

The Interpretation of Children's Utterance by Watching Religious Film

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Abstract

The children are able to interpret the message from the religious film that they watched depends on what interpretation is intended to achieve, provocation to thought, an enjoyable experience. And their utterances are affected by some factors (functional, structural, situational, and personal) that lead the different interpretation they have produced

Background of Study

The world of children is a full world of fantasy and play. It is always feared to be ravaged by mass media Audio Visual such as film. Film has a role as a medium of information, education and entertainment for people. As a medium of information it needed to convey messages and ideas of renewal. Besides that, it is as a medium of education plays an important role in fostering a generation. Then as an entertainment media, it can provide

satisfaction to its viewers with programs that are entertaining and eliminate boredom.

Recently, film industry is growing so rapidly. This is evidenced by existing many genres of film. One of them is a religious film. At the present time, the religious film is also very popular with children because it looks interesting. This is indicated by the rise of religious films that shaped in cartoon. Thus, the children were interested in watching it. It also provides positive educational values. It tells about how we display it as a religious people in attitude,

behavior, and spoken word, such as the film of the prophet, the companions, and others. And the message value should be used as the values of moral education by viewers, especially in children in forming their personality. By watching religious film, children have the interpretation of utterances and understanding varies.

By looking at the phenomenon, researchers done first is interview to the religion teacher at SD IT Khairul Imam Medan. The researcher takes from the religion's answer in interview. She said "*Ucapan mereka masih menggunakan kata-kata yang kaku sih dan terfokus dengan bahasa buku dek*" (*Their utterances still used the rigid words and still focus on language book, dear*). From the religion teacher's statement show the children still has problem in interpret their utterances when she didn't use film in teaching process.

Based on the reasons above, the researchers are interested in analyzing this case and

presents it as a Mini Research entitled "*The Interpretation of Children's Utterance by Watching Religious Film*".

Considering the number of religious films that can affect a child's speech may not be examined as a whole, it is desirable for the researchers to limit the problem only on children's utterance interpretation in one film under the title "*Rasulullah dan Pengemis Yahudi Buta*". Furthermore, this research is also limited in children 7-8 age years in SD IT Khairul Imam School Medan.

Then, the problem of this study is "How the children interpret their utterances after watching religious film?".

The purpose of this study is to analyze the interpretation of children's utterance by watching religious film.

From the resarch, it is expected that the finding of study will be beneficially and give contributions theoretically and

practically. Theoretically, the findings will be the additional resources not only for lecturers in having additional teaching resources but also for learners to know about language interpretation. While practically, the findings are expected to be the guideness for those who are interested to have further research about the interpretation of children's utterance.

THEORETICAL FRAMEWORK

2.1 Interpretation

Based on Tilden (1957), Interpretation is a communication process, designed to reveal meanings and relationships of our cultural and natural heritage, through involvement with objects, artifacts, landscapes and sites. Then, According to Shimp (2003) the term interpretation appears after comprehension, comprehension means understand the meaning from stimuli and sign. The word comprehension is often used changeable

with the word perception. The two words above are called by interpretation. Conceptual process in interpretation is known with two concepts. First is perceptual encoding. Perceptual encoding is as the first process when the receiver of message catches the basic feature from stimulus such as shape, size, color, and angle. Second is active synthesis. In active synthesis, the process is done not only by giving attention to physic characteristics of some words, but also giving attention to the context and situation when the information is received and it has important role in identifying what will be received and interpreted. Interpretation is resulted with the effort in combining and synthesizing characteristic of stimulus with expectation due to the context. A successful interpretation is closely associated with what it is attempting to achieve. As quoted by Basman (2002) that success, of course depends on what interpretation is intended to achieve,

provocation to thought, an enjoyable experience, acquisition of a belief or attitude, or perhaps a behavior like staying on a trail, buying a souvenir, or a repeat visit. But more importantly Basman notes make no mistake about it, being able to explain success in interpretation require research.

Based on the explanation above, it is concluded that interpretation is the way how someone reveal meaning based on his or her experience and knowledge.

2.1.1 Interpretive Planning

In order to conduct a successful interpretation, here is the summary of interpretive planning that can help in doing interpretation (Basman: 2002):

1. What do you want to interpret something?

In this case, the interpreter should state clearly the reason of conducting the

interpretation such as what is special and significant about the item.

