

SEMIOTIC ANALYSIS TOWARDS CHARACTERS BUILDING SENSES ON NARRATIVE TEXT “YOU ARE BEAUTIFUL AS YOU ARE”

Etika Desa Putri, Pradnya Permanasari, Inayatul Ulya.

Universitas Pekalongan

Pekalongan, Indonesia

zukoku@gmail.com

ABSTRACT

This research aims to describe the semiotic meaning on “You Are Beautiful As You Are” text towards characters building senses and describe the way narrative material can build the students’ character. The research method included: 1) the research design used; descriptive qualitative. 2) The object used; narrative text entitled “You Are Beautiful As You Are”. 3) The data and data source were taken from moral value, visualization, and phrases used and they were taken from Eighth Grader of Junior high school text book. 4) The primary data and secondary data were from the writer herself and syllabus, *KI*, and teacher’s book. 5) The techniques of analyzing the data were; listed the data, identified, classified into signifier and signified, described the types of semiotic then, constructed the types of semiotic found. The result showed that there were twelve terms which gave us deeper meaning of each character, moral value and phrases used. All this findings led to the second conclusion that the given text was containing good moral value as part of building the student’s characters. Hence, this research can lead the student to build their characters as manifestation of “Love My Self” personalities.

Keywords: *Characters Building Senses, Narrative Text, Junior High School*

INTRODUCTION

One of the learning activities in the class is learning about genre text. Not only learning sentences in the text, but also organize the text which commonly used by native speakers. For example, narrative text. Narrative text is a text that tells a story or experience to the reader. Narratives are to be entertaining, something out of the ordinary needs happen the characters have to confronted with some sort of problem or complication, so that the reader is drawn into the plot, curious to see how the

problem gets resolved (Derewianka, 1990: 34). Narrative text present the interesting story and give good moral value. But narrative may also seek to teach or inform, to embody the writer’s reflections on experience, and perhaps most important to nourish and extend the reader’s imagination (Derewianka, 1990: 40). To get to know whether it is good and suitable narrative text to be taught to the student, we can analyze it using semiotic analysis.

Semiotic is the study of signs or an epistemology about the existence or the

actuality of sign in societal life (Sendera, Yakin, Totu: 2014). Saussure said, language is a system of signs that express ideas, and is therefore comparable to a system of writing, the alphabet of deaf-mutes, symbolic rites, polite formulas, military signals, etc (Berger : 2004). Yet, it is the most important of all these systems. Therefore, not the form of the word shaped but the content and meaning within it.

Student today come to school with more behavioral issues than they did in the past, such as stealing, lying, fighting, and bullying. Bullying is the hot issue now and many of bullying are caused by junior high school student. Children learn to play, share, socialize, and resolve conflict according to the personal preferences of a teacher or a staff member who nearby, character education systematizes these lessons, allowing students to develop a moral compas (Spallino: 2017). Besides, according to the curriculum of 2013, especially *Kompetensi Inti 2*, the student are expected to have good social attitudes and moral towards others. Therefore, it is the teacher's duty to direct their student to be in a good way, being good and useful person in the future with high of motivation, full of confident, and known by their achievement and performance.

A study written by Bailey (2013), "A Semiotic Analysis of Texts Relevant to Childhood Bereavement" University of Salford, UK. This study was designed to explore aspects of communication between adults and children experiencing loss or impending loss. It shows that semiotic and text can be deliver as a media for analyzing a phenomenon happen in society.

The writer aimed to conduct the research of semiotic analysis towards characters building senses on narrative text "You Are Beautiful As You Are". Narrative text as closed communication can gain the student understanding about the undirect meaning by sign and symbolism of the text which already analyzed it using semiotic theory by Saussure.

