Of Fiction*. Retrieved on June 8, 2014 from:(http://www.esulb.edu/yamadaty/elefic.html).

Nurgiyantoro, Burhan. (2007). *Teori Pengkajian Fiksi*. Yogyakarta : Gajah Mada. University Press.

Rokhmansyah, Alfian. (2013). *Studi Dan Pengkajian Sastra*. Yogyakarta :GrahaIlmu.

Sudaryanto, (1993). *Metode dan Analisa Teknik Analisis Bahasa*. Jakarta: Duta Wancana University Press.

Sudjana, Nana. (1992). *Penilaian Hasil Belajar Mengajar*. Bandung: PT. Rosda Karya.

Setiawan, Arif. (2006 : 6). *An Analysis On The Main Characters Of "The Lord Of The Ring – The Return Of The King" a novel by J.R.R*. Tolkien. Semarang. Unpublished Thesis.

Syafei, AnFauzia. *English Prose*. Padang: English Department The Faculty Of Languages, Literatures, And Arts.

Sudjiman, Panuti. (1988). *Memahami Cerita Rekaan*. Jakarta:Pustaka Jaya. 1990. Kamus Istilah Sastra. Jakarta : UI Press.

Semi, Atar.(1993). *Anatomi Sastra*. Jakarta :Angkasa Raya.

Sumardjo, Jakob. (1999). *Konteks Sosial Novel Indonesia 1920-1977*. Bandung: Alumni.

Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Bandung: Alfabeta.

Widoyoko, EkoPutro. (2012). *Teknik Penyusunan Instrument Penelitian.* Yogyakarta: Pustaka Pelajar