2. Who should be involved in the interpretation process?

It is important a note that the right people are involved in the interpretative plan. In particularly, different people may have quite different views about what message should be communicative with.

3. What are you interpreting?

The interpreter should know exactly what she or he will interpret and what stories does she or he want to tell.

4. How will it be monitored and evaluated?

It is important to assess whether the result of interpretation meets the objectives that the interpreter has set for it. Some evaluation can be undertaken as the interpreter develops the interpretation to test its effectiveness.

2.1.2 Some Factors that Affecting Interpretation

Interpretation is cognitive process experienced by everyone to understand information about the environment through the senses, and different people can give different meaning or different responses to the information stated. Jalaluddin (2007) stated there are some factors that can affect someone's interpretation, they are functional factors, structural factors, situational factors, and personal factors.

1. **Functional Factors:** are the functional factor that comes from the need, happiness, health, and historical an individual. Interpretation is not determined by the type or form of stimulus, but characteristics of those who respond to the stimuli. Interpretations are functionally selective. This means that a person who perceives something

will provide the appropriate pressure to the purpose of that person. For example, people who are hungry and thirsty sitting in one cafe. People who feel hungry more interested in choosing food while people who feel thirsty will choose beverage to meet their needs. So, biological need is depend on someone's perception and interpretation.

2. **Structural factors:** are factors that arise or resulting from the shape and natural effects caused of the individual's nervous system.
3. **Situational factors:** are factors that influence perception that related to the nonverbal language.
4. **Personal Factors:** are the factors that consists of the experience, motivation, and personality. In

this case, the experience will help someone in interpreting something. To get experience is not necessarily through formal learning process. But experience can be increased through a series of events that has been feed in daily life.

Based on the explanation above it can be concluded that different people will have different interpretation based on their basic understanding that influenced by some factors such as internal factor the consist of psychological, attention, interest, mood and need external factor that can change a person's perspective towards the world around them and influence how people feel or receive it.

2.2 Utterances

According to Sinclair (1973), utterance means the expression in words of ideas, thought and feelings so someone's

utterances are the things that they say. Then, Crused (2000:27) stated, "We shall give the name utterance meaning to the totality of what speaker intends to convey by making an utterance within certain limits". Utterance meaning subsumes statement meaning, but only in the sense that the latter must be traversed in order to arrive at the former. Utterance does not necessarily incorporate statement meaning as a proper part (although, of course it may do)". So speaker must convey what they intend to by making the utterance. Based on the two statements, utterances can be defined as the things that the person say to express ideas, thought and feelings which consist of words.

Utterances (Goodwin, 2006) contain both verbal (speech) and non-verbal (gesture) elements. Of course, virtually all verbal utterances are multimodal in the sense that they are produced in concert with coordinated modulation of body posture, facial expression and eye gaze.

Utterance also has the structure as the process of text of speech such as in the following. In general the process of text to speech is to take an utterance which contains a simple string of characters and convert it step by step, filling out the utterance structure with more information until a waveform is built that says what the contains.

In order to describe anything as complex as language utterance, we must be able to identify the relevant units of the phenomenon and to classify them in some way. How we classify or categorize depends on our theoretical assumption. For historical reasons, language utterance development is usually described in terms of the unit categories of linguistics sequence. Thus we refer to the sequence of utterance acquisition like, phonemes, morphemes, word classes, phrases, sentence, and others. The number of steps and what actually happens may vary and is dependent on the particular voice

selected and the utterance's types as follows (Allan and Ian: 1981):

- Text means raw text as string
- Words mean a list of word. Word may be atomic or lists if further features need to be specified. For example to specify a word and its part of speech u can use.
- Phrase means that this allow explicit phrasing and features on tokens t be specified. The input consist of a list of phrases each contains a list of tokens.
- Segments mean that tis allow specification of a list of phones. Synthesis specifies fixed duration

and monotone intonation.

- Wave means a waveform file. Synthesis here simply involves loading the child.

So daily utterances mean what persons say to express their ideas, thought and feelings in words, the words can be sentences or phrases.