The objectives of this research are : (1) to describe the semiotic meaning on "You Are Beautiful As You Are" text toward characters building senses. (2) to describe the way narrative material can build the student's character. The significances of the study in this research are: (1) Theoretically, the findings of this research will help the future researcher to give their knowledge about semiotic perspective in the text of school textbook and will help to uncover critical areas in the educational process that many researchers were not able to explore. Thus, a new theory on teaching activities in the classroom may be arrived at. (2) Practically, this research is expected to give useful information for learners about the semiotic perspective in the text of school textbook. Thus, school and teacher that apply the recommended approach derived from the results of this research will be able to train students better in learning activities and give the various ways while teaching activities in the classroom. (3) Pedagogically, The writer hopes that this research can give contribution in educational proses and will give and increase knowledge about the teaching activities in the classroom. Through this research, it can be the way to give more information about the teaching activities as lesson plan in the classroom.

RESEARCH METHOD

The writer used descriptive qualitative research method to conduct the research towards student's characters building senses through semiotic meaning and analysis of narrative text. This research used narrative text entitled "You Are Beautiful As You Are" as object of research. The techniques of data collection in this research were; Read the narrative text entitled "You Are beautiful As You Are" in the textbook, identified the data into signifier or signified according to semiotic theory by Saussure, classified the data into signifier or signified according to semiotic theory by Saussure, interpreted the data as initial hypothesis according to semiotic theory by Saussure. The techniques of analyzed the data were; listed the data, identified the data, classified into signifier and signified, described the types of semiotic then, constructed the types of semiotic found in the text. After the writer get to know the meaning of the narrative text by analyzed it using semiotic theory by Saussure, the writer construct the outline of teaching-learning activity in the classroom using narrative text given. All of this techniques used was to know the semiotic used and the implementation as development of student's characters building senses of eight graders of junior high school in teaching-learning activities.

FINDING AND DISCUSSION

The writer used a text as a media to build student's characters. The writer use one of the narrative text in "*CERAH Bahasa Inggris*" Junior High School textbook 2012. The text is on page 26

Text 1. Source Text

You Are Beautiful As You Are

There was once a crow who did not like his feathers. He looked at himself, then he would say, "I wish I were a peacock!" "You are beautiful as you are!" the other crows insisted.

"How plain and dull you seem to me!" he'd complain, and fly off to admire peacocks. The peacocks strutted about with their colorful tail feathers outstretched to the delight of the crow, some of the peacock feathers laid on the ground when the peacocks left.

Crow flew down to the ground and stuck the feathers into his wings and tail. He attached a few sticking up from his head.

But, when he went to join them in their strutting, the peacocks poked him and poked him. What a fuss!

Bruised and still dragging some broken peacock feathers in his tail, he returned home. He flew in desperate and sadness. After all his insults, no one wanted his company! He felt so lonely.

As he sat alone, the other crows said, "It's foolish to try and be what you're not. Learn to love the feathers you've got!"

From the source text above, the writer found terms which can be used and analyzed using semiotic analysis. The terms as follows:

Table 1. Data Analysis

No.	Signifier	Signified
1.	Crow	Bird of death, messenger of death, antagonis, scary, the incarnation of a witch, the clever bird, the faithful bird, the loyal and caring bird.
2.	Peacock	Bird of beauty and immortality, cultural inspiration, symbol

		of luckiness, bird of paradise, elegant, symbol of pride.
3.	Feather	Persona, look.
4.	Wing	Fin or hand, symbol of freedom and strength, symbol of status/class/caste, growth, achievements.
5.	Tail	Balance and cover both sides, communication tool,back.
6.	“I wish I were a peacock!”	Less of confident, try and be what you are not.
7.	“You are beautiful as you are”	Being beautiful with your own way, everybody is beauty.
8.	“How plain and dull you seem to me!”	Hate yourself, think you are the ugliest one, hate your look.
9.	Desperate	Having lost of hope, feeling of really wanting something or of trying something really hard to make it happen.
10.	Sadness	Loss or failure to achieve a goal, women.
11.	Lonely	Hollow and empty, alienated, want someone but don't have it.

