

AN UNDERGRADUATE THESIS

A LANGUAGE FORM ANALYSIS OF ENGLISH EDUCATION SLOGAN

By:

IIN INAWATI

St. ID. 1292117

Tarbiyah Faculty

English Departement



THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

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AN UNDERGRADUATE THESIS

A LANGUAGE FORM ANALYSIS OF ENGLISH EDUCATION SLOGAN

Presented as a Partial fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Educational Study Program

By:

IIN INAWATI

St. ID. 1292117

Tarbiyah Faculty

English Departement

Sponsor : Dra. Umi Yawisah, M.Hum

Co-Sponsor : Syahreni Siregar, M.Hum

THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

1438 H / 2017 M



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jl. KH. Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 3411 Telp. (0725) 41507, Fax.
(0725)77296 Email:stainjusi@stainmetro.ac.id, website:www.stainmetro.ac.id

APPROVAL PAGE

Name : IIN INAWATI
St. Number : 1292117
Study Program : English Education Study Program
Department : Tarbiyah

Title : A LANGUAGE FORM ANALYSIS OF ENGLISH
EDUCATION SLOGAN

APPROVED BY:

To be examined in munaqosah in Tarbiyah Department of State Islamic College
(STAIN) of Jurai Siwo Metro.

Sponsor

Metro, February 2017
Co-Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Syahreni Siregar M.Hum
NIP. 19760814 200912 2 004

Dean,



Dr. Hj. Akla, M.Pd
NIP.19691008 200002 2 0005
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jl. KH. Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 3411 Telp. (0725) 41507, Fax.
(0725)77296 Email:stainjusi@stainmetro.ac.id, website:www.stainmetro.ac.id

NOTA DINAS

Number :
Appendix : 1 (one) bundle
Matter : In order to hold Munaqosah
Of Iin Inawati

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Collage (STAIN)Jurai Siwo Metro

Assalamu'alaikumWr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name : IIN INAWATI
St. Number : 1292117
Department : Tabiyah
Study Program : English Education Study Program (TBI)
Title : A LANGUAGE FORM ANALYSIS OF ENGLISH
EDUCATION SLOGAN

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikumWr. Wb.

Sponsor

Metro, February 2017
Co-Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Syahreni Siregar M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA

**SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. KH. Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 3411 Telp. (0725) 41507, Fax.
(0725)77296 Email:stainjusi@stainmetro.ac.id, website:www.stainmetro.ac.id

NOTA DINAS

Nomor :
Lampiran : 1 (satu) berkas
Matter : Pengajuan Munaqosah
Oleh Iin Inawati

Kepada Yth,
Ketua Jurusan Tarbiyah
STAIN Jurai Siwo Metro
Di-
Tempat

Assalamu 'alaikumWr. Wb.

Setelah kami adakan pemeriksaan dan bimbingan seperlunya maka skripsi yang telah disusun oleh:

Nama : IIN INAWATI
NPM : 1292117
Jurusan : Tabiyah
Program study : Pendidikan Bahasa Inggris (TBI)
Judul : A LANGUAGE FORM ANALYSIS OF ENGLISH
EDUCATION SLOGAN

Sudah kami setuju dan dapat diajukan untuk dimunaqosahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu 'alaikumWr. Wb.

Pembimbing 1

Metro, February 2017
Pembimbing 2

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Syahreni Siregar M.Hum
NIP. 19760814 200912 2 004

ABSTRACT

A LANGUAGE FORM ANALYSIS OF ENGLISH EDUCATION SLOGAN

By:

IIN INAWATI

The objective of this research was to analyze the characteristics of language form which was on English education slogan of IAIN environment. The researcher used some slogans as sample. Data description was done by qualitative description.

The data was collected by using observation and documentation method which was using Miles and Huberman model for analyzing data. This research was library qualitative research. Furthermore, the slogans which were taken from IAIN environment and internet were 14 slogans.

Finally, the result of data analysis illustrated that most of educational slogan in IAIN Metro was imperative language form which is 8 slogans (57%), declaratives is 6 slogans (43%). Meanwhile for interrogative language form is not exist in IAIN Metro.

Key word: Semantics, slogan

ABSTRAK

ANALISIS BENTUK BAHASA

PADA SLOGAN PENDIDIKAN BAHASA INGGRIS

Oleh:

IIN INAWATI

Tujuan dari penelitian ini adalah untuk menganalisa karakteristik-karakteristik bahasa didalam slogan pendidikan yang berada di lingkungan IAIN. Peneliti menggunakan beberapa slogan sebagai sampel. Pendeskripsian data dilakukan melalui deskripsi kualitatif.

Pengumpulan data dilakukan melalui observasi dan dokumentasi yang menggunakan model miles dan huberman untuk menganalisa data. Penelitian ini menggunakan penelitian kualitatif pustaka. Sementara itu, slogan diambil dari lingkungan IAIN dan internet yang berjumlah 14 slogan.