Based on Subyakto (1988) stated that at the age of 7-8 years then started that language becomes a tool that really matters to them to convey and portray his mind. Then, there is also the addition of vocabulary, use of conjunctions, prepositions are more precise, and correct use of words that have a physical and psychological meaning, using the passive voice, as well as more economical in expressing something and avoid excessive things, but sometimes structural of the sentence is still in disorganized.

[Type text]

2.3 Religious Film

Sudjana (1978) said that audio-visual media is media that has elements of sound and image elements. This media type has a better ability, because both types of media include auditory (hearing) and visual (seeing). Audiovisual Media is an audiovisual aids which means the materials or equipment used in a learning situation to help the writing and the spoken word in transmitting knowledge, attitudes, and ideas. Audio visual media divided into two, namely: motion and silent. In this research the researcher takes motion Audio-visual. It is a modern instructional media in accordance with the times (the progress of science and technology) because it includes vision, hearing, and movement, as well as display a moving image elements. One of type in this media is film. Film is in the frame pictures which is projected through the projector lens mechanically so that the image seen on the life screen.

Asnawir and M. Basyiruddin (2002) suggested that a good film has characteristics as follows:

- a. Able to attract children
- b. True and authentic
- c. Up to date in the setting, the clothes and the environment
- d. In accordance with the level of maturity of the audience
- e. Vocabulary is used correctly
- f. Unity and sequence was quite regular
- g. Used technically sufficient to meet the requirements and quite satisfying.

Nowadays, the rapid development of the television industry has an impact on filmmaking competition where one of them is a religious film. Currently, religious film

is very popular because it has been shown more creative and interesting, such as make in in cartoons. Ranging from children to the elderly watched the religious film. It tells about how we display it as a religious people in attitude, behavior, and spoken word.

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted by using descriptive qualitative or content analysis research design. Descriptive research design simply describes what data shown or what is going on by counting the percentage of what is set source of the data. Bogdan & Biklen (1982) states that the data include interview transcripts, field notes, photographs, records, video, personals document, and news releases. Then, they also stated that a research is descriptive with the natural setting as the direct source of the data and the researcher is the key instruments. So, the data collection is very dependent on the

researcher. The data are collected in the form of words in order to give more understanding the researcher does not reduce the page upon page of narration. The researchers analyze the data with all of the richness as closely as possible to the form.

3.2 Source of Data

According to Arikunto (2002: 14), data source is the subject from which the data are obtained. There are two data resource, namely primary data and secondary data. Primary data is the data obtained directly by the researcher, whereas secondary data is data that obtained by the second part. In this research, the primary data is interview to religion teacher that was done by the researchers in SD IT Khairul Imam School Medan. While, the secondary data is the second observation in getting children's utterance interpretation based on interview recording transcript that was done by the researchers after watching the religious film.

[Type text]

The subject of this research is directed at the search data to Children's utterance in SD IT Khairul Imam School Medan in 7-8 age years who act as key informants. Determination of sampling in this case is to capture as much information from a variety of sources, which is aimed at detailing the specificity that is unique within the context of the herb. In addition, the presence of sampling is also intended to gather information that will be the basis of design and the emerging theory. Therefore, the qualitative research is no random sample but purposive sampling.

3.3 Technique of Data Collection

According to Lincoln and Guba (1984) stated collecting data in qualitative research is done directly by the researcher through observation, interviews, and assessment documentation. In this research, the researcher collect the data by following steps:

1. Observation

Observation is an effort to obtain the data. In this observation will be seen from the student activities relating to the interpretation of each child to spoken utterances. Moreover, these observations are intended to supplement the interview materials and study documentation. Observations carried out to obtain data and information on the implementation of the plan in an effort to achieve the required standard of management education through direct observation. The results of direct observations made field notes to be prepared after holding a direct connection with the subject under study and the observed.

2. Interview

Interviews were conducted by asking a number of questions about issues in research. The first interview conducted on both the teacher and the interviews conducted on children

3. Documentation.

The documentation conducted an assessment of the documents that are considered to support the research. The researchers collect the documentation by taking some photos when interviewed the students, making movie's and interview transcription.

3.4 Technique of Data Analysis

Before doing the data analysis, we are necessary to know how to analyze the data by using the theories of common concepts. The data analysis was conducted either ongoing process of collecting or when data has been collected. There are the techniques of analyzing data:

1. The data which has been taken from children that watching religious film entitle "*Rasulullah dan Pengemis Yahudi Buta*".
2. Interview the children by giving some questions.
3. Recording the children's utterance interpretation.

