

CHAPTER II

TEACHER COMPETENCES IN THE RON CLARK STORY VIEWED FROM SEMIOTIC POINT OF VIEW

This chapter would explain several theories related to the research. The subject matter to be discussed are teacher competences and semiotic which support any notion in this thesis.

A. Teacher Competences

1. The Definition of Teacher Competences

Competence is natural capacity which makes someone fulfil what is required in an occupation or organization to achieve target. Competence is supposed to include all qualities of personal effectiveness that are required in the workplace. Basically the term competence is similar to ability, capability, power, authority, skill, knowledge and attitude.¹

Furthermore, Tight explains that competence is concerning with what people can do rather than with they know. It means competence describes someone's ability to do something and measured the ability to perform a particular activity to prescribed standard.² But generally, competence can be accepted as a dominant set of knowledge, skills

¹ Suprihatiningrum, Jamil, *Guru Professional*, (Yogyakarta: Ar-Ruzz Media, 2014), p. 97.

² Tight, Malcolm, *Key Concept in Adult Education and Training*, (London: Routledge, 1996), p. 129.

and proficiency in creating a meaningful experience when organizing an activity.³

According to Marselus R. Payong, there is similarity between competence and qualification. Competence referring to a capability which acquired from education or training, or certain informal education experience which caused someone finished their job well. Meanwhile, qualification is formal requirement which acquired from academic activity and proofed by diploma or certificate after finishing certain educational.⁴ Both competence and qualification should be owned by teacher.

According to the rule of teacher and lecturer no 14/2005 government require teacher and lecturer to have competence and qualification which acquired through the education. Professional teacher should finished at least their S-1 or D-IV degree and have four competences that should be fulfilled: pedagogic, professional, personal and social competences.⁵

Difference from the rule with government which divides teacher competence in four aspects, Suyanto and Djihad Hisyam defines teacher competences in three aspects, that is professional, social and

³ Corpriady, Jimmi, *Teacher Competency in the Teaching and Learning of Chemistry Practical*, (Mediterranean Journal of Social Sciences MC SER, Rome-Italy, Vol.5, no.8, May/ 2014), p.313.

⁴ R. Payong, Marselus, *Sertifikasi Profesi Guru*, (Jakarta: Indeks, 2011), 17.

⁵ Redaksi Sinar Grafika, *Undang-Undang Guru dan Dosen*, (Jakarta: Redaksi Sinar Grafika, 2012), p.9.

personal competences.⁶ Professional competence means teacher should have large knowledge about the field they are into and use varied method in teaching. Social competence required teacher to make a good relationship with students, teachers and parents. And personal competence defined as the ideal personality where teacher placed as social figure.

2. Types of Teacher Competences

As Cited in the law of teacher and lecturer no 14/2007 section 10 the government has divided teacher competences into four categories. The definition of each category is explains as follows:

a. Pedagogical competence

Pedagogical competences might be the one that defines teacher with many other jobs. It is a minimum professional standard which specified by law and should be fulfilled by professional teacher. Pedagogic competence concern with teacher's ability in student's comprehension also design, implement and evaluate the learning process.⁷

According to the rules of natioanl eduactional ministry number 16/2007 about the standard of qualification and competency teacher, there are ten core competences fulfilled by

⁶ Suyanto and Asep Jihad, *Menjadi Guru Profesional*, (Jakarta: Erlangga, 2013), p. 12.

⁷ Suprihatiningrum, Jamil, *Guru Profesional*, (Jogjakarta: Ar-Ruz Media, 2014), p.101.

teacher related to pedagogical standard,⁸ they are: (1) Mastery students characteristic such as physical, moral, cultural, emotional and intellectual (2) Mastery learning theory and learning principal (3) Developing learning curriculum (4) Setting a quality and active learning (5) Using technology as learning medium (6) Helping students to develop their self-potency (7) Building effectively and nice communication together with students (8) Assessing and evaluating (9) Using assessing result to monitor student's understanding (10) Doing reflective activity to increase learning quality.

Quran as God's speech also describe pedagogical aspect. Qs. An-Nahl verse 125

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَدِلْهُم بِالَّتِي هِيَ
أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ



Call unto the way of thy Lord with wisdom and goodly exhortation, and contend with them on the basis of that which is best. Thy Lord know best those who have strayed

⁸Redaksi Sinar Grafika, *Undang-Undang Guru Dan Dosen*, (Jakarta: Redaksi Sinar Grafika, 2012), p.131.

