

Study Of Dialogue As A Character Education Media In The Film “Keluarga Cemara”

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Abstract

The Purpose Of This Study Is To: (1) Describe The Dramatic Structure Of The Film “Keluarga Cemara.” (2) Summarize The Dialogue From The Film “Keluarga Cemara”. (3) Describe Dialogue In The Film “Keluarga Cemara” As A Vehicle For Character Education. The Subject Of This Study Would Be Every Dialogue In The Film “Keluarga Cemara.” The Structural Theory Of William Ball Drama Was Used In This Research, Which Consists Of A Theme/Idea, A Plot, A Character/Character, A Spectacle/Setting, And Language/Dialogue. This Study Focuses On Dialogue That Includes Elements Of Character Education. The Method Applied Is One Of Descriptive Qualitative Analysis. The Data Used Is Dialogue From The Film “Keluarga Cemara,” Which Tends To Focus On Character Education. Youtube Is The Source Of The Information. Documentation With Advanced Recording And Note-Taking Techniques Was Used To Collect Data. The Dialogue Research Yielded 18 Dialogue Data Containing Character Education From The Film “Keluarga Cemara.” The Results Of The Dialogue Containing Character Education Include Seven Instances Of Saying Sorry, Five Incidents Of Saying Thank You, Four Occurrences Of Giving Praise, And Two Situations Of Expressing Sympathy.

Keywords: Film “Keluarga Cemara”, Dialogue, Character Education

1. Introduction

Effendy (1989:134), According To This Definition, Film Is An Audiovisual Communication Medium Used To Communicate A Message To A Group Of People Gathered In One Location. Film Is Also Regarded In Law Number 33 Of 2009 Article 1 Paragraph 1, As Works Of Art And Culture That Are Cultural Constructs And Information And Communication Media That Are Made According To Cinematographic Rules And Can Be Shown With Or Without Sound. Film Is Also A Medium For Details In The System Images Of Human Life And Documenting Social Reality. That Is Why Film Serves As An Educational Resource, An Entertainment Variety, A Reference, And A Device For Encouraging Creative Work. Every Aspect Requires Efficient Management (Abdul Jalil Et Al., 2021; Mohd Noh Et Al., 2021; Mustafa Et Al., 2021; Roszi Et Al., 2021; Tumisah Et Al., 2021). If It Is Managed Well, Various Problems Can Be Avoided (Irma Et Al., 2021; Suzana Et Al., 2021; Rohanida Et Al., 2021; Nazrah Et Al., 2021; Shahrulliza Et Al., 2021).

Film Can Be Interpreted As A Type Of Audiovisual Mass Media Communication That Aims To Convey Social Or Moral Messages To Its Audience. Due To The Increasing And Continuing To Develop Reality Of Society, Films Can Be Created That Are Almost Equivalent To How The Audience Feels. Thus, Even As Watching And Afterward, The Audience Can Experience A Sense Of Accessibility To The Film's Scenes. Not Just Certain Scene In The Film, But Also The Film's Intent, Purpose, And Message. (Asri, 2020: 75). All

Aspects Require Effective Leadership And Management (Mohd Arafat Et Al., 2021; Sumaiyah Et Al., 2021; Hifzan Et Al., 2021; Shahrul Et Al., 2021; Helme Et Al., 2021).

In Terms Of Educational Motivation And Interest, Entertaining Films Can Infrequently Be Both Enjoyable And Relevant To Students' Appreciation Of Popular Culture (King, 2002: 515). Based On The Current Opinion Stated Previously, The Film That Will Be Analyzed Is Yandy Laurens' "Keluarga Cemara." The Film "Keluarga Cemara" Is An Indonesian Film That Premiered On January 3, 2019. It Is An Adaptation Of A Serialized Story That Originated In The Magazine "Hai" And Transformed Into A Series Novel By Arswendo Atmowiloto And A Soap Opera Of The Same Name. Yandy Laurens Has Been Established With The Purpose Of Introducing The Story “Keluarga Cemara” Into The Modern Era. Numerous Well-Known Actors And Actresses Starred In The Film. This Film Received Generally Positive Reviews From A Variety Of Sources, Including The Public And The Audience. It Has Been Established That This Film Earned Extensive Awards In 2019. Among Some Of The Award Nominations It Received Were Selections For Adaptation Scenarios And Selections For Feature Films/Cinema Films.

([https://id.m.wikipedia.org/wiki/Keluarga_Cemara_\(Film\)](https://id.m.wikipedia.org/wiki/Keluarga_Cemara_(Film)))

The Film Is Been Analyzed, Titled “Keluarga Cemara,” Was Released In March And Operates For 110 Minutes. This Film Had Its World Premiere In Indonesia On November 29, 2018 At The Jogja-Netpac Asian Film Festival. Then, On January 3, 2019, This Film Was Also Set To Release On The Big Screen. This Film Is Based On Arswendo Atmowiloto's Novel About Kinship And Friendship. Yandy Laurens Directed The Film “Keluarga Cemara.” This Film Has Won Several Awards, Including That Of The 2019 Academy Award For Best Adapted Screenplay. Ringgo Agus Rahman, Nirina Zubir, Adhitya Zara, And Widuri Sasono Star In This Film. The Film “Keluarga Cemara” Is Incredibly Fascinating And Teaches Valuable Life Lessons. This Is Because One Of Abah's Characters Plays The Role Of The Family's Head, Who Must Be Patient And Sincere After Falling Into Poverty As A Result Of His Brother-In-Deception. Law's *Abah* (Father), *Emak* (Mother), *Euis*, And *Ara* Were Forced To Relocate From Jakarta To Bogor After Their Home Was Seized As Collateral. They Live In The House That Abah's Parents Left Them, Which Is Located Outside Of Town. Abah, As A Father Figure And Head Of The Family, Does Everything Possible To Ensure His Family's Survival Notwithstanding The Their Poverty. They Must Conduct Their Daily Lives In The Manner Of A Simple Family. This Does Not Absolve Family Members Of Conflict.