4. Making the transcript of the children's utterance interpretation.
5. Analyzing the children's utterance by looking at recording transcript

DATA ANALYSIS, DISCUSSION AND FINDINGS

4.1 Data Analysis

To get the successful interpretation, the researchers have taking analysis on interpretative planning based on Basman (2002) as follows:

1. What do you want to interpret?

The researchers want to interpret children's utterances.

2. Who should be involved in the interpretation process?

One child in 7 age old and one child in 8 age old.

[Type text]

3. What are you interpreting?

The children want to interpret about the religious film "*Rasulullah dan Pengemis Yahudi Buta*".

4. How will it be monitored and evaluated?

By looking at their differences in interpret their utterances and relate them into some factors that affect their interpretation.

The analyzing data were start from analyze the students interpretation by analyze the interview transcripts from the interview recording. The first transcription analysis is on Daffa fahreza. He is 7 years old, while the second analysis is on Muhammad Zulio. He is 8 years old. The analysis will be shown in the analysis below:

First Interview Transcription

Miss Yanti : Hello Bang, menurut Abang, cerita itu tadi gimana?

(Hello dear, what do you think about the story?)

Daffa : Menyenangkan.

(its so fun.)

He feels so interest about the film because the packaging of film is so interesting for children.

Miss Yanti : Kenapa?

(why?)

Daffa : Itu yang I sukai.

(I like it)

He feel interest and happy to watch the film because he knew about the film.

Miss Yanti : Itu yang you sukain, kok bisa?

(do you like it, how come?)

Daffa : Karena I punya kasetnya.

(because I have the cassette like that.)

[Type text]

He has the cassette and He has already watch the film and he has know all about the film story.

Miss Yanti : You punya kasetnya, trus gimana Rosulullah dalam cerita itu?

(you have the cassette, and than how is Rasulullah in the story?)

Daffa : Menyenangkan.

(its so fun)

He saw the kindness of Rasulullulah in the film so he consider it fun.

Miss Yanti : Menyenangkan, menyenangkan gimana?

(fun, how is it?)

Daffa : Maksudnya baik.

(I mean its good.)

He knew Rasulullulah is good person from Rasulullah attitude in the film.

Miss Yanti : Maksudnya baik, trus
apalagi?

*(you mean good, what
else?)*

Daffa : Hm...ngak taulah,
pokoknya baik.

*(hm... i don't know,
absolutely its good.)*

He don't know what else to tell about
Rasululullah he just know if Rasululluh is
good person.

Miss Yanti : Ngak tau lah... Aduh, trus
gimana dengan pengemisnya?

*(you don't know...?
so how is the beggar?)*

Daffa : Mata buta.

(he's blind)

He saw the beggar is blind from the film.

Miss Yanti : Terus?

(and than?)

[Type text]

Daffa : Hm..hm.. menceritakan
Rosululloh.

*(hm..hm.. he was gossiping
about rasulullah)*

He saw the beggar was gossiping about
Rasululullah.

Miss Yanti : Oh... Terus menurut
Abang, itu baik atau buruk?

*(oh... so, what do you think
is it good or bad?)*

Daffa : Buruk.

(bad.)

He know the beggar attitude is bad because
the beggar was gossiping Rasululullah.

Miss Yanti : Buruk, terus apalagi sifat
buruk yang dipunyai pengemis?

*(bad, so what else the bad
character that the beggar has?)*

Daffa : Tidak menyang...tidak..tidak..ngak..ngak..mengen al Allah.

(he didn't... didn't.... didn't know about Allah.)

He said the beggar has bad character because the beggar didn't know about Allah.

Miss Yanti : Oh, ngak mengenal Allah Iya, jadi kalo mau jadi anak soleh itu sikapnya harus gimana?

(oh, he didn't know about Allah, so how is about the character if you want to be a vious?)

Daffa : Membantu orangtua.
(helping parents)

He said helping parents is good character so to be a pious people must helping their parents.

Miss Yanti : A.. trus apalagi nak?
(A... so what else dear?)

[Type text]

Daffa : Membantu teman.
(helping friend.)