⁹Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: Darus Sunnah, 2007), p. 282.

away from His path, and He knows best those who are rightly guided.¹⁰

Here, Quraish Shihab concludes that as said in the Quran, there are three teaching methods. They are *hikmah*, good teaching and discussion. *Hikmah* related to clear and explicit teaching, which shows good and bad things. Good teaching demand teacher to teach in a good way, attractive and interesting to achieve target study. Then discussion will develop student's speaking ability.¹¹

In addition, there also find the verse that shows the suggestion of learning planning as cited in Quran Al-Hasr verse 18:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ

اللَّهُ خَبِيرٌ بِمَا تَعْمَلُونَ ۝١٢

O ye who believe, be mindful of your duty to Allah, and let everyone look to that which He lays up for the morrow. Fear Allah; verily Allah is Well-Aware of that which you do.¹³

¹⁰ Khan, M.Zafrullah, “*Koran English*”, (London: Great Britain, 1981), p. 263

¹¹ Shihab, M.Quraish, *Tafsir Al-Misbah*, (Jakarta: Lentera Hati, 2002), p.386.

¹² Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: Darus Sunnah , 2007), p. 549.

¹³ Khan, M.Zafrullah, “*Koran English*”, (London: Great Britain, 1981), p. 556.

From the verse above, Prof. Hamka concludes that the believers should pay attention on what would happend tomorrow. A better preparation will give a better result.¹⁴ It is very important for teacher to prepare the learning material and activity before starting their teaching activity to acquire target study. The verse shows us teaching preparation has noticed in Islamic educational concept to achieve active, dynamic and fun learning.

b. Personal competence

Personality is not series of biographical facts but something more general and enduring that is inferred from the fact. The definition clarified the personality concept which is abstract. Indeed for teacher, personal competence is personal ability which mirrored a well-attitude stable, mature, wise, and become a model figure for students.¹⁵

The personal competence stated in the law are consisted of five aspects, they are: 1) Acting accordance to religious norms, legal, social and Indonesia national culture 2) Showing himself as a person who is honest, noble and become the role models for students and the community 3) Presenting themselves as a person who is steady, stable, mature, wise and authoritative 4) Showing the work ethic, high responsibility, a sense of pride to be a teacher

¹⁴ Hamka, *Tafsir Al Azhar juxu XXVIII*, (Jakarta: Pustaka Panjimas, 1985), p. 74.

¹⁵ Suyanto, Asep jihad, *Menjadi Guru Profesional*, (Jakarta: Erlangga, 2013) , p.42.

and self-esteem 5) Upholding the code of ethics of the teaching profession.¹⁶

Teachers also responsible for their attitude and moral value. Students may forget what teacher said but they mostly remember what teacher does. That is why teacher should consistent with what they said and do. This is also mention in Quran surah As-shaf verse 2-3:

يَتَأْتُوا الَّذِينَ ءَامَنُوا لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ ﴿٢﴾ كَبُرَ مَقْتًا عِنْدَ اللَّهِ

أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ ﴿٣﴾¹⁷

O ye who believe, why do you say that which do not? Most odious is it in the sight of Allah that you should say that which you do not.¹⁸

From this verse, Prof. Hamka concludes that Allah hates the inexpediency between words and actions or fibbing. Fibbing will avoid us from *muruah*, because *muruah* is the basis of belief and fibbing will fade our belief.¹⁹ Teacher as the second parent should

¹⁶ Redaksi Sinar Grafika, *Undang-Undang Guru dan Dosen*, (Jakarta: Redaksi Sinar Grafika, 2012), p. 141.

¹⁷ Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: Darus Sunnah , 2007), p. 552.

¹⁸ Khan, M.Zafrullah, “*Koran English*”, (London: Great Britain, 1981), p. 560.

¹⁹ Hamka, *Tafsir Al-Azhar Juzu XVIII*, (Jakarta: Pustaka Panjimas, 1983), p. 123.

be the figure, because teacher's personality related to the student's moral figuration.

In the Holy Quran Allah says in Al-furqon verse 63 that teacher should be wise:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِن تَتَّقُوا اللَّهَ تَجْعَل لَكُمْ فُرْقَانًا وَيُكَفِّرْ عَنْكُمْ

سَيِّئَاتِكُمْ وَيَغْفِرَ لَكُمْ وَاللَّهُ ذُو الْفَضْلِ الْعَظِيمِ ﴿٦٣﴾

O you who have believe, if you are mindful of your duty to Allah, He will bestow upon your mark of distinction, and will remove your ills, and will forgive you. Allah is Lord of great bounty.²¹

From the verse above, Wahbah Az-Zuhaili concludes that Allah will give guidance to those who are wise.²² Teacher should be wise to tell the difference between right and wrong to help students. Because wisdom is the ability to think and act using knowledge, experience, common sense and insight.

²⁰ Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: Darus Sunnah , 2007), p. 322.

²¹ Khan, M.Zafrullah, "*Koran English*", (London: Great Britain, 1981), p. 167.