The Elements Of Dramaturgy According To Rickrik El Saptaria (2006: 21), Consist Of Plot (Storyline), Dramatic Structure, Theme, Character And Motivation, Setting, Language, Genre And Color. In Reviewing The Film “Keluarga Cemara”, The Researcher Uses The Theory Of William Ball,

Predominant Element “Predominant Element Is A Somewhat Academic Term, But I Use It As Another Handy Phrase In Preparing A Script... The Predominant Elements, Are Theme, Plot, Character, Spectacle, And Language. (1989:27)

This Study Focuses On The Study Of Dialogue In The Film “Keluarga Cemara”. Based On Kumala's Opinion, “Thus, It Is Worthwhile To Study Speech Acts In Order To Ascertain How Speech Is Actually Reflected In Action. Additionally, It Is An Interesting Research Project To Analyze The Film's Speech Acts. Film Is One Of The Media That Captures The Essence Of Human Interaction. While Many People Are Enjoying Watching Movies, Not Everyone Understands The Structure Or Function Of The Language Used In The Film. Indeed, When We Watch A Film, We Can Learn About A Variety Of Subjects, Including Educational Values, Moral Values, The Acting Of Actors Or Actresses, And The Literary Elements In The Film.” (Kumala, 2018: 1). Every Organization Values Perfect Management In Ensuring Success (Farah Et Al., 2021; Syahrul Et Al., 2021; Quah Et Al., 2021; Ahmad Syarifuddin Et Al., 2021; Jumiah Et Al., 2021).

The Film's Dialogue Not Only Reflects The Community's Social Life, But Also Describes The Daily Activities That Shape A Society's Culture. A Society's Culture Becomes Its Defining Characteristic Or Character. As Kamárová Points Out, “Film Dialogue Is Frequently A Reflection Of The Language Dynamics And Interactional Routines Associated With Specific Actions And Communication Roles In Social Settings.” Additionally, It Makes Available Information About The Target Culture's Cultural Aspects. Numerous Facets Of The Film's Dialogue Are Defined By Verbal Production. Preliminary Studies Have Been Conducted To Ascertain Which Areas Require A More In-Depth Examination.” (Kačárová, 2014:67-68). The Success Of

Something Depends On Good And Efficient Management (Mohd Ali Et Al., 2021; Parimala Et Al., 2021; Siti Jamilah Et Al., 2021; Nor Fauziyana Et Al., 2021; Noel Et Al., 2021).

Education Is Still Commonly Acknowledged To Be An Exceedingly Effective Means Of Improving A Child's Intelligence And Personality. Continuous Improvement And Development Are Constructed To Education To Ensure That The Implementation Process Produces The Desired Generation. The Indonesian People Do Not Want To Be A Ridiculous And Backward Nation, Particularly In The Face Of An Era Of Technological And Communication Sophistication That Is Still Developing. Thus, The Educational Process Continues To Pursue The Development Of Intelligent, Skilled, Self-Sufficient, And Noble Human Resources. (Mansur, Nurhasanah, 2018). The Best Way Is To Do Efficient Management (Ahmad Shafarin Et Al., 2021; Junaidah Et Al., 2021; Farah Adibah Et Al., 2021; Ahmad Shakani Et Al., 2021; Muhamad Amin Et Al., 2021).

Additionally, Dialogue Can Demonstrate The Value Of Education, Such As The Value Of Politeness, As Reflected In The Dialogue Of The Character. According To Yule, "Dialogue Occurs When The Speaker Recognizes The Existence Of Differences Between Speakers And Listeners, Such As Differences In Culture, Education, Norms, Age, Profession, And Economy." On The Other Hand, There May Be Distinctions In Terms Of Culture, Education, Norms, Age, Profession, And Economy, Among Others. Additionally, Communicating Politely Entails Being Tactful, Generous, Modest, And Sympathetic Toward Others." (Yule, 1996). This Demonstrates That The Importance Of Something Being Managed Well (Santibuana Et Al., 2021; Nor Diana Et Al., 2021; Zarina Et Al., 2021; Khairul Et Al., 2021; Rohani Et Al., 2021; Badaruddin Et Al., 2021, Abdul Rasid Et Al., 2021).

While Determining The Appropriate Level Of Politeness, Speakers Consider The Listener's Relative Power Over The Speaker, Their Social Distance, And The Degree Of Coercion Required To Perform Face-Threatening Actions In A Particular Culture. (Kazakeviciute, 2018: 5). Then, They Choose The Right Strategy Or Conversational Style To Carry Out The Action. Aristotle, A Greek Philosopher, Defined Good Character As Living In Accordance With Someone's And Others' Common Good. (Lickona, 2013: 81).

The Term "Character Education" Was Coined In 1992 At A Meeting In Aspen, Colorado. Character Education Is Founded On The Observation That America Has Failed To Manage Students' Moral Development. This Failure Is Accompanied By An Unsettling Demoralization. Since Then, Character Education Has Been Implemented In The United States As A Means Of Preventing The Country's Demoralization. (Nurhasanah, 2017: 17).

National Education's Function Is Defined In The Indonesian Constitution, Which Also Factors Associated Of 21st Century Skills And Character Education. As An Educator Or Prospective Educator, This Is A Challenge That Should Be Overcome, Whether We Like It Or Not. This Is Not Just A Challenge For Educators; It Is A Challenge For All Sectors Of Indonesian Society, From Sabang To Merauke. (268) (Erika, 2019). It Is Hoped That Through Character Education, Future Students Will Develop Strong Characters And Identities. Character Education Can Be Taught In A Variety Of Ways, Including Through Use Of Real-World Examples. (Srisudarso And Nurhasanah, 2018).