12.	“Learn to love the feather’s you’ve got”	Love yourself.
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Student of junior high school is in the dynamic age, both in emotion and mental. The vacillation of their life makes them to be problematic kids who have problematic issues. Rooted in high curiosity, they want to see, feel, and experience it firsthand. They cannot separate it is good or bad for them. This is why student of junior high school can have bad attitudes and it can led them to do some exhibit problematic behaviors, such as bullying. Therefore, it is the teacher’s duty to direct their student in a good way through giving appropriate learning activities such as narrative text. Through the story given, the student can catch and understand the meaning.

According to the curriculum of 2013, especially in *Kompetensi Inti 2: Kompetensi Sikap Sosial*, the student are expected to have good social attitudes. This is why, this research is very suitable to the student of junior high school so that they can build their good characters senses. After knowing the implied meaning in the text entitled “You Are Beautiful As You Are”, we know that there is an indirect meaning about loving myself. The good attitudes which can be adapted from “Love Myself” personalities, such as: respect yourself, be confident and be proud of yourself, be brave to speak up, having good attitude and manner towards others.

Teaching learning activities in the classroom can be deliver in many ways according to the student’s condition and material to be taught, therefore it required

learning tools such as syllabus and teacher's book. According to the syllabus and teacher's book of junior high school "When English Ring's a Bell" chapter XII entitled "Mousdeer and Crocodile", it can be conclude that the teacher use scientific approach to teach narrative material to the student in the class. Therefore, the writer construct the outline of teaching learning narrative material using scientific approach with given narrative text entitled "You Are Beautiful As you Are", not only text but also the tasks should be done by the student. The idea of outline teaching-learning activities in the class using scientific approach as follows:

a. Opening

Short question and answer about the story of Mousdeer which the student have heard. Through this question and answer, the student will discover a lot of new things and also receive feedback.

b. Main activity (giving the 5M stages, but in this research, the writer only give 4M).

1. Observing

Give the first narrative text "Mousdeer and Crocodile". The teacher read it aloud in front of the class, then ask the studnet to listen and observe how the teacher raed the text and the gesture which teacher's made.

2. Questioning

Asking and answer between teacher and student about the content of the story can gain the student's understanding about the context of the story.

3. Experimenting

Give the second narrative text entitled "You Are Beautiful As You Are". The student are expected to get many examples of good value which they can learn from many sources so that they can build their characters in a good way. The task given are expected to improve studnet's understanding about the structure of narrative text. The structure which want to improve such as: generic structure, social function, and language features. As mention in the source of text, there are only one task should be done by student. Here is the task:

Text 2. Task 1

Task 1

Arrange the jumbled paragraph below into a good narrative text. Number the boxes.

Crow flew down to the ground and stuck the feathers into his wings and tail. He attached a few sticking up from his head.

But, when he went to join them in their strutting, the peacocks poked him and poked him. What a fuss!

"How plain and dull you seem to me!" he'd complain, and fly off to admire peacocks. The peacocks strutted about with their colorful tail feathers outstretched to the delight of the crow, some of the peacock feathers laid on the ground when the peacocks left.

As he sat alone, the other crows said, "It's foolish to try and be what you're not. Learn to love the feathers you've got!"

There was once a crow who did not like his feathers. He looked at himself, then he would say, "I wish I were a peacock!" "You are

beautiful as you are!" the other crows insisted.

Bruised and still dragging some broken peacock feathers in his tail, he returned home. He flew in desperate and sadness. After all his insults, no one wanted his company! He felt so lonely.

The function of the "Task 1" is the students are expected to know how to arrange paragraphs into a good text by looking into the sequence of events so that the student can get to know the generic structure of narrative text through arranging the jumbled paragraph from "Task 1" into the good narrative text. Through the jumbled paragraph, the student can train their ability about how to associate the structure of the text in narrative story about fable.