²² Az-Zuhaili, Wahbah, *Tafsir Al-Wasith Al-Fatihah At-Taubah*, (Jakarta: Geman Insani, 2012), p. 690.

c. Social competence

Social competence related to teacher's ability as a part of a social community to communicate effectively with students, fellow teacher, school staffs and parents.²³ Teacher should be able to handle demanding social situations at school and outside the school including parents.

The rules of National Education Ministry number 16/200 has divide four social competences to be coped by teacher. Those are: 1) Teacher should be inclusive, objective and not discriminative because varied student's background often lead misunderstanding and problem 2) Create a communicative, affective, emphatic and well-behaved communication with students, other educator, school staff, parents and people in general 3) Quickly adapted with the environment 4) Generate a good relationship with peers and other profession.

In the holy Quran surah Ali imran verse 103 explained that teacher should have social skill:

وَأَعْتَصِمُوا بِحَبْلِ اللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا ۗ وَادْكُرُوا نِعْمَتَ اللَّهِ عَلَيْكُمْ إِذْ

كُنْتُمْ أَعْدَاءً فَأَلَّفَ بَيْنَ قُلُوبِكُمْ فَأَصْبَحْتُمْ بِنِعْمَتِهِ إِخْوَانًا وَكُنْتُمْ عَلَىٰ شَفَا

²³ Suprihatiningrum, Jamil, *Guru Profesional*, (Jogjakarta: Ar-Ruz Media, 2014), p.110.

حُفِرَ مِنَ النَّارِ فَأَنْقَذَكُمْ مِنْهَا كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ لَعَلَّكُمْ

تَهْتَدُونَ ﴿٢٤﴾

And hold firmly to the rope of Allah all together and do not become divided. And remember the favor of Allah upon you – when you were enemies and He brought your hearts together and you became, by His favor, brothers, and you were on the edge of a pit of the fire, and He saved you from it. Thus does Allah make clear to you. His verses that you may be guided.²⁵

From the verse above, Prof. Hamka concludes that the real cooperation can only be achieved through the Believe in Allah and His Messenger, and adhere to His teaching. Because teacher is also a human which is not able live alone, teacher should build up communication with students, fellow teacher, school staffs and student's parents to achieve the goal of teaching.²⁶

d. Professional competence

Teacher is a professional educator with main duties to educate, to teach, to guide, to lead, to assess, to drill and to evaluate students in every step of education. In order to be a

²⁴ Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: Darus Sunnah , 2007), p. 59.

²⁵ Khan, M.Zafrullah, “*Koran English*”, (London: Great Britain, 1981), p. 60

²⁶ Hamka, *Tafsir Al-Azhar Juzu 4-5-6*, (Jakarta: Pustaka Panjimas, 1983), p.22.

professional teacher, there are four competences that should be coped. One of them is professional competence.

Professional competence can be defined as the teacher's capability to master their subject and the way they deliver the knowledge to the students.²⁷ Professional attribute ensures teachers are prepared for the demands of teaching. Mastering subject matter will support learning process that enable students to achieve their learning objectives. Teacher should be skilled and always develop their knowledge about the subject matter. As a part of effort to enhance professional teacher are knowledge, morality and skill are needed in order to teaching well. Those abilities can be acquired by learning from formal or informal education. Teacher's educational background will affect in their way or technique of teaching. Thus, it will influence student's achievement.

According to the rules of National Education Ministry number 16/2007, the professional competence is divided into five aspects. They are: 1) Mastering the material, structure, concept and mindset of science which supports the subject material 2) Mastery the standards of competence and basic competences of subject material 3) Develop the learning material creatively 4) Develop professionalism in a sustainable manner by taking action reflective

²⁷ Syahrudin, etc, "*The Role of Teachers' Professional Competence in Implementating School Based Management*", International Journal of Evaluation and Research in Education, (Vol. 2, no. 3, September/2013), p. 144.

5) Utilizing information and communication technology to communicate and self-development.

In order to meet teacher professionalism, teacher required to develop their knowledge, because Islam highly appreciate a skillful person than others, as cited in Quran Al Mujadillah verse 11:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَأَفْسَحُوا

يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ اذْشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ

وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝^{٢٨}

O ye who believe, when you are asked to make room in your assemblies then do make room, Allah will bestow amplitude upon you. When you are asked to rise up, Allah will exalt in rank those to whom knowledge is given. Allah is Well-Aware of that which you do.²⁹

From the verse Prof. Hamka concludes that Allah will give special appreciation to whom has knowledge and rise their position among the others.³⁰ The professional teacher should comprehend and develop the subject matter, because knowledge will always

²⁸ Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: Darus Sunnah , 2007), p. 544.

²⁹ Khan, M.Zafrullah, “*Koran English*”, (London: Great Britain, 1981), p.552.