Akhirnya, data hasil penelitian menunjukkan bahwa imperatif yang paling sering digunakan dalam slogan di IAIN Metro. Ini ditunjukkan dari 14 slogan terdapat 8 slogan imperatif (57%), deklaratif 6 slogan (43%). Sementara itu, tipe interogatif tidaklah digunakan di IAIN Metro.

Kata kunci : semantik, slogan

ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : IIN INAWATI

Npm : 1292117

Program studi : Pendidikan Bahasa Inggris (PBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2017

yang menyatakan

IIN INAWATI

NPM.1292117

STATEMENT OF RESEARCH ORIGINALITY

The under signed:

Name : IIN INAWATI

Student Number : 1292117

Study Program : English Education

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, January 2017

IIN INAWATI

NPM.1292117

MOTTO

وَلَا تَتَمَنَّوْا مَا فَضَّلَ اللَّهُ بِهِ بَعْضَكُمْ عَلَى بَعْضٍ لِّلرِّجَالِ نَصِيبٌ مِّمَّا
اَكْتَسَبُوا^ط وَلِلنِّسَاءِ نَصِيبٌ مِّمَّا اَكْتَسَبْنَ^ج وَاسْأَلُوا اللَّهَ مِنْ فَضْلِهِ^ط إِنَّ اللَّهَ كَانَ
بِكُلِّ شَيْءٍ عَلِيمًا

And wish not for the things in which Allah has made some of you to excel others.

For men there is reward for what they have earned, (and likewise) for women

there is reward for what they have earned and ask Allah of his bounty. Surely,

Allah is ever allknower of everything.

(QS. An-nisa: 32)

DEDICATION

This undergraduate thesis would highly be dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My great Father and Mother, Mr. Suryadi and Mrs. Endang Ginarti who always contribute their support, power and advice for my life and my study, thank you a lot for your everlasting love and incessant prayer. May Allah SWT bless you. Amin.
3. My beloved brother Jordi Dwi Setiawan who have given this valuable help and support.
4. My incredible lecturers, particularly my sponsor, Dra. Umi Yawisah, M.Hum and my co-sponsor, Syahreni Siregar, M.Hum always guide me and give me awesome contribution in finishing my study.

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In the name of Allah SWT, the most gracious, the most merciful. Thanks to Allah SWT who has given help and guidance the researcher to finish her undergraduate thesis entitle “a semantics analysis of English educational slogan”.

In this opportunity the researcher would like to express her respects and gratitude. First of all the respect and gratitude would be addressed to Prof .Dr. Enizar, M.Ag as the principle of the state institute for islamic studies (IAIN) of Metro, Dr. H. Akla, M.Pd as the principle of Tarbiyah, M. Hum Ahmad Subhan Roza M.Pd. as the principle of English Education Study Program, **Dra. Umi Yawisah, M.Hum** as sponsor and **Syahreni Siregar, M.Hum** as co-sponsor who has given the researcher a lot of suggestion, comments and ideas in this research undergraduate thesis. The researcher realizes that this undergraduate thesis would not be accomplished without any help and support from other people.

Furthermore, the writer also would like to express her thanks to the honorable lecturer of English departement, who helps her, the students of English departemenwho become a good partner in studying English. The writer will let herself to appreciate her beloved brothers and sisters all members of classmate in class C of semester ninth of English Department who make her spirit and smile, and also all her friends wherever they are who support and pray for her.

The researcher realized this undergraduate thesis was not perfect and still far from perfect. It is why the positive critiques and suggestion are very hoped by the researcher to make undergraduate thesis becomes better. The researcher does

hope this undergraduate thesis can be useful for the researcher and the readers.
Especially for the development of English Education in the school.