The purpose of the second task is having deep understanding on generic structures and linguistics features, such as time conjunction and tenses used in the text by giving the marks in the text. Here is the task:

Text 3. Task 2

Task 2

Write down the text and identify the generic structure of the text then, give the marks of the time conjunction and tenses used.

You Are Beautiful As You Are

There was once a crow who did not like his feathers. He looked at himself, then he would say, "I wish I were a peacock!" "You are beautiful as you are!" the other crows insisted.

"How plain and dull you seem to me!" he'd complain, and fly off to admire peacocks. The peacocks strutted about with their colorful tail feathers outstretched to the delight of the crow,

some of the peacock feathers laid on the ground when the peacocks left.

Crow flew down to the ground and stuck the feathers into his wings and tail. He attached a few sticking up from his head.

But, when he went to join them in their strutting, the peacocks poked him and poked him. What a fuss!

Bruised and still dragging some broken peacock feathers in his tail, he returned home. He flew in desperate and sadness. After all his insults, no one wanted his company! He felt so lonely.

As he sat alone, the other crows said, "It's foolish to try and be what you're not. Learn to love the feathers you've got!"

The function of "Task 2" is the students are expected to know deeply about generic structure of the text and get to know about the linguistics features, especially time conjunction and tenses use in the text. By giving the marks, make the student more aware about how to use time conjunction and how to transform verbs according to tenses used. All of this aspect in this task, hoped that the student can get to know the elements or structures in narrative text building.

The tasks reflect to three of language mastery skill actually must exist, it is social function; generic structure; and language features, but there was only one aspect that exist, it is generic structure. Besides, the other one such as social function and language features were left. Hence, the writer try to construct the other aspects were left, it is language features and social function. As mention in the "Task 2", the writer

had already constructed the task which already covers the language features. However, the other aspect, it is social function was left. There is no doubt that social function must to teach or inform the content of the story, reflecting to now situation or readers experience, and extending reader's imagination.

Therefore, the Derewianka's theory on how to develop the item of social function test could be referred to enrich the content in jazzin up the characters building. The test taken could construct the task because it does not exist on student worksheet in "CERAH Bahasa Inggris" Junior High School textbook 2012 (26). The task is divided into three tasks which adjusted with three major of Derewianka's theory about social function of narrative text. The first task as part of "Task 3" is focuses on informing the content of the story. Here is the task:

Text 4. Task 3 (1)

Task 3

1. Giving the questions according to the text

Teacher give the questions according to the text and ask student to answer in their own book.

- What type of the text above?
Answer :
- Who does not like the feathers?
Answer :
- Why crow do not like his feathers?
Answer :
- What do crows want?
Answer :
- What did crow do after flew down to the ground?
Answer :

- What the peacocks do when crow went to join the peacocks?
Answer :
- How the crow finally accept his feathers?
Answer :
- What lessons can we learn in the story?
Answer :

Through this question and answer according to the text, the students are expected to understand the content of the story itself and what is the text mostly talked about. It is in line with Derewianka's theory about social function of the narrative text, which said that narrative may also seek to teach or inform the content of the story. As mention in the first paragraph of "Task 3", the second task is focuses on the reflecting into reader experience which in line with Derewianka's theory of social function of narrative text. Here is the task:

Text 5. Task 3 (2)

Task 3

2. Speak up (short questions and answer with teacher)

Teacher give some questions directly to the student about the moral value of the text and its relation to their real life, especially with their social life. Such as the relation with their friends, parents, teacher, and society.

The question which can the teacher give such us:

- Is it good if we act like a crow in the text? Why?
- Is it good if we act like a peacocok in the text? Why?
- What would you do if your friend is a crow in the text?
- What advice would you give to the crow?
- What is the message you get after read the text?

This second session of question and answer are almost similar to the first session, but in this session question and answer are directed to understand the moral value and the relation in a real life. According to the Derewianka's theory in point two of social function, narrative text may reflecting to now situation or reader experience. This is why, the teachers are recommended to give this task because it can embody the Derewianka's theory.