³⁰ Hamka, *Tafsir Al-Azhar Juzu XXVIII*, (Jakarta: Pustaka Panjimas, 1983), p.28.

develop along the time flies. To be an expert, teacher should meet some steps such as novice, beginner, competent, proficient and expert.

A professional teacher also has to be careful. Because careful is one of the feature of professionalism. Allah in Al-An'am verse 135 said that human should work with sincerity and professional.³¹

قُلْ يَنْقُورِ أَعْمَلُوا عَلَيَّ مَكَانَتِكُمْ إِنِّي عَامِلٌ ۗ فَسَوْفَ تَعْلَمُونَ مَنْ

تَكُونُ لَهُ عَنقَبَةُ الدَّارِ إِنَّهُ لَا يُفْلِحُ الظَّالِمُونَ ﴿١٣٥﴾

Say to them, "O my people, do you pursue your purpose and I shall pursue mine, then soon will you know in those favour is determined the ultimate issue of this life. Surely, the wrongdoers shall not prosper."³²

From the verse, Syaikh Abu Bakar Jabir Al-Jazairi concludes that Allah gives a clear notice that human should work according to their position and careful of what they are doing.³³ A

³¹ Musfah, Jejen, *Peningkatan Kompetensi Guru*, (Jakarta: Kencana, 2011), p.56.

³² Khan, M.Zafrullah, "*Koran English*", (London: Great Britain, 1981), p. 134.

³³ Al-jazairi, Syaikh Abu Bakar, *Tafsir Al-Quran Al-Aisar (Jilid 2)*, (Jakarta: Darus Sunnah, 2012), p.937.

professional teacher should avoid any mistakes during teaching and learning process.

3. Function of Teacher Competences

The teacher law is an effort to upgrade the quality of Indonesian teachers. Its provisions are intended to improve the effectiveness of teachers and raise the learning outcomes of students. According to UU no. 14/ 2005, teachers are required to fulfill four teacher competences to meet good quality national teachers. Basically the objectives of teacher standardized competency are to reach better quality of national education and increase welfare of teachers. The step could be seen in the figure below:

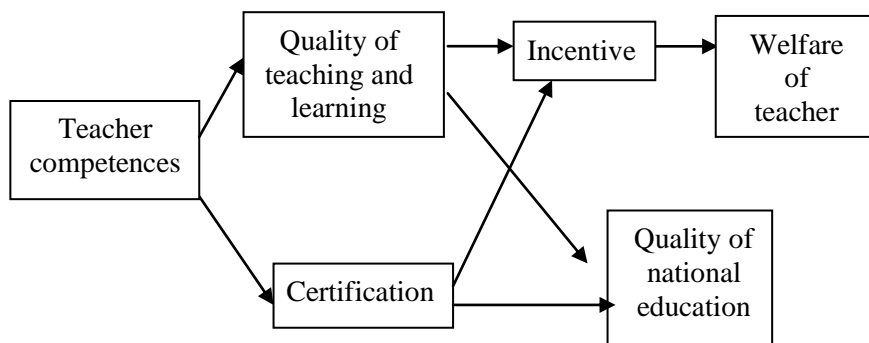


Figure 2.1.3.1: Function of teacher competences

As outlined in the law, to meet the requirement of teacher competences, teachers should pass teacher competence test. If teacher passed the teacher competence test, they will receive educator certificate. This process called as teacher certification. In Indonesia,

the teacher certification program was started in 2006 with a target of certifying around 2.3 million elementary and secondary teacher and it hoped to be finished at 2015. The budgetary cost of this program is estimated to be about US\$ 460 million.³⁴

The certification has an objective to improve the welfare of teachers and the quality of education in Indonesian schools. The certified teacher will get increased remuneration. This has been warmly welcome by many elements of Indonesian society as being a teacher has been commonly considered as low-paid profession. There are four types of payment in teacher certification program: 1) remuneration or cost of professional allowances; 2) cost of pre-certification; 3) cost of certification process; and 4) cost of upgrading after certification.³⁵

4. Enhancing Teacher Competences

The quality of teaching and learning process is influenced by the quality of teacher's performance. Then, teacher's performance is influenced by teacher competences. Teacher competences facilitate physical, intellectual, social and emotional development of the students. For that reason, developing teacher competences is very

³⁴ Fahmi, Muhammad, et all, "*Teacher Certification in Indonesia: A Confusion of Means and Ends*", *Working Paper in Economics and Development Studies Journal*, (Vol.7, no. 201107, October / 2011), p.2.