Metro, January 2017

The writer

IIN INAWATI

ST.N 1292117

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Figure 2

The Location Sketch of IAIN Metro

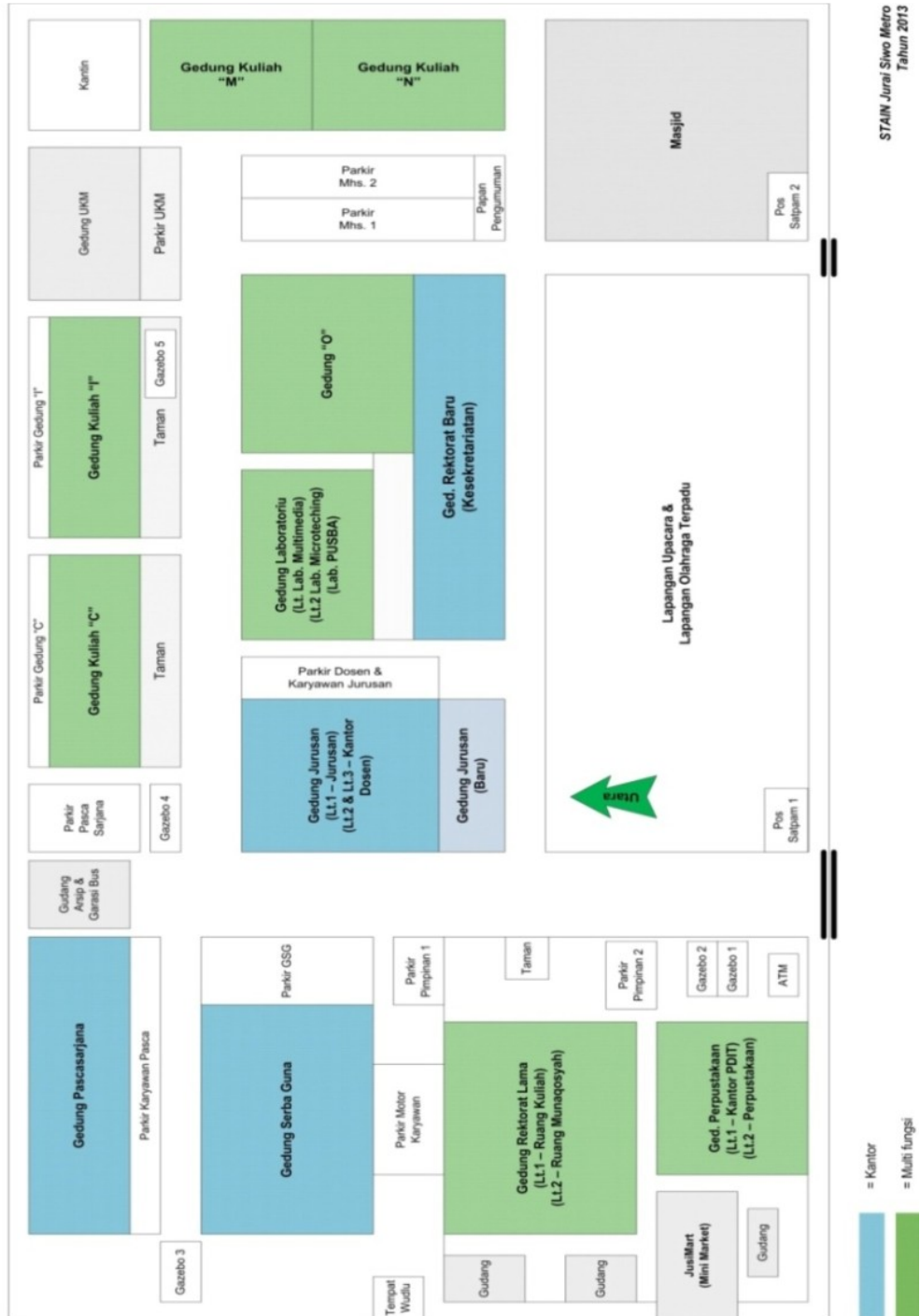
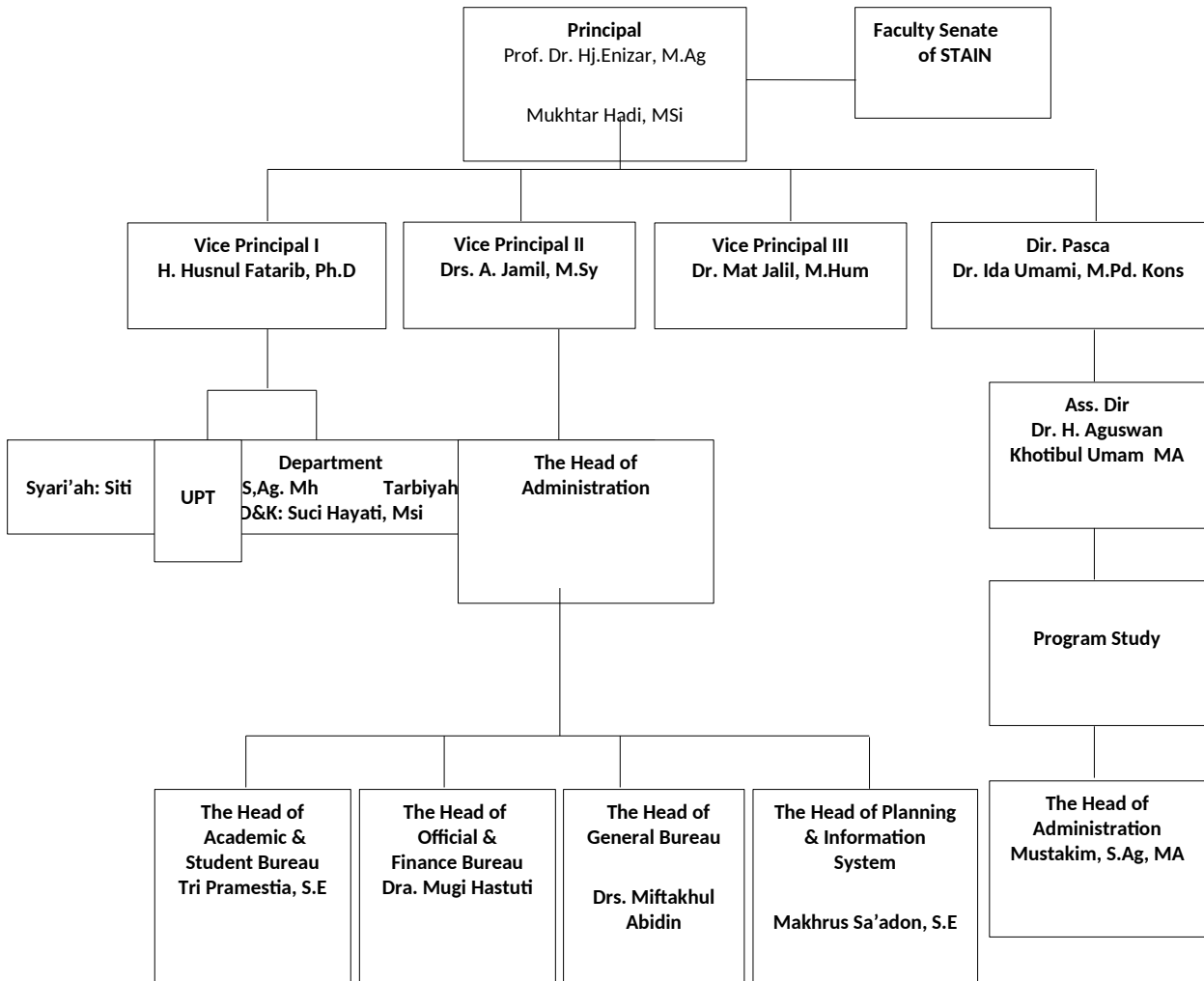