According To The Guidelines For The Implementation Of Character Education (Kemdiknas, 2011: 8), Character Education Aims To Develop The Values That Shape The Nation's Character, Principally Pancasila, By (1) Developing Students' Potential To Become Human Beings With Good Hearts, Good Thoughts, And Good Behavior; (2) Developing A Nation Characterized By Pancasila; And (3) Developing The Politeness Of Students.

Additionally, Character Education Continues To Serve To (1) Develop A Multicultural National Life; (2) Develop A Nation's Civilization That Is Intellectual, Has A Honourable Culture, And Is Responsible Of Contributing To The Development Of Human Life; (3) Develop The Fundamental Capacity To Be Generous, Good-Minded, And Well-Behaved, As Well As Good Examples; And (4) Develop The Attitude Of Citizens Who Value Peace, Are Creative, And Identity. (Kemdiknas, 2011: 8).

According To The Ministry Of National Education (2011: 10), Character Education Is Based On A Psychological Totality That Includes All Individual Human Potentials (Cognitive, Affective, And Psychomotor) And Even Some Sociocultural Totality Functions In The Context Of Interactions Within The Family, Educational Unit, And Society. Thus According Kemdiknas (2011: 10), Character Education Serves Several Purposes: Thought, Exercise, Heart, And Taste/Intention, As Follows:

- 1) Thinking Encompasses The Following Characteristics: Intelligent, Critical, Creative, Innovative, Curious, Open-Minded, Productive, Science And Technology-Oriented, And Reflective;
- 2) Sports Require Participants To Be Clean And Healthy, Disciplined, Attractive, Tough, Dependable, Resilient, Friendly, Cooperative, Determined, Competitive, Cheerful, And Persistent;
- 3) Soul Practices Include Faith And Piety, Honesty, Trustworthiness, Fairness, Responsibility, Empathy, Courage To Take Risks, Never Giving Up, Willingness To Sacrifice, And A Patriotic Spirit;
- 4) If Taste/Initiative Includes Being Friendly, Respectful, Tolerant, Caring, Helpful, Nationalist, Cosmopolitan, Putting The Public Interest First, Is Proud To Use The Language And Ind, And Has A Patriotic Spirit;

2. Method

Qualitative Research Was Used In This Study. Qualitative Research Is Conducted With Data In The Form Of Descriptively Processed Words. According To Basrowi And Suwandi (In Alfianika, 2018: 24), Qualitative Research Has The Following Characteristics: Scientific Foundations, Human Subjects As Tools, Qualitative Methods, Deductive Data Analysis, Theory From The Ground Up, Descriptions, A Focus On Processes Rather Than Results, And Constraints Imposed By Focus. Validity Criteria Are Specific, And Research Findings Are Negotiated And Mutually Agreed On Those. Thus, The Qualitative Approach Used In This Research Is Self-Researched, Analyzed Qualitatively, The Results And Discussion Are In The Form Of Descriptions, Have A Research Focus, The Research Findings Are Discussed And Agreed Upon Collaboratively, And The Research Is Not Limited. The Conceptual Framework Is Developed Because This Study Describes The Expressive Speech Acts In Yandy Laurens's Film “Keluarga Cemara” By Analyzing Words Or Sentences. The Descriptive Qualitative Method Was Used In The Research. The Researchers Conducted Document Analysis Or Speech Content Analysis In This Study, Specifically Research Using The Dialogue Transcript From The Film “Keluarga Cemara” As A Data Source.

The Film “Keluarga Cemara” By Yandy Laurens Is The Subject Of This Research. The Film Is An Adaptation Of A Serialized Story That Originally Appeared In The Magazine Hai And Later Became A Series Novel By Arswendo Atmowiloto And A Soap Opera Of The Same Name. The 110-Minute Film “Keluarga Cemara” Was Released On January 3, 2019. Meanwhile, The Focus Of This Research Is On The Expressive Speech Acts Found In The Film “Keluarga Cemara” Dialogue. As According To Mccarthy And Carter (1994: 118), Dramatized Data Are Frequently An Excellent Source Of Language Considered 'Natural' By Consumers.

The Data For This Study Comes From A Speech In The Film “Keluarga Cemara” That Emphasizes The Importance Of Character Education. While The Data For This Study Came From Secondary Sources, Specifically Video Recordings From The Film “Keluarga Cemara” That Were Uploaded To The Website Youtube.

Data Collection Is Accomplished Through The Use Of The Research Instrument. According To Sugiyono (2018: 222), The Researcher Is The Research Instrument Or Tool In Qualitative Research. Qualitative Researchers, Either As Human Instruments Or As Researchers Themselves, Are Responsible For Formulating Research Questions, Selecting Informants As Data Sources, Collecting Data, Assessing Data Quality, Analyzing Data, Interpreting Data, And Drawing Conclusions Based On Their Findings. The Data Analysis Process In This Study Is Aided By Recordings And Dialogues From The Film “Keluarga Cemara.” The Recordings Can Be Downloaded From The Youtube Website.

The Study Collects Data Through Documentation And Advanced Recording Techniques. The Data Collection Technique Used In This Study Is Video Recordings From The Film “Keluarga Cemara” As The Truth Of The Data, Which Makes Data Analysis Easier. Additionally, The Researcher Acts As An Observer Of The Informants' Language Use When Using The Free-Of-Conversation Listening Technique. The Researcher Is Not Directly Involved In The Speech Events That Are The Subject Of The Study. As A Result, The Researcher Listened Only To The Dialogue Between The Informants (Mahsun In Muhammad, 2014: 194).

Listening Activities Include Repeatedly Viewing And Observing The Film “Keluarga Cemara” In Order To Create A Transcript Of The Film's Dialogue. To Obtain The Data, The Researcher Listened To The Film's Audio Again And Then Compared It To The Film's Dialogue Transcript. The Process For Determining Expressive Speech Acts Is To Examine Each Utterance Made By The Characters In Conjunction With The

Speech's Context. Following That, The Note-Taking Technique Was Used To Collect Data. The Note-Taking Technique Is Used To Capture Data Obtained From The Recording Of Speech Classified According To The Form And Strategy Of Expressive Speech Acts In The Film "Keluarga Cemara".