³⁵ Fahmi, Muhammad, et all, "*Teacher Certification in Indonesia: A Confusion of Means and Ends*", *Working Paper in Economics and Development Studies Journal*, (Vol.7, no. 201107, October /2011), p. 4.

important to support teachers in their performance. The effort to enhance teacher competences could be as follows:³⁶

a. Taking higher education

To show teacher professionalism, teachers need to mastery the whole subject matter. It is very important because teacher because teacher should deliver knowledge to the students during the learning process. Taking higher education will enrich teacher's knowledge on the subject matter.

b. In-service training

In-service training is a professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group. In-service training enables teachers to acquire new understanding and instructional skill also improving quality of their work.³⁷ It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom. In-service training comprises two main elements, that is the fulfillment of people learning needs and ensuring personal and career development of the academic staff.

c. Teacher networks (MGMP)

Another way to develop teachers' professionalism is to conduct activities under a forum called Teacher Network or

³⁶ Suprihatiningrum, Jamil, *Guru Profesional*, (Jog.jakarta: Ar-Ruzz Media, 2014), p.175

³⁷ Zulkifli, Che Mohd., "The Need for In-Service Training for Teachers and It's Effectiveness In School", *International Journal for Innovative Educational and Research*, (Vol 2, Novemeber/2014), p.1.

MGMP (Musyawarah Guru Mata Pelajaran). MGMP is non structural organization established in accordance with Guidelines issued by Directorate General of Primary and Secondary Education. The objective of MGMP is 1) to improve teachers ability and skill, 2) to discuss and solve teachers' problem which related to teaching learning, 3) to share information and experience about the implementation of curriculum and the development of science and technology, 4) to provide teachers with opportunity to express their ideas, 5) to develop some cooperation with other institution to achieve conductive, effective and enjoyable teaching and learning process.³⁸

d. Certification and Teacher Competence Test (UKG)

Certification is process of giving certificate to teacher which has fulfilled teacher professional standard. This is an effort to develop teacher quality which follows by teacher prosperty, which hoped develop the quality of education.³⁹ Certification cover increasing qualification and teacher competence test (UKG). Teacher competence test is done by written test to examine professional and pedagogic competence, whereas social and personal competence test is done by work assessment.

³⁸ Academy for Educational Development, The International Development Center of Japan, *Teacher Networks (MGMP) in Junior Secondary Education in Indonesia*, USAID.

³⁹ Suhana, Cucu, *Konsep Strategi Pembelajaran*, (Bandung: PT Refika Aditama, 2014), p.136.

Besides, the effort to enhance teacher competences could be gain through several informal ways such as mass media like television, film, newspaper and magazine. Film has a strength to leave a deep impression to the viewer than any other media.

B. Film

1. Definition of Film

Nowadays, film becomes the most popular media of communication and entertainment. The use of audio and visual effect makes the messages easy to be accepted by the viewers. The word 'film', also called motion picture is a series of still images which, when shows on the screen, creates the illusion of moving images.⁴⁰ In Cambridge Advanced Learner's Dictionary, film defines as a series of moving pictures, usually shown on the cinema or on television and often telling a story.⁴¹

Film is one of medium to communicate information and ideas, and they also exposure visual qualities or sound textures. Film designs to give special effects on viewers and offering ways of seeing and feeling like a real action. The experiences are often driven by stories, characters and even the exploration of visual qualities or sound texture.⁴² From the various definition of Film, the researcher

⁴⁰ <https://en.wikipedia.org/wiki/Film> accessed on November 13th, 2015 at 08.37 am.

⁴¹ Cambridge Advanced Learner's Dictionary Software, Third Edition.

⁴² Bordwell, David and Kristn Thompson, *Film Art: An Introduction*, (New York: McGraw-Hill, 2008), p.2.

concludes that film is series of motion image which reflect human's life and could be replay for several times.

2. Genre of Film

Nowadays film can not be separated from human's life. Every day, many kind of films showed in television or cinema within various genre. It happened because each people has different taste of film. According to Tim Darks, there some genre of films which cateorized as follws:⁴³

Genre Types	Genre Description
Action	Action films usually include high energy, big-budget, physical stunts and chases, possibly with rescues, battles, fights, escapes, destructive crises (floods, explosions, natural disasters, fires, etc).
Adventure	Adventure films are usually exciting stories, with new experiences or exotic locales, very similar to or often paired with the <i>action</i> film genre. They can include traditional swashbucklers, <i>serialized films</i> , and

⁴³ <http://www.filmsite.org/genres.html#genres> accessed on November 13th, 2015 at 20.45 pm.

