VISUAL COMPOSITION FOR SUPPORTING THE MESSAGE'S TRANSFORMATION IN DOCUMENTARY FILM "DARI KOPI KITA BERBICARA"

UNDERGRADUATE FINAL PROJECT

Submitted as one of the requirements to obtain

Sarjana Ilmu Komunikasi

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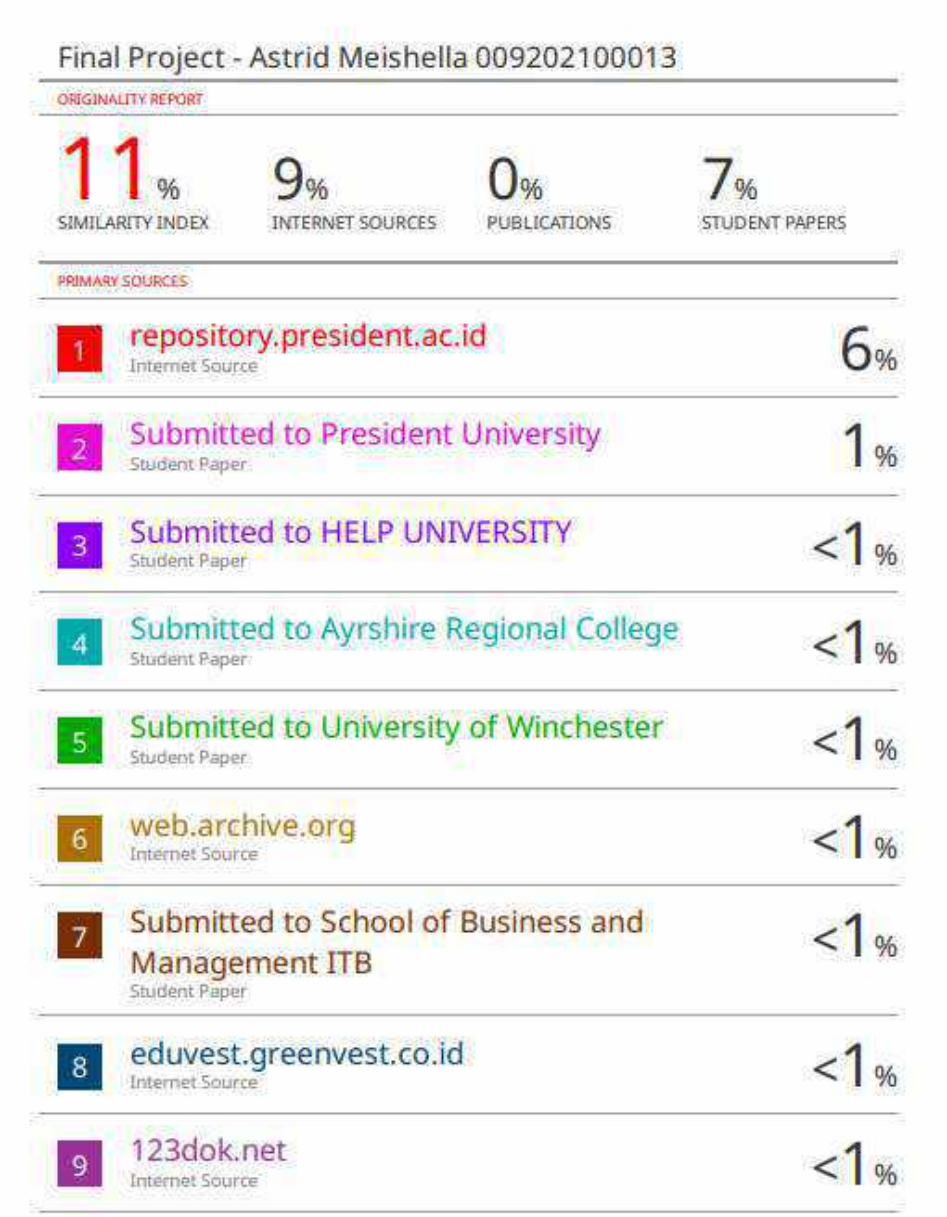
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FACULTY OF HUMANITIES

COMMUNICATION SCIENCE STUDY PROGRAM

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TURN IT IN SIMILARITY CHECK



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Our detector is highly confident that the text is written entirely by a human.

AI Scan

2%

There is a 2% chance this text was written entirely by AI.

Stats

761 words

24 sentences

0 sentences generated by AI

FAQ

What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text, with a focus on English prose. To date, GPTZero has served over 2.5 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-4, GPT-3, GPT-2, LLaMA, and AI services based on those models.

What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scene Writing Reports as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection:

Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our Writing Reports through Google Docs). Check out our list of several recommendations on types of assignments that are difficult to solve with AI.
Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.
See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.

ABSTRACT

Coffee was known in Indonesia throughout the 17th century. This beverage is consistently present in social encounters beyond personal ones. Coffee can start discussions between individuals or groups with other groups. Coffee coexisted alongside other organisms during its evolution; in traditional ceremonies, for instance, it was offered as a sacrifice to other creatures. The purpose of this study is to characterize coffee consumption as a kind of everyday communication. This study clarifies how four visual composition elements are applied in documentary television and highlights the challenges and opportunities that a camera person may encounter in pre-, production, and post-production.

Keywords: Coffee, Visual Composition, Communication, Rule of Thirds, Centering, Lead Line, Color

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