Figure 1

The organization structure of IAIN Metro



CHAPTER I

INTRODUCTION

A. Background of The Study

Slogans are defined as a group of words that promise a reward in a dramatic way – easy to read, easy to say, and easy to remember. Every slogan reveals something about its specific characteristics, and as a means to catch and to hold the public's attention. It has a function to get the people interested in a slogan.

In this enterprise era, rivalry of business is extremely tight and marketing a product is hard. A slogan is a fast way to help the readers recognize their product. By having a slogan, the companies are able to introduce their product easily to the customer. Having a unique slogan is the same as owning huge advantages in business. Meanwhile, a slogan is not only found in business strategy but also exists in the education world. It is called an education slogan.

An education slogan is defined as a slogan which is published in a school or college environment. It might be a slogan confidently containing an educational message or the slogan of a class or an activity. A slogan is not only an Indonesian slogan but also an English slogan. However, understanding the meaning of an English slogan deeply is complicated. It happens because of a lack of English knowledge and sometimes a slogan does not use a normal structure. It might be a proverb which is taken from an expert.

Besides, not all English education slogan has proper structure and spelling, especially when it is printed on banner. It may be wrong. In addition, slogans are not always created by the expert such as lecturer or teacher. It could be the students. Consequently, the student is probably making incorrect slogans. Whereas, almost all schools or colleges have the slogans functional to attract the student and to deliver the motivation or advice. The researcher took some English education slogans. One of them is MAPALA's slogan, for instance, *let's come and join with us*. MAPALA is one of the student activity units of IAIN Metro. *join with us* has incorrect structure because after *join* should be directly the object. It must be *join us*. On the other hand *join us* is usually used for inviting. It has been suitable for this case because MAPALA aimed to recruit the new member. From this example can be proven that slogan has crucial influence for the slogan is convincing a message of the particular thing.

Therefore, education slogan must have structural sentence because slogan will be read and remembered by the readers because most of all the readers are the students. Making wrong slogan in spelling will build fatal mistake for its words is probably used in another sentence by the students.

As linguistic phenomena, language of slogans is carefully designed and thoughtfully planned to attract many different people's attention toward the slogan. However, the lack of understanding in composing the structure of slogans causes the diversity in meaning, such as the

interlocking relationship. The intensity of various sentence structures becomes the characteristic of a sense of the language which occurs in education slogans. Thus, The study of language was conducted within the field of linguistics. One of linguistics field is semantics. Semantics itself is the study of meaning. In this research the writer tried to identify the slogans of education which was published in IAIN Metro. The writer did not limit the source of slogan because English education slogan is rarely created. The writer chose slogans for slogans often play important role in grabbing students' attention. Meanwhile, the slogan chosen by the researcher was slogans of education because the language used in slogans are complicated to be understood if the people only read or see it once. Hence, The writer was interested in identifying the slogans of education by using semantics theory which focused on the characteristics language form of slogan. Furthermore, the writer conducted a research entitled "A Language Form Analysis Of English education slogan"

B. Focus of The Study

Based on background above, the researcher tried to analyze English education slogan semantically which was published in IAIN Metro focused on 'The Characteristics Of Language Form Of English Education Slogan'.

C. Problem Limitation

Based on the background above, the researcher tried to analyze English education slogan semantically published in IAIN Metro focused on ‘The Characteristics Of Language Form Of English Education Slogan’.

D. Problem Formulation

Based on the background above, the researcher tried to analyze English education slogan semantically . The problem that was analyzed was ‘What is the characteristic of language form of English education slogan?’