	historical spectacles, searches or expeditions for lost continents, "jungle" and "desert" epics, treasure hunts, disaster films, or searches for the unknown.
Comedy	Comedies are light-hearted plots consistently and deliberately designed to amuse and provoke laughter (with one-liners, jokes, etc.) by exaggerating the situation, the language, action, relationships and characters.
Crime and Gangster	Crime (gangster) films are developed around the sinister actions of criminals or mobsters, particularly bankrobbers, underworld figures, or ruthless hoodlums who operate outside the law, stealing and murdering their way through life. Criminal and gangster films are often categorized as <i>film noir</i> or <i>detective-mystery</i> films - because of underlying similarities between these cinematic forms.
Drama	Dramas are serious, plot-driven presentations, portraying realistic characters, settings, life situations, and

	<p>stories involving intense character development and interaction. Usually, they are not focused on special-effects, comedy, or action. Dramatic films are probably the largest film genre, with many subsets.</p>
<p>Epics / Historical</p>	<p>Epics include costume dramas, historical <i>dramas</i>, <i>war</i> films, medieval romps, or 'period pictures' that often cover a large expanse of time set against a vast, panoramic backdrop. Epics often share elements of the elaborate <i>adventure</i> films genre. Epics take an historical or imagined event, mythic, legendary, or heroic figure, and add an extravagant setting and lavish costumes, accompanied by grandeur and spectacle, dramatic scope, high production values, and a sweeping musical score. Epics are often a more spectacular, lavish version of a <i>biopic film</i></p>
<p>Horror</p>	<p>Horror films are designed to frighten and to invoke our hidden worst fears, often in a terrifying, shocking finale,</p>

	<p>while captivating and entertaining us at the same time in a cathartic experience. They are often combined with <u>science fiction</u> when the menace or monster is related to a corruption of technology, or when Earth is threatened by aliens.</p>
<p>Musical / Dance</p>	<p>Musical/dance films are cinematic forms that emphasize full-scale scores or song and dance routines in a significant way (usually with a musical or dance performance integrated as part of the film narrative), or they are films that are centered on combinations of music, dance, song or choreography.</p>
<p>Science Fiction</p>	<p>Sci-fi films are often quasi-scientific, visionary and imaginative - complete with heroes, aliens, distant planets, impossible quests, improbable settings, fantastic places, great dark and shadowy villains, futuristic technology, unknown and unknowable forces, and extraordinary monsters ('things or creatures from space'), either created by mad scientists or by nuclear havoc. Science fiction often expresses the</p>

	<p>potential of technology to destroy humankind and easily overlaps with <i>horror</i> films, particularly when technology or alien life forms become malevolent</p>
War	<p>War (and anti-war) films acknowledge the horror and heartbreak of war, letting the actual combat fighting (against nations or humankind) on land, sea, or in the air provide the primary plot or background for the action of the film. They often take a denunciatory approach toward warfare.</p>
Western	<p>Westerns are the major defining genre of the American film industry - a eulogy to the early days of the expansive American frontier. They are one of the oldest, most enduring genres with very recognizable plots, elements, and characters (six-guns, horses, dusty towns and trails, cowboys, Indians, etc.). Over time, westerns have been re-defined, re-invented and expanded, dismissed, re-discovered, and spoofed.</p>

3. Values of the Film

Film has three important value, those are entertainment, education and artistic value.⁴⁴

a. Entertainment value

Entertainment value is very important in a film, even most of people like to watch film because film is very entertaining. Entertainment aspect is something that catches viewer's attention. It is not merely makes people happy and laugh, entertainment value have a strength to burn viewer's emotion which will makes people sad, cry, anger and worry when they enjoy the film.

b. Educational value

Educational values in film means moral messages which delivered to the viewers. Usually the message is hidden and cannot be seen directly. Most of film taught about the meaningful thing of life. For instance film taught us how to communicate, act and interact in cultural society. The depth of message is different one another, it depends on the way director deliver the messages and how people appreciate.

c. Artistic value

The word "artistic" stand from art which considered as beauty. Since people attract on art and beauty, the film maker try to present artistic aspect in every film. Sometimes the artistic values presented from pleasant life or beautiful background such as beach

⁴⁴ Sumarsono, Marseli, *Dasar-Dasar Apresiasi Film*, (Jakarta: PT. Grasindo, 1996), p.95.

and mountain. But a professional should have ability to present any artistic values in every scene to attract viewers. Film should be appreciate artistically and not rationally.

C. Semiotic

Our life is surrounded by text. We send message and email in text, in the school we also find text, even in religion scope we will find text easily such as in Bible and Quran. That is why people seek to analyze what meaning carried by the text. There are some ways to study the interpretation of text. You can go through semiotic and hermeneutic.

The first one is semiotic. Semiotic which derived from the word '*semeien*' could be accepted as the study of sign or mark and how to interpret the sign and translate into the purposed meaning.⁴⁵ Hermeneutic is the theoretical reflection on the understanding and interpretation of texts.⁴⁶ The concept of text here is not merely the written one, it includes utterance, art, act and phenomena. Hermeneutics is more focused on the study of interpretation text in holy script. Semiotics itself focuses on the study of cultural and social phenomenon.