And than he said helping friend is good character that pious must have.

Miss : Oh, ok terimakasih.
(oh, ok thank you.)

From his utterance the child feel interest with the film because he has the cassette and he has already watched the film and he has know all about the film story. By watching the film he able to know about good character and bad character. He know Rasulullah has good character because Rasulullah was helping the beggar, and according to him the beggar has bad character because the beggar always gossiping Rasulullah. And he able to understand what the character that a vious must has.

In his utterance there are some factors that affected him to interpret such as: Functional factors. In its factor, he express his feeling by using his utterance. He use stimulus such as his happiness based on what does he feel. He felt so interest watching the film by saying: “Menyenangkan (*its so fun*), Itu yang I sukai (*I like it*). Personal factors, in this factor influenced him to interpret about the film. Because he has experience about this film by saying: “Karena I punya kasetnya (*because I have the cassette like that.*) It means that he has already watched the film so that he know all about the film story. Stuctural factor, by interpret about the film he was nervouse when the teacher interview him. In his utterance he look like nerveouse by saying: “Hm...ngak taulah, pokoknya baik. (*hm... i don't know, absolutely its good.*” and saying “Tidak menyang...tidak..tidak..ngak..ngak..mengen al Allah.(*he didn't... didn't.... didn't know about Allah.*)”is situational factor. In its

factor that influence his utterance in interpret about the film that related to the nonverbal language by saying: “Hm...ngak taulah, pokoknya baik.(*hm... i don't know, absolutely its good.*” In here he use non verbal language with shook his head, because he didn't know what else must he said.

4.2 Discussion

In interpreting their understanding by watching religious film, the children have many interpretations. It can be shown in their answer in interview process that has been in transcript. Every children has many words, sometimes they use their simple own word to interpret how they feel to the film or about the story. This case is supported by Basman's theory (2002) that stated successful interpretation, of course depends on what interpretation is intended to achieve, provocation to though, an enjoyable experience, acquisition of a belief or attitude, or perhaps a behavior. Besides that,

every children have different ability in understanding the interviewer's questions. For example, the interviewer gives them more question to get the good answer. But, generally, the five students can interpret their idea is appropriate what they have watched. Then, in interpret their utterances the children is affected by some factors based on Jallaluddin (2007), such as, functional, structural, situational and personal factor. By all factors, children produce their utterances based on their background factors. Furthermore, from data analysis above, children in 7 age years and 8 age years have different utterances in interpretation the religious film. It can be seen by the utterances that they were produced. The 8th age years' child is more able to produce long utterances when he spoke. And his utterances organize well and complete. But, the 7th age years' child still difficult to make or produce complete utterances. Then, he couldn't catch the

interviewer's question well. It takes more time and question that the interviewer gave to make him understand about the question. This case's analysis is supported by Subyakto (1988) stated that at the age of 7-8 years then started that language becomes a tool that really matters to them to convey and portray his mind. Then, there is also the addition of vocabulary, use of conjunctions, prepositions are more precise, and correct use of words that have a physical and psychological meaning, using the passive voice, as well as more economical in expressing something and avoid excessive things, but sometimes structural of the sentence is still in disorganized.

4.3 Findings

Based on the result of data analysis above, then the findings of this research are found that the children are able to interpret their understanding about the film but still use the simple word based on their basic

understanding that influenced by some factors such as functional, structural, situational and personal factors that relates of psychological, attention, interest, mood and need external factor that can change a person's perspective towards the world around them and influence how people feel or receive it. Furthermore, the child in 8 age years is more able to produce good utterances in good sentences, while the child in 7 age years is still difficult or use his simple words to interpret his utterances by watching the religious film.

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on data analysis and discussion, it is conclude that the children are able to interpret the message from the religious film that they watched depends on what interpretation is intended to achieve, provocation to thought, an enjoyable experience. And their utterances are affected

by some factors (functional, structural, situational, and personal) that lead the different interpretation they have produced.

5.2 Suggestion

This research is able to read in all participants. In addition, the comprehending still needs further explanation or findings. For this reason, the researchers suggest to:

1. Other researchers to do more research about the interpretation of children's utterance in watching religious film.
2. Religion teacher as academic participant to know how improve students utterance in teaching by using film.

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