The third part task of "Task 3" is focuses on last point of Derewianka's theory of social function of narrative text, it is extending reader's imagination. Here is the task:

Text 6. Task 3 (3)

Task 3

3. Let's discuss

Give the public opinion happens in the school. There are two topics given to the student. The first title of the topic is "What should I do if I being bullied?" and the second title is "What should I do if I see bullying?". The teacher ask the student to make a group consist of 3 until 4 members. Make sure both of the topics can be divided equally according to the number of groups which has already formed by the student. After they gather up, give them the topics. Then, give them some minutes to discuss about the giving topics. Let them feel free to give their thoughts. After that, let them present what they have found and what their thought in front of the class.

This task let the student to imagine the situation they may not have had. The different topic makes them to be aware with bullying itself,

even though they are not being a victim but bullying is still not justified happens, especially in the school. Hence, the teacher gave different topic but it is still the same theme, it is bully. The teacher gave the topics which actually close to their real life. However, by give them this topics, the students are expected to take the right attitude as a form of their anticipation if one day they experience the same thing.

This task can be a manifestation of Derewianka's theory of point three which said that narrative text may extend readers imagination. Therefore, this task can be given to the teacher as teaching learning activity in the classroom. Bully is a manifestation of bad attitudes and does not exemplary. It happened hen student did not equipped with good character education. This is why, character education is very important to be taught in the school. Through giving appropriate learning activity in the classroom, make the student being the good individual in the future. The student can start to build good character in them gradually and let the good morals possessed by students naturally.

Every tasks should be done by the student so that the student can get the content and moral value of the text, it is the structure and good value which can be apply in their social life. Through this tasks, students are expected to build their good characters gradually as a young adult then it can prepare them to be an adult

who has good personality in the future. There is no doubt that characters building in narrative material should be inserted in teaching learning activities. It can be done by giving the task as part of semiotic method by dividing and knowing between signifier and signified taken from the text itself, even though the semiotic theory is not given to the student directly but by learnt the text, it cannot reduce the role of semiotic in building the narrative material learning through the symbolism of each characters and phrases used in the text.

The semiotic theory give another view of learning the content of the text then, by giving several tasks which mostly about the structures of the narrative text, that is generic structure; language features; and social function. According to the student worksheet in "*CERAH Bahasa Inggris*" Junior High School textbook 2012 (26), the task which covers structures of the narrative text just only one, it is generic structure in form of jumbled paragraph. Besides, language features and social function does not exist in student's worksheet of the textbook. This is why, the writer tries to construct the other structures of narrative text, it is language features and social function as given in the "Task 2" and "Task 3". Therefore, the application of narrative material can be provide optimally and the student's understanding of narrative text can be improve.

4. Associating

The teacher give the whole narrative text to the student as part of reading comprehension activity. This session focuses on the student reading and the meaning of the story, especially student's pronunciation, punctuation, and rhyme used by the student and diction used by the student when they are translate the story. The teacher ask the studnet to read and interpret the text to get the meaning and moral value of the text. By translating, the studnet can enrich their vocabulary. Therefore they can build their vocabulary mastery.

c. Closing

The teacher give the conclusion and benefit of today's learning. Give many good examples about what we have to do in our social life and what attitudes we must to have as studnet of junior high school.

CONCLUSION

The writer came to the conclusion that there were twelve terms found in the text which gave us the deeper meaning of each characters, moral value, and phrases used in the text. All this findings led to the second conclusion that the given text can build the student's characters. Moreover, through this research, the teacher can consider give the narrative material using scientific approach by giving the narrative text entitled "You Are Beautiful As You Are" as learning activity in the classroom. The text itself is judged to have good moral value as part of build the student's characters. It can be drawn after the writer analyzed the text through semiotic analysis by Saussure. Hence, this research can led

the student to build their characters so that they can be the individual with high of motivation, full of confident, and always be brave to speak up as a manifestation of “Love Myself” personalities.

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