1. General description of semiotic

The term of semiotic originally from Greek *semeion*, which mean sign. Semiotic generally accepted as the study of sign or a

⁴⁵ Hidayat, Asep Ahmad, *Filsafat Bahasa*, (Bandung: PT. Remaja Rosdakarya. 2009), p.130.

⁴⁶ Schokel, Luis Alonso, *A Manual of Hermeneutics*, (Sheffield Academic Press, 1998), p.19

method of analysis on sign interpretation. A sign is symbol used in everything in human lives which represent a meaning. A sign located in everywhere such as traffic sign, a sign in human gesture, a sign in national flag and another sign which represent certain meaning.⁴⁷ Language is also a sign or symbol used for human communication.⁴⁸

Semiotic as a model of social knowledge study the essential of a sign. Umberto Eco stated the sign as “a lies”. There is a meaning inside the sign which not the sign itself. In other word, a sign has such meaning inside. In human life, some cultural phenomena are represented by sign. Through semiotics, we can know the meaning of the culture itself. For example if we saw a yellow flag, it means there is someone who has passed away. Nod is a sign of acceptance and head shaking is the opposite sign which means rejected.

Furthermore, Umberto eco said that semiotic is concerned with everything that can be taken as sign. A single sign means everything, which can be taken as substituting for something else. Thus, semiotics is in principle the discipline studying everything that can be used in order to lie. “The theory of lie” should be taken as a pretty comprehensive program for general semiotics.⁴⁹

Modern semiotic originally brought by a linguist, Ferdinand de Saussure (1857-1913) which postulated linguistics should a part of

⁴⁷ Crystal, David, *The Dictionary of Linguistics*, (Blackwell Publishing: USA, 2008), p. 436.

⁴⁸ Mesthire, Rajend, *Concise Encyclopedia of Sociolinguistics*, (United Kingdom: Elsevier, 2001), p.1.

⁴⁹ Eco, Umberto, *Teori Semiotika, Signifikasi Komunikasi, Teori Kode, Serta Teori Produksi Tanda*, (Yogyakarta: Kreasi Wacana, 2000), p.7.

science of signs or *semiology*.⁵⁰ According to Saussure, semiology is a science to inspect the life of sign in society and be part of social psychology discipline. The aims is to show how the signs are formed along with it norm. But then the term semiotic is commonly used than semiology.

Semiotics concerns with creating the meaning and representation in many forms, perhaps most obviously in the form of text and media. Icon and index feed into symbols, as Pierces put it “symbols grow”. They came into being by the development out of other signs, particularly from icons.⁵¹ Preminger said that semiotics is a study of sign. It said that social phenomena and culture are considered as sign. Semiotics study the systems and rules which enable the signs have meaning.⁵²

Semiotic analysis is a key element to understand, decode the significant visual messages used by the media, and to generate meanings that refer to the socio-cultural and personal associations in the second level of signification which is connotation. Semiotic can be applied in the context of media to analyze any media texts; films, television programs, cartoons and adverts. In addition, the semiotic reader as a receiver plays an important role in the interpretation and

⁵⁰https://www.marxists.org/reference/subject/philosophy/works/fr/bart_hes.htm accessed on October 5th, 2015 at 09.49 pm

⁵¹ Simone, Raffaella, *Iconicity in Language*, (Amsterdam: John Benjamin Publishing Company, 1994), p. 97.

⁵² Sobur, Alex, *AnalisisTeks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Farming*, (Bandung: Rosdakarya, 2002), p.96.

the eruption of meanings behind the media texts that are open to many interpretations.

In short, semiotics analysis is the method to analyze and give means of signs of the messages or text. The text in this context is all form and systems of signs, both in mass media such as TV program, printed media, film, theatrical radio, and some kind of advertising and beyond of them like scholarly paper, statue, temple, monument, fashion show and many others. Semiotic analysis is tracing the meaning within text.⁵³

2. Semiotic theory of roland barthes

One of semiotic method is generated by Roland Barthes. The theory is about the distinction between denotation and connotation. He said that when we see a sign, we can distinguish the different kinds of messages which presented. Denotation is the literal or obvious meaning or “the first-order signifying systems”. Connotation on the other hand refers to “second order signifying system” or additional cultural meaning.

Barthes continues Saussure’s theory in semiotic. Saussure is interested in the complex way of forming sentences and how the forms of sentences determine the meaning, but Saussure is less interested in the fact that the same sentence may convey different meaning for different people in different situation. Then Barthes forward his thought by emphasizing the interaction between the text

⁵³ Pawito, *Penelitian Komunikasi Kualitatif*, (Yogyakarta: Pelangi Aksara Yogyakarta, 2007), p.155

with personal experience and cultural of its users, the interaction between the conventions in the text and the conventions who is experienced and expected by the users. This notion known as the order of signification. The theory is drawn in the figure below.