E. Objectives and Benefits of The Study

1. Objectives of the study

Generally, the objective of this research was to analyze education slogan published in IAIN Metro by semantics theory. More specifically, this was to know the characteristics of language form of English education slogan

2. The benefits of the research as follows:

By doing the research, the researcher expected that the result would be worthwhile:

a. For students

Theoretically, the yield of this research could give insight contribution related to analyze semantic. Especially, the students of English Department for understanding deeply the language form of slogan .

Practically, the student will be able to learn semantic through something which is close to us. It will improve their ability in analyzing the sentence.

b. For the lecturer

Theoretically, this research might be some benefits to be one of additional references in teaching semantics and give contribution to the theory of meaning that is to prove that the theory of meaning can give solution to the problems in understanding some slogan Practically, this research was also expected the lecturer might be able to help the students solve problems related to know the characteristics of language form.

c. For other researcher

Theoretically, the result of this research was expected can be beneficial for information to do further research.

CHAPTER II

THEORETICAL REVIEW

A. Prior Research

In this graduating paper, the writer has ever been conducted by several researchers, The first researcher is khoiriyatun ni'mah from State Institute For Islamic Studies (STAIN) Salatiga in 2012 with her study entitled "a pragmatic analysis of English slogan on mobile phones and cars advertisement." She analyzed a slogan on mobile phone and cars advertisement by using pragmatics analysis. She concluded that The implicature of English slogan used in Mobile Phone and Car was clear into easily understood for reader to comprehend the slogan.¹

The second researcher is mehwish noor (UMS 2015) from the university of Gujarat, with his study entitled "the language of tv commercials' slogans: a semantic analysis". He analyzed the meaning of tv commercial's slogan by using semantic approach. He concluded that the language of TV Commercial slogans is evident that it has been found very rich in its semantic underpinning.²

The third research written by Agustin Perez Rodrigues entitled "Brand Innovation And Sign Mobility Of Slogans: An Analysis Of Coke Slogans ". She concluded that By analyzing the slogans of Coke is showed that the mobility presented by brand, trade with recurrent slogans and even

¹ Khoiriyatun Ni'mah, *A Pragmatic Analysis Of English Slogan On Mobile Phones And Cars Advertisement*, (Salatiga;State Institute For Islamic Studies, 2012) P. 122

² Mehwish Noor ,*The Language Of Tv Commercials' Slogans: A Semantic Analysis* . (Pakistan;University Of Gujrat, 2015).P. 11

simultaneous with the same campaign slogans is due to low plasticity of other expressions of the brand. ³She observed about the innovation and sign of product's slogan . This research would like different from those previous research. The researcher analyzes English education slogan semantically focusing on the language form of slogan. Meanwhile this research aims to find out and discuss them deeper whether English education slogan include in declarative, interrogative or imperative . however, the similarity of this research is analyzing the slogan.

B. The Concept of Semantics

1. The Definition of Semantics

In this study, it is crucial to know the general description of semantics. Lyons said that Semantics is generally defined as the study of meaning, and this is the definition which we shall initially adopt.⁴ Meanwhile, Gennaro affirmed that semantics is the branch of linguistics devoted to the investigation of linguistic meaning, the interpretation of expressions in a language system.⁵ Adrian Akmajian states that semantics is generally considered to be the study of meaning (and related notions) in languages, whereas in the field of logic, semantics is generally considered to be the study of linguistic reference or denotation and truth conditions in

³ Rodrigues Agustin Perez, *Brand Innovation And Sign Mobility Of Slogans: An Analysis Of Coke Slogans* , (Brazil ; Pontificia Universidade Católica De São Paulo), P. 11

⁴ Lyons John, *Semantics*, (New York; Cambridge University Press, 1977), P. 1

⁵ Gennaro Chierchia And McConnell-Ginet, Sally, *Meaning And Grammar : An Introduction To Semantics*(London;Mit Press, 1990) P. 1

languages.⁶ Besides, O'Grady and Dobrovolski defines that semantic is the study of human language.⁷

Based on the above definition, it can be concluded that semantics is a study in which meaning or sentence of a certain language becomes the object. In this case semantic can be used to figure out the meaning and language form are in a slogans.

2. Meaning

A core issue in the field of semantics is the meaning, Lyons on Pateda states semantics can be defined as the study of meaning.⁸ For that we firstly want to answer, what is the meaning? The word 'meaning', in accordance with the verb 'mean' is the most disputed terms in the English language. All meanings are potentially reflected in fitness for communicative intent. According to O'Grady meaning can be defined meaning must be something that exist in the mind rather than the world and that it must be more abstract than pictures and that more abstract to it than just features.⁹ As having explained before, meaning is a process of thinking systematically toward the core meaning of lexical words that something abstract exists in the mind expressed by the speaker in conversations as a form of

⁶ Akmajian Adrian, *Linguistics: An Introduction To Language And Communication*, (London; MIT Press, 1995), P. 213

⁷ O'grady William, Dobrovolsky Michael, *Contemporary Linguistics: An Introduction* (New York; Martin Press, 1989), P. 47

⁸ Lyons John, *Semantics*, p. 40

⁹ Ibid., P. 275

relationship between language and nature outside of language. The meaning of slogans language is important in comprehending the messages of particular thing.

3. Types of Meaning

Leech in his book entitled 'semantics' divided meaning into seven types in which each of them shows the different functions in communication. Those are conceptual meanings, associative meaning; including connotative, stylistic, affective, reflective, and collocative, and thematic meaning. In this study the writer concerns only two types of meanings. They are chosen because the data found on English education slogans are mostly as the denotative and connotative meaning. Below are further explanations of two meaning types stated by Geoffrey Leech.

a. Denotative/Conceptual meaning

Leech mentioned that the conceptual meaning has very complex and complicated compositions, which is clearly comparable and can be associated with a similar arrangement at the level of phonological language and syntactical.¹⁰

For instance: the word adventure means an unusual, exciting or dangerous experience. To sum up; the denotative meaning is the same as the lexical meaning if the lexeme is not associated with something outside the languages. In addition,

¹⁰ Leech Geoffrey , *Semantics: The Study Of Meaning*, (UK; Penguin Press, 1974), P. 19

Keith Alan defines denotation is the relation between language expression and things or events in world-not just the world we live in, but any world and time that may be spoken.¹¹

The writer takes conclusion that denotative or conceptual meaning is meaning which contains in lexeme without associating it with other things or the figurative meanings. It means that lexical meaning is the meaning of a stand-alone lexeme simply by dictionary, because the meaning can change if the lexeme is situated in the sentence.

b. Connotative meaning

Leech defines that Connotative meaning is the communicative value of an expression according to what is referred to, exceed the above contents are purely conceptual.¹² For example: the word “woman” as conceptual meaning has three characteristics Manusia, Perempuan, Dewasa (+HUMAN,-MALE, +ADULT)’ can be more explained as the connotative meaning comprising ‘the nature of putative’ of reference, caused by the views received by the individual or group or all members of society. Thus, connotative meaning is owned by the communicative value of the expression based on what it refers, over and above that is owned by its conceptual meaning.

¹¹ Allan Keith, *Natural Language Semantics*, (New York;Willey, 2001), P. 46

¹² Leech Geoffrey , *Semantics*, P. 23

Based on the explanations, the researcher conclude meaning is vary from time to time, and one society to another societies. These changes have caused the view of individual, group or all societies' members be varied based on their perceptions of the language.

4. Meaning and Its Relation to Language Style

The changing of meaning be seen from two points, namely: changes in meaning caused by the association between meaning and significance, and the association's name and the name. Based on two aspects previously mention. we see the similarity and nearness of meaning. The similarity between the meanings is metaphor and the proximity between the meaning is metonymy. Thus, we can say that the changing of meaning can be classified into metonymy or methapor if the lexeme put addresses on shift in meaning. Besides that, there are some lexemes which use the language style such as, hyperboles, euphemism and synecdoche. Below further explanations of them:

a. Metaphor

The basic structure of metaphor is so simple, there is something we talked about and something used to compare with something that we talk about. A typical dictionary definition of metaphor is “the use of a word phrase to mean something different from the literal meaning” (Oxford Advanced Learner’s Dictionary). Besides, Ogden and Richards mentioned:

Metaphor, in the most general sense, is the use of one reference to a group of things between which a given relation holds, for the purpose of facilitating the discrimination of an analogous relation in another group”.¹³

For example: life is journey, metaphor borrows structuring ideas from the domain of a journey and applies them to life. In this case, life is being compared to a journey because of some point similarities and some common characteristics.

b. Metonymy

In metonymy, a word is used to stand for something that is closely related to it. Besides that, metonymy relies on an actual, literal association between two components within a single domain and no restructuring is involved. metaphor was

¹³ C. K. Ogden, I. A. Richards, *The Meaning Of Meaning: A Study Of Influence Of Language Upon Thought And Of The Science Of Symbolism*, (London; Routledge/Thoemmes Press, 1995), P. 213

based on resemblance, whereas metonymy was based on contiguity which we can gloss without too much distortion as association. Metonymy contains the nearness of meaning of two things, occasionally a thing is used to replace a purposed item.

c. Hyperboles

Hyperboles or overstatements are found in euphemism. A hyperbole is a metonymy or synecdoche with more said than the writer intended the reader to understand. The exaggeration is deliberately used for effect, and is not to be understood as if it were literal description. For example: flight to glory means death and the expression they turned the world upside down is an exaggeration. World is used to stand for people, in this case many people but probably not all the people in the world. The hyperbole is used to make statements or expressions feel more interesting and polite or deliberate exaggeration.

d. Euphemism

A euphemism is talking about something distasteful in a nice way. Larson defines that a euphemism is a figurative expression, there is the substitution of one word for another, or one expression for another.¹⁴ All languages have euphemistic expression which substitute for certain words, and euphemism

¹⁴ Larson. L. Mildred, *A Guide To Cross-Language Equivalence*, (Washington D.C;Catholic University Of America Press, 1984), P. 116

is used to avoid an offensive expression or one that is socially unacceptable, or one that is unpleasant. For example: the Jews avoided mention of the name of God by using the word heaven. All languages have euphemistic expressions which substitute for certain words, especially in the area of sex, death, and the supernatural. For example English language has a way of saying die without using the word which has the primary meaning die but they uses the word pass away.

e. Synecdoche

Figurative senses based on part-whole relationships are also quite common in some languages and are called synecdoche.¹⁵ For example: in the Lord's Prayer it says that Give us this day our daily bread. One specific member, bread of the class food, is substituted for food. The prayer is really talking about food , not just bread which is one part of the whole class food. Synecdoche is used to describe the specific words that cover common words.

From those points above, it is shown that lexeme has many variations. Those are Metaphor, metonymy, hyperboles, euphemism and synecdoche which has relation to language style.

¹⁵ Ibid., P.117

5. Truth Condition

The purpose of semantic theory provides an account of how speaker has the ability to recognize the truth condition on statements. Keith Allan defines that a truth condition on a statement or proposition is the condition that must be met for it to be assigned one of the truth values from the range (true, false).¹⁶ In the meantime we rely on a common-sense understanding of what it means for a statement to be either true or else false. In this case, by examining the truth conditions of cosmetics slogans are easy to determine the condition of the features of meaning build the characteristic in the slogan.

6. The Characteristic of Language Forms

Most languages have grammatical ways of indicating the illocutionary force of an utterance. Let us examine more closely the four types illustrated:

a. Declaratives

The normal interpretation of this sentence would be that the speaker is making statement. The declarative structure is probably what someone would think of as the most normal way of arranging sentence, with the subject preceding the entire predicate. A declarative will be used, other things being equal, to make statement. Now, obviously, a sentence in

¹⁶ Allan Keith, *Natural Language Semantics*, P. 47

declarative form can have a wide range of illocutionary force. Something like “He’s leaving” can function to inform someone of the fact, to ask whether it is true (normally with appropriate intonation), as a promise, or a threat, or a command, or even a congratulation. In this sense, perhaps that the declarative form can be viewed as basic, and prototypical manifestation, it commits the speaker to the truth of the expressed propositions, and thus belongs to the same family of illocutionary meanings as assert, state, declare, claim, etc.

b. Interrogatives

All interrogatives, at least in their prototypical uses, express ignorance on some points, and aim at eliciting a response from a hearer which will remove the ignorance. The basic interrogative structure with just subject operator inversion gives us what is known as a yes-no interrogative is as a question expecting the answer yes or no. Standardly assumed the questions are asking the hearer or reader for information about something; either this can be about whether something is or isn’t true or it can be a request for more specific information.

c. Imperatives

The most common function of imperatives is to direct; so they aren't like statements, which can be true or false. In this case, speakers are directing someone to do something, and this can include a range of things like commands, requests, instruction, prohibition, permission, and even advice. Palmer suggests that the basic meaning of the imperative is the expression of a generally favorable attitude to the action indicated.¹⁷ The prototypical use of the imperative is to elicit actions which are beneficial to the speaker: case like 'come in!' in answer to knock on the door, or 'have a nice holiday!' on this view would not be prototypical uses.

4. Exclamations

Exclamations cannot be performed by any performative verbs; that is, those verbs one of whose functions is to signal specific speech acts, have a certain peculiar properties which set them apart from non-performative verbs Exclamative sentence will typically be used to make exclamations not surprisingly. The function of exclamative sentence is much more restricted than that of any of the other sentence type discussed before.

¹⁷ Palmer. F. R, *Studies In The Story Of Linguistic Science*, (New York; Cambridge University Press, 1989), P.30

The explanation above affirms that the forms of language include the types of sentences, those are declarative, interrogative, imperative, exclamation. Meanwhile those type of sentence have different meaning and their own characteristics. In this case, the researcher was focusing only 3 of language form. Those are declarative, imperative and introgative.

C. The Concept of Slogan

1. Definition of Slogan

Bjorkstrand Kare stated that slogan is as a memorable phrase expressing an idea, purpose or claim. ¹⁸ This affirms slogan will be easier to be seen and remembered. Furhermore, slogan is a way for companies to communicate who they are and differentiate from their competitor. Slogan are design to present a company's or product's benefit compared with the competitors and assist in marketing the company or their product. Frequently the theme takes the form of a slogan, such as Coca-Cola's " coke is it! " Or DeBeers' " A diamond is forever." Some companies use the same theme for several campaigns; others develop a different theme for each new campaign. ¹⁹

Nevertheles, For both Shankel and Denton affirmed that slogans are 'significant symbols' of a society, defined as fittingly worded

¹⁸ Bjorkstrand kare, *does brand strength affect consumers' attitude towards slogan?*, (helsinki; hanken school of economics, 2012) p.7

¹⁹ Burnet John, *Global text; core concept of marketing*, (Switzerland; Jacobs foundation, 2008) P. 198

phrases or expressions that suggest actions, evoke emotional responses and perform persuasive functions. Such symbols are shared by certain groups or cultures, but can also reveal the cultural and ideological formation of a society. In their study on the persuasive function of slogans, Stewart argued that ‘the slogans a group uses to evoke specific responses may provide us with an index of the group’s norms, values, and ideological reality, and how certain ideological orientations affect the thought and culture of a certain group or nation’.²⁰

According to Robert Denton, they also function to simplify complicated ideas, express group ideology and goals, create identification, provoke violent confrontations, and fulfill hopes for the future. In this sense, slogans can be considered as a particular form of public discourse aiming to unify public thoughts and agitate public actions and reactions.²¹ Slogan used to be important because you could put them in TV commercials and get your message across in just a few seconds.²²

From those explanation above, the writer concludes that slogans can be considered as a particular form of public discourse aiming to unify public thoughts and attracts public actions and reactions. In addition, The common denominator of slogan is that all these phrases promote a cause, idea, ideology or a product. On the other hand,

²⁰ Lu xing An *Ideological/Cultural Analysis of Political Slogans in Communist China*, (New York; sage 1999). P. 491-492

²¹ *Ibid.*

²² Godin Seth, *Purple Cow; Transform Your Business By Being Remarkable*, (New York; Pengu In Publishing Group, 2004) P. 87

inspirational or motivational types of slogans are considered to be non-distinctive particularly for services. For example, “ give your best” for sports coaching services, “ go for it” for training services, “ unlock your potential” for education services and “ believe in yourself” for counseling services would be examples of inspirational or motivational statements which are objectionable as trade marks. ²³Thus, A badly planned slogan can negatively influence on the brand or give more value to the competitors. Slogan are important to study as they form an integral part of companies communication. New slogans are usually created when a new product is launched or if a company wants to improve its image.

2. Functions of Slogan in The Advertising

Slogan is crucial things in advertising. For advertising is much like war, minus the venom.²⁴ It should be unique simple acceptable and memorable, in order to be special characteristic of the product launched. One of the main functions of slogans is to generate emotional responses and perform persuasive functions that could contribute to the mobilisation of masses.²⁵

Besides, slogan has three functions in the advertising. Those are:

²³ Bag Miche, *Slogan*, (Singapore;Intellectual Property Office Of Singapore, 2005), P.14

²⁴ Claude c. Hopkins, *Scientific advertising*, (carl galletti, 2003), P. 43

²⁵ Lahlali mustapha el, *The Discourse of Egyptian Slogans: from 'Long Live Sir' to 'Down with the Dictator'*, (Arab Media & Society 2014). P.2

- a. Slogan must embrace story that indicated by advertising and the reader.
- b. Slogan is identifications and helps the people to consider of the enterprise label.
- c. Slogan helps increase image of the enterprise in the audience target.

From those points above, the writer conclude that slogan is absolutely worthwhile in grabbing consumer attention, especially in introducing the product.

3. Constructive Slogans

As shown in Figure, the slogans are designed to achieve two objectives²⁶:

- a. Promoting awareness of brand,
- b. creating, protecting, or changing image or perception of brand that cause it's repositioning.

These purposes cannot be achieved both at the same time. To accomplish them, marketers strive to develop advertising slogans and make efficient use of them. In contrast, the aim of all slogans is to gain or reinforce the adherence of an audience, it must be prepared with this audience in mind. It must be similiary conceived as demonstrations in impersonal manner.

²⁶ Somayeh Abdi, Abdollah Irandoust, *The Importance Of Advertising Slogans And Their Proper Designing In Brand Equity*,(Industrial Management Institute2013), P.65

4. Basic Principles in Designing Effective Advertising Slogans

Getting a load of literature about advertising slogans, it can be claimed that there is no article specifically devoted to the issue of outlining an approach to creating advertising slogans, because slogan are a familiar feature of advertising.²⁷ To partially fill in this gap some suggestions are provided as guidelines for management practices which are adopted and compiled from the relevant literature.

- a. Broaden your horizons: Brand strategy pertains to identifying where you are and where you are off to.
- b. Each slogan is a tool for positioning a brand, so it should position the brand carefully and clearly.
- c. Yoke the brand with slogan
- d. Repeat the advertising slogan
- e. Employing jingles. There are plenty of reasons for positive effect of jingles in improving the memorability of advertising slogans particularly in the short term. If enough time is allocated and slogans are constantly repeated, the recall rate for slogans with jingles may not exceed the rate for the slogans without it.
- f. Use advertising slogans from the start of your business: Advertising slogans act as the basic elements of brand identity.

These studies also show that a brand image is initially created in its

²⁷ Brown milward, *slogan in advertising*, (United states, 2011) p. 1

developmental stages in the marketplace. Practically speaking, marketers primarily utilize advertising slogans to highlight the unique and appealing features of a brand, and accordingly, build up a brand image.²⁸

Those points above assert that creating effective advertising slogans has crucial