3. Discussion

A. The Theme/Idea Of The

Film "Keluarga Cemara" Tells The Story Of A Nuclear Family With Family Members Namely Ringgo Agus Rahman As *Abah* (Father), Nirina Zubir As *Emak* (Mother), Adhistry Zara As *Euis*, And Widury Sasono As *Cemara/Ara* Who Live In Jakarta And Have To Face Reality. That Their Property Was Depleted As A Result Of Being Deceived By One Of Their Extended Family Members. Moving To A Village In Bogor Regency, *Abah* And His Family Had To Adapt To All The Inconveniences They Had Never Experienced Before. Troubles Came And Went, But The Family Persisted In Difficult Circumstances.

B. The Plot

The Plot Of Film "Keluarga Cemara" Tells Of A Nuclear Family With Family Members Namely *Abah* (Father), *Emak* (Mother), *Euis* (First Daughter), And *Cemara/Ara* (Second Daughter) Who Live In Jakarta And Have To Face The Fact That Property Their Belongings Were Depleted Due To Being Cheated By One Of Their Extended Family Members. Moving To A Village In Bogor Regency, *Abah* And His Family Had To Adapt To All The Inconveniences They Had Never Experienced Before. Troubles Came And Went, But The Family Persisted In Difficult Circumstances.

C. Characters

There Are Several Changes To The Concept Of The Film "Keluarga Cemara" Director Yandy Laurens Produced Several Updates With The Latest And Modern Versions. As In The Character *Abah* In The Television Series, He Works As A Pedicab Driver, While In The Film *Abah*, Played By Ringgo Agus Rahman, Is A Motorcycle Taxi Driver Online. The Depiction Of *Abah's* Character In This Film Has A Grumpy Nature Even Though *Abah's* Figure In The Television Series Has A Wise, Always Patient, And Not Angry Nature. There Is The Character Of Mother, Played By Nirina Zubir, Who Is A Figure Who Has Wisdom And Patience. There Is Also A Depiction Of *Abah* And Mother's Children, Namely *Euis*, Played By Adhistry Zara, Who Is The First Child To Reach Adolescence Who Must Experience Psychological Struggles Due To The Bankruptcy Of His Parents. Meanwhile, *Cemara/Ara*, Played By Widura Sasono, Is The Second Child Who Is Described As Always Cheerful And Does Not Understand The Meaning Of The Word Bankrupt. So, The Figure Of Mother Is Very Important In This Film Because As A Wife And Mother, She Provides Calm And Patience For The Family. Although This Family Is Experiencing Economic Difficulties, All Difficulties In The Family Must Be Faced Together, Not Only Borne By The Head Of The Family. In Accordance With The Motto "Keluarga Cemara" Which Is The Most Valuable Treasure Is Family.

This Film Reflects The Emotions Of The Characters Into The Film By Showing Facial Expressions, Speech/Dialogue, Voice Intonation, Appearance Of The Movements Of The Characters By Using Language As A Communication Tool To Convey The Message Or Intent To Be Conveyed.

D. Background

Setting (Background) That Is Related To The Time And Place Of The Speech Takes Place, While The Scene Refers To The Situation Of The Place And Time, Or The Psychological Situation Of The Speaker. In The Film "Keluarga Cemara" There Are Several Settings Used, Such As Houses, Markets, Houses Under Construction, Classrooms And On Stage. Like The Dialogue Quote:

Abah : "Mom! *Ara* Hasn't Been Called Yet, Mom! Ma'am, Sorry? *Fir*, Ma'am. *Fir* Has Not Been Called. Fig!"

Teacher: "I'm Sorry. Okay, Then. We'll Do It Again. Ladies And Gentlemen. And Here It Is, The *Fir* As A *Fir* Tree." (Everyone Claps And The Program Ends).

The Dialogue Scene Above Takes Place At The Drama Stage. The Character *Ara* Is Performing A Drama At Her School.



Picture 1. Romli And *Abah* (Father) Shake Hands

While The Time Setting Consists Of, Morning, Afternoon, Evening And Night. As In The Following Dialogue:

Romli: “Bah, Congratulations. Acceptable. *Euy*” (Shakes Hands With *Abah*)

Abah : “Thank You, Romli.”

The Dialogue Took Place During The Day At A Food Stall Near The Construction Project Site. *Abah's* Character Has Just Been Accepted As A Construction Worker, Then His Friend Romli Says “Congratulations” On *Abah's* New Job.

E. Dialogue/Language

In The Dialogue Of The Film “Keluarga Cemara” Also Produces Values For Everyday Life That Educate, Among Others: Learning To Apologize, Showing Affection To Other Family Members, Being A Good Listener, Expressing Feelings That Are Being Experienced, Learn To Be Sincere And Grateful With The Situation, Appreciate The Achievements Of Others, The Importance Of Helping, Never Give Up, Learn To Live A Simple Life And There Are Still Many Values That We Can Learn In The Film.

1. Apologizing

- a. Dialogue At Minutes Of 02:02



Picture 2. *Abah* (Father) And *Emak* (Mother) Are Talking

Abah : “Yes Ma'am. You Know You're Wrong, You Don't Come, You Don't Tell Me. Yes, You Were At The Office, There Was Something You Had To Do, Mom, You Can't Leave It.”

Mother : “That's Not What I Mean.”

Abah : “Yes, *Abah*, I'm Sorry. Later, Tomorrow, *Abah* Will Apologize To *Euis*.” (*Euis* Quietly Listens To *Abah* And *Emak's* Conversation On The Stairs Of Their House).

The Purpose Of The Utterance Of Apologizing Is Expressed Directly As A Feeling Of Regret From The Speaker To The Interlocutor. Abah Said To Apologize To Mother Because Abah Didn't Keep His Promise To Attend Euis' Dance Competition And Tomorrow He Would Apologize Directly To Euis.

b. Dialogue At Minutes Of 46:22



Picture 3. Abah Is Repairing A Damaged House

- Ara : “Sorry, Bah. Ara Accidentally Injected The Cement.”
Abah : “Yes, It's Okay. Only Later Through Here, If It's Not Dry, Don't Inject It. They Wash Their Feet A Lot.”
Ara : “Okay. Well, Bah. Ara Forgot.” (Still Stepping On The Wet Cement At The Bottom Of The Stairs).
Abah : “Yeah, It's Okay. Please, Wash The Feet.”

Ara, Who Accidentally Stepped On The Wet Cement, Immediately Apologized To *Abah*. Saying Sorry Serves To Express Ara's Unintentional Stepping On Cement Because She Forgot That The Cement Was Still Wet. But *Abah* Didn't Mind It And Suggested Ara To Clean Her Feet. Apologizing Is Also A Form Of Politeness Norm When Someone Makes An Unintentional Mistake To Another Person, It Is Better To Apologize Immediately.

c. Dialogue At Minutes Of 50:38



Picture 4. Euis And *Abah* Are Getting Dinner

- Euis : “*Bah* (Dad). I'm Sorry.”
Abah : (Nods His Head While Side Dish For Euis).

Getting A Euis Apologizes To *Abah* Because He Has Violated The Norm Of Decency By Scolding His *Abah*. The Apology Expressed By Euis Serves To Convey The Speaker's Regret For The Words That Have

Offended The Hearer. The Apology Was Said With A Low Intonation. This Shows That The Speaker Sincerely Apologizes And Regrets The Actions Or Words He Has Said.

d. Dialogue At Minutes Of 01:45:13

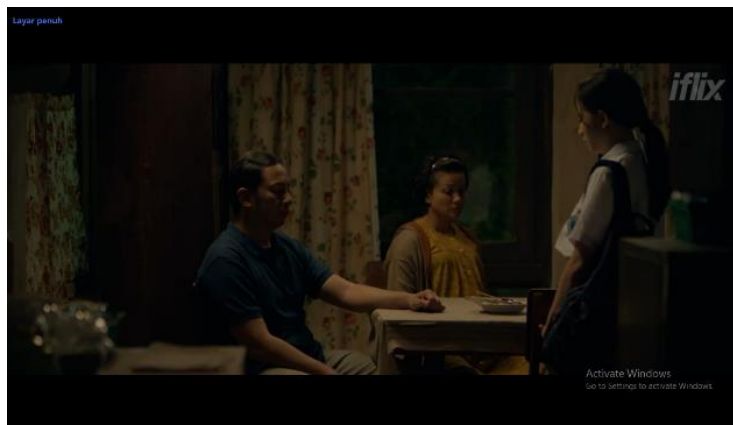


Picture 5. Performance Of Children's Drama

Abah : “Mom! Ara Hasn't Been Called Yet, Mom! Ma'am, Sorry? Spruce, Ma'am. Fir Has Not Been Called. Fig!”

Teacher : “I'm Sorry. Okay, Then. We'll Do It Again. Ladies And Gentlemen. And Here It Is, The Fir As A Fir Tree.” (All Clapped And The Program Ended).

e. Dialogue At Minutes Of 01:10:40



Picture 6. Euis Came Home Late At Night

Euis : “Euis Is Really Sorry, *Bah*. (*Abah* And *Emak* Leave Euis Without Saying Anything).

Takes Place At Home At Night. The Purpose Of The Dialogue Is To Apologize Directly Because He Has Made A Mistake For His Actions. Euis' Apologizing Dialogue Meant That His Father Would Forgive Him For His Actions, Namely Going To The City Until Late At Night Without His Parents' Permission. This Made *Abah* Reluctant To Forgive Euis. Mother Also Felt Disappointed With What Euis Did.

f. Dialogue At Minutes Of 01:30:35

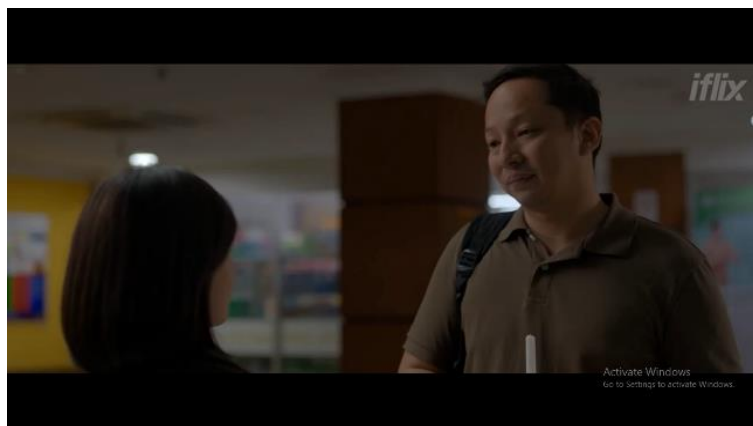


Picture 7. *Abah* (Father) Talks To Pressier About House

Abah : “Hm, Ma'am, As Explained By Ms. Salmah Before. I Apologize If I Don't Sell The House.
Pressier : “*Abah*.”
Abah : “Yes.”
Pressier : “You Have Already Signed The Agreement.”
Abah : “Yes.”
Pressier : “And I Have Also Transferred The Down Payment.”

Takes Place In The Restaurant At Noon. The Dialogue Spoken By Father's Character Serves To Apologize That His House Has Not Been Sold. The Dialogue Is Spoken With The Intention Of Giving An Affirmation Or A Subtle Order So That The Sale And Purchase Of A House Is Canceled.

g. Dialogue At Minutes Of 01:40:22



Picture 8. *Abah* (Father) Apologizes To Euis

Abah : “You Are Now 14 Years Old Means Yes. It Was When You Were Just Born. *Abah* Is The Most Afraid That *Abah* Can't Be There For Euis. Now It Happens Often. Forgive Me. Later If You Make A Mistake Again. *Abah* Can't Be There Anymore For Euis. Euis, Don't Immediately Hate *Abah*. Sorry Bro. You Want, Right? (Euis Immediately Hugged *Abah*).

The Setting Took Place In The Hospital Hallway Near The Supermarket. *Abah* (Father) Tells About The Fear Of Being A Father. *Abah* Asked Euis To Forgive Him. The Dialogue Spoken By *Abah*'s Character Serves To Apologize To Euis Because He Feels That He Has Disappointed And Made A Lot Of Mistakes. The Purpose Of The Dialogue Spoken By *Abah*'s Character Is To Tell Euis To Forgive *Abah* Even Though One Day It Will Make Euis Disappointed Again.

2. Saying Thank You

a. Dialogue At Minutes Of 22:42



Picture 9. The Neighbors Came With Food

Abah's : “Whoa! This Is A Lot Sir. Thank You.”

The Setting Takes Place In The Afternoon At *Abah's* House On The Edge Of Town. *Abah* (Father) Is Happy Because The Neighbors Are Very Kind. *Abah* Thanked The Neighbors Who Provided Food. The Dialogue Spoken By *Abah* Serves To Say Thank You As A Form Of Politeness Because He Appreciates His Actions Or Accepts Gifts From His Neighbors Who Have Given Food. In The Dialogue Scene Shown In Figure (8) It Can Be Seen That The Neighbors Gave A Lot Of Food At The Celebration Of *Abah's* House Which He Had Just Occupied. *Abah* (Father) Responded By Thanking His Neighbor For His Actions And Accepting The Food Gratefully.

b. Dialogue At Minutes Of 53:47

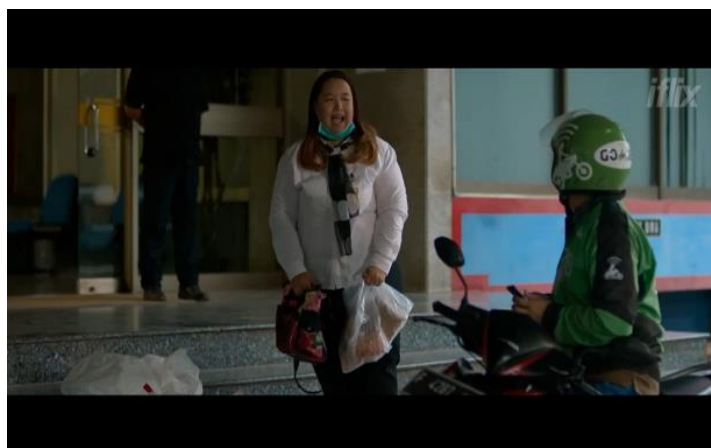


Picture 10. Mother Helps *Abah* (Father) To Change The Bandage

Abah : “Thank You, *Mak*. (Mother Gives Medicine To *Abah* Who Is Still Sick, Then Returns To The Room).

The Incident Took Place At Noon In The Living Room. *Abah* Thanked Mother For Treating *Abah's* Injuries From Falling While Working. In The Dialogue Scene Shown In Figure (9) It Can Be Seen That Mother Helped Replace The New Bandage On *Abah's* Leg. *Abah* Had An Accident While Working As A Construction Worker. He Suffered An Injury To One Of His Legs Which Resulted In Having To Walk Using A Cane And Eventually Stopped Working As A Construction Worker.

c. Dialogue At Minutes Of 44/01:02:57



Picture 11. *Abah* (Father) Takes Customers To Their Destination

Abah : “Can I Ask For Five Stars?”
Customer : “Oh, Five Stars? If It's Five Stars, I Can.”
Abah : “Thank You.”

The Dialogue Took Place During The Day When *Abah* Took The Customer To Their Destination. *Abah* Asked For A Five Star Rating And Thanked The Customer. The Purpose Of The Dialogue Is To Say Thank You Directly Because The Speaker Receives Help From The Speech Partner. The Dialogue Spoken By *Abah* (Father) Serves To Thank The Customer For Agreeing To Provide A Review Of Themotorcycle Taxi Service Online By Giving A Five-Star Rating.

d. Dialogue At Minutes Of 72/01:38:12



Picture 12. In Hospital Room

Mother's : “Thank You, *Bah* (Dad).”

The Dialogue Takes Place In The Hospital Room At Night. Mother Thanked *Abah* For Not Selling His House. The Dialogue Conveyed By *Emak* (Mother) Serves To Thank *Abah* (Father) For Not Selling The House Left By His Parents And *Abah*'s Family Will Not Move To Jakarta Again. In The Dialogue Scene Shown In Figure (17) It Can Be Seen That Mother Has Just Given Birth To Her Third Child At The Hospital And Is Accompanied By Her Family. Mothers Are Very Happy To Give Birth To Their First Son In Their Family And Also Get The Happy News Because The House They Live In Has Not Been Sold And The Certificate Of The House Has Been Returned To The Family.

e. Dialogue At Minutes Of 35/49:17



Picture 13. Mother Is In Euis's Room

Emak (Mother) : “Is That So? Nope. Thank You. Our Situation Is Really Difficult. But Know How Come *Teteh* Has Tried. I Know This Is Not Easy For *Teteh*. But It's Not Easy For You Either. I'm Sorry For Tomorrow With *Abah*.” (Mother Holds Euis's Hand).

The Dialogue Takes Place At Night In Euis' Room. Mother Calmed And Gave Euis Understanding Because It Was The First Time She Had Her Period. Then, Mother Thanked Euis For Trying To Understand The Difficult Situation Their Family Was In. The Dialogue Spoken By Mother Serves To Thank Euis For Trying To Accept His Family's Difficult Situation. In The Dialogue Scene Shown In Figure (12) It Can Be Seen That Mother Holding Euis' Hand Aims To Calm And Give Understanding So That Euis Can Understand The Condition Of His Family.

3. Praising
- a. Dialogue At Minutes Of 32/45:04



Picture 14. Mr. Mario Praises Euis

Mr. Mario : “Euis. Do You Want To Try? (Would You Like To Try?)”.

Euis : “Hello, My Name Is Euis. I'm 13 Years Old. I'm From Jakarta. I Like Dance And Sing. When I Was Growing Up, I Really Wanted To Be A Lawyer. (Hello, My Name Is Euis. I'm 13 Years Old. I'm From Jakarta. I Like Dancing And Singing. When I Grew Up, I Really Wanted To Be A Lawyer.)”

Mr. Mario : “Wow, That's Good! (That's Good) Can You Write It For Me? (Can You Write It Down For Me?)”.

Euis : “Sure.” (To The Front Of The Class).

The Dialogue Takes Place During English Learning Activities In Class. Mr. Mario Praised Euis' Ability To Speak English. Then, Mr. Mario Asked Euis To Write A Self-Introduction Using English On The Blackboard. The Purpose Of The Speech Is To Give Praise Which Is Expressed Directly Because Mr. Mario Appreciates

Euis' Ability In English. The Dialogue Spoken By Mr. Mario Serves To Praise Euis Because Euis Is Very Fluent In Introducing Himself Using English. So Mr. Mario Gave A Response Or Expression Of Admiration To Euis.

b. Dialogue At Minutes Of 01:27:42

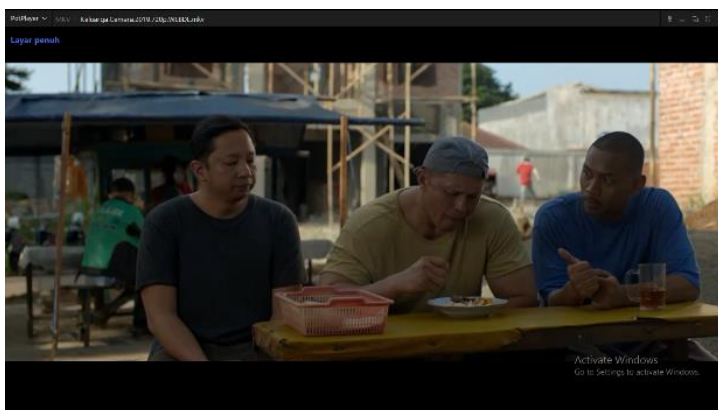


Picture 15. *Abah's* Family And *Ceu/Mrs. Salma* Are At Dining Table

Ceu/Mrs. Salmah's : “Mm... Mom's Tea Is Cooking Delicious, Isn't It.”
Mother : “More Please.”

The Dialogue Takes Place At The Dining Table. *Ceu/Mrs. Salmah* Praised The Cooking Made By Mother. The Dialogue Spoken By *Ceu/Mrs. Salmah* Serves To Give Praise To Mother Because Mother's Cooking Is Delicious. In The Dialogue Scene Shown In Figure (14) It Can Be Seen That The *Abah* And *Ceu/Mrs. Salmah* Families Are At The Dining Table. *Ceu/Mrs. Salmah* Eats Voraciously And Compliments Mother's Delicious Cooking. Then, *Emak* (Mother) Responded By Offering *Ceu/Mrs. Salmah* To Add More To Her Food.

c. Dialogue At Minutes Of 22/31:27



Picture 16. *Abah*, *Romli* And The Construction Foreman Are At Food Stall

Romli's : “Sir, What's The Point, *Abah*? Can You Join Us? *Abah* Is My Cousin, Sir. The Person Is Honest, Kind, Hardworking, Well Sociable. Then *Abah* Also When He Joined The Scouts, He Became Chairman.”
Foreman : “So Are You Sure You Want To Be A Handyman?” (Asked *Abah*).
Romli : “Ih, Suitable Linings.”

Dialogue Took Place At Noon At A Food Stall Near The Construction Project Site. *Romli* Praises *Abah* In Front Of His Foreman. Later, *Romli* Told His Foreman About *Abah's* Good Behavior. The Purpose Of This Dialogue Is To Express Admiration And Praise Which Is Expressed In Declarative Sentences. However, *Romli's* Dialogue Does Not Match The Meaning Of The Sentence. The Dialogue That Gives Praise Is Expressed By *Romli* Intends To Seduce The Foreman So That *Abah* Is Accepted For Work. In The Dialogue Scene Shown

In Figure (15) It Can Be Seen That Romli Wants To Make Sure That Abah Is A Person Who Has Good Behavior And Is A Hard Worker. This Made The Foreman Ask Abah His Sincerity To Work As A Construction Worker.

d. Dialogue At Minutes Of 01:44:14



Picture 17. Abah's Family Watches Drama Performance

- Abah's : “You Taught?” (Abah Asked Euis)
Euis : “Wow! Great, Ara! Very Nice! Cool!(While Clapping And Followed By Others).
Abah : “Is That So?” (Euis Nods).

Dialogue In The Playroom. Euis Encouraged And Praised Ara For Being Confident. The Purpose Of This Dialogue Is To Express Admiration And Praise Which Is Expressed In Exclamative Sentences. The Dialogues Expressed By Euis And Abah Have No Relation To One Another's Dialogues. Because Abah Asked Questions Using Interrogative Sentences While Euis Answered Using Dialogues With Exclamative Sentences. It Was Concluded That The Meaning Of The Dialogue Was Not In Accordance With The Meaning To Be Expressed.

4. Expressing Sympathy

a. Dialogue At Minutes Of 01:15:10



Picture 18. Mr. Mario And Abah Are Talking

- Mr. Mario : “So What Is It, Sir? Is There A Problem At Home? Or Maybe You Heard Euis Tell Something? Euis Is A Smart Boy, Sir And Good. But Sadly Those Two Are Not Enough. Most Of The Time, It Was Problems Outside Of Him That Made Him A Difficult Child. We All Here Know He Transferred Schools From Jakarta. What I'm Worried About, The Environment Here Is Not Enough To Support Him. What's More At His Age Now.”

Dialogue Took Place In The School Teacher's Room. Mr. Mario Cares About Euis' Condition At School. And Mr. Mario Explained Euis' Behavior At School. The Purpose Of The Dialogue Is To Express Sympathy Which Is Expressed Directly As A Form Of Concern/Care. The Dialogue Spoken By Mr. Mario Serves To

Express Sympathy By Conveying His Concerns About Euis' Attitude And Behavior While At School To Abah. Mr. Mario's Dialogue Means That Abah Pays More Attention To The Situation Or Problems Experienced By Euis. In The Dialogue Scene Shown In Figure (17) It Can Be Seen That Mr. Mario Is Talking To Abah In The Teacher's Office About Euis Doing An Act That Disturbed His Psyche When She Was A Teenager.

b. Dialogue At Minutes Of 38:28

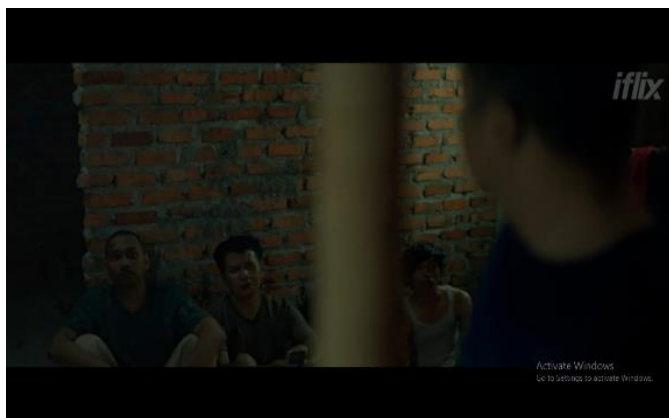


Figure 19. In Development Project

Romli : “Oh! Already Used *Atuh* Break. From Morning.”

Abah : “Ah, Still Strong.” (*Abah* Has Two Cement Buckets In His Hands).

The Dialogue Occurs At Night On The Construction Site. Romli Advised *Abah* (Father) To Rest As It Was Getting Late. Romli's Dialogue Expresses Sympathy By Advising *Abah* To Rest Because He Has Been Working Nonstop From Morning To Night. Romli's Dialogue Aims To Convince *Abah* To Take A Break In Order To Avoid A Disaster Or Negative Event. In The Dialogue Scene Depicted In Figure (18), Romli And The Other Workers Are Resting, While *Abah* Continues To Work Non-Stop While Holding Two Buckets Of Cement.

Following The Discussion And Analysis Of The Research Described Above, It Can Be Concluded That The Dialogue In The Film “*Keluarga Cemara*” Contains 18 Dialogue Data Containing The Value Of Character Education, Out Of A Total Of 589 Dialogue Data. The Results And Discussion Of The Film “*Keluarga Cemara*” Indicate That It Is A Family Drama Film In Which There Are Conflicts Between Characters And How These Conflicts Are Resolved Through Dialogue.

The Value Of Character Education In The Film “*Keluarga Cemara*”

The Expressive Utterances In The Film “*Keluarga Cemara*” Also Teach Values For Everyday Life, Such As Learning To Apologize, Showing Affection To Other Family Members, Being A Good Listener, Expressing One's Feelings, Learning To Be Sincere And Grateful In Any Situation, Appreciating Others' Accomplishments, And The Value Of Helping.

The Image Of The “*Keluarga Cemara*” Who Always Shows Respect For His Or Her Family Members Provides The Motivation To Care For And Forgive One Another. The Film's Characters Serve As Examples Of Everyday Character Education Lessons. Good Values That Are Frequently Practiced Will Serve As The Foundation For Educating Family Members' Character.

Based On The Analysis Of 589 Dialogues From The Film “*Keluarga Cemara*,” 18 Dialogues Were Identified As Containing Character Education. The Findings From 18 Dialogues Are Divided Into Four Categories Of Character Education: Apologizing, Expressing Gratitude, Giving Praise, And Expressing Sympathy. The Attitude Reflected In The Dialogue Containing Character Education Is Character Education In Accordance With Kemdiknas's (2011) Guidelines For Character Education Implementation, First Number, Which Is To Develop Students' Potential To Become Human Beings With Good Hearts, Good Thoughts, And Good Behavior. A Dialogue That Demonstrates Compliments, Sympathy, Apologies, And Gratitude Demonstrates A Good Heart, Good Thoughts, And Good Behavior.

Conclusion

The Descriptive Research “The Study Of Dialogue As A Media For Character Education In The Film “Keluarga Cemara”, Utilizing The Film Structure Approach “Keluarga Cemara,” Which Includes The Following Elements: Theme/Idea, Plot, Character, Setting, And Dialogue. The Film “Keluarga Cemara” Is Being Studied For Its Dialogue. Based On The Analysis Of 589 Dialogues From The Film “Keluarga Cemara,” 18 Dialogues Were Identified As Containing Character Education. The Findings From 18 Dialogues Are Divided Into Four Categories Of Character Education: Apologizing, Expressing Gratitude, Giving Praise, And Expressing Sympathy.

Along With Character Education, There Are Values For Everyday Life That Educate, Such As Learning To Apologize, Showing Affection To Family Members, Being A Good Listener, Expressing Feelings, Being Sincere And Grateful For The Situation, Appreciating Others' Accomplishments, The Value Of Helping, Never Giving Up, And Learning To Live A Simple Life.

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