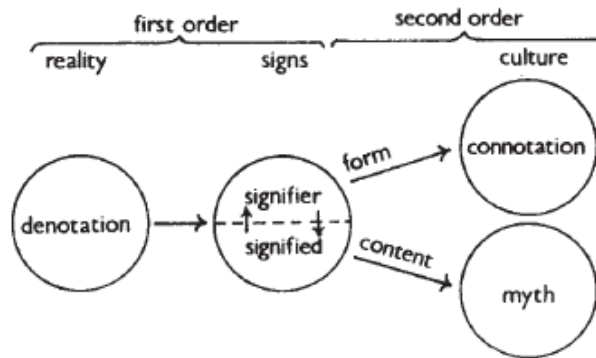


Figure 2.3.2: Semiotic theory of Roland Barthes⁵⁴

The first order of signification is the relation of signifier and signified in sign through external reality which called denotation. It reveres to the obvious meaning of the signs. A photograph of a street scene denotes that particular street; the word “street” denotes an urban road lined with building. The second order of signification is called connotation, it draws the interaction of sign which meet audience’s emotion and the value system of the culture. In connotation, the sign works through myth because it has influenced by the culture inside. It is clearly shown in film the distinction between denotation and connotation. Denotation is the mechanical reproduction on film of the

⁵⁴ Fiske, John, *Introduction to Communication Studies*, (New York: Routledge, 1990), p.88.

object at which camera is pointed. Connotation is the human part of the process: it is the selection of what to include in the frame, of focus, aperture, camera angle, quality of film and so on. Denotation is what is photographed and connotation is how it is photographed.⁵⁵

Another aspect in second order of signifying is myth. Myth is the content which form a connotation. When a sign, which has the connotation meaning evolved into the denotation meaning, than denotation meaning will become a myth. For example is a shady and heavy banyan tree which caused a connotation of scared because it well known as the supernatural power and dwelled by mystical creatures. Connotation of "sacred" was later developed into a general assumption inherent in the symbol of a Banyan tree, so the sacred Banyan tree is no longer become a connotation but it turned into a denotation on the second level of meaning. At this stage, "a sacred banyan tree" eventually regarded as a myth.

A sign is not limited to the things, it could be anything. The existence of events, the absence of events, structure found in something, a habit, this can be called as sign. Moreover a flag, a hand gesture, a word, a silence, an eating habit, a fashion phenomenon, a flower, gray hair, gazing eyes, colour, facial expression, laugh, cry, those are regarded as sign-anything that stands for something than itself.⁵⁶

⁵⁵ Fiske, John, *Introduction to Communication Studies*, (New York: Routledge, 1990), p.85.

⁵⁶ Danesi, Marcel, *Messages and Meanings: An Introduction to Semiotics*, (Toronto: Canadian Scholar' Press Inc, 1946), p.4.

In semiotic research on video visualisation, researcher modifies the video scenes into a still image that will facilitate the research process. Barthes theory would be very helpful in the analysis in order to read drawings or photograph, because it distinguishes two kinds of signs that will seek the boundary between denotative messages or literary and connotative messages. To create semiotic connotation of the image, both messages must be distinguished because the system of connotations as a semiotic system at the second level creates the denotative system. In a photograph, the denotative meaning is conveyed through the overall image elements and the connotative meaning is generated by the outside unsure of image which influenced by cultural values.

3. Semiotics in Film

The study of film is very interesting due the multiple unsure in film. In the other hand, there are close relation between film and the viewers. Because film brings out series images of human's life includes the symbol. Then film is a medium to delivering series meaning of symbol through the audio and visual language. The images which composed film will produce certain meaning which appropriate to the real context. That is why semiotics is appropriate in film analysis.

Conducting semiotic analysis of film is somewhat more complex than conducting semiotic analysis of a printed advertisement. Both film and advertisement are 'text' that rely on visual imagery to

tell specific stories, but film has more complex stories than advertisement.

Semiotics sees social meaning as the product of the relationship constructed between 'signs'. The 'sign' found in film could in the form of photograph, a traffic signal, a word or dialogue, sound, smell or facial expression. The sign can be broken down into two parts: the signifier and the sign. The structure of the sign can be represented diagrammatically like this:⁵⁷

signifier	signified
sign	

Tabel of signifier and sign

The *signifier* is the physical form of the sign: image, word or photograph. Then *signified* is the mental concept referred to. Together they form a sign.

⁵⁷ Turner, Graeme, *Film As Social Practice*, (London: Routledge, 1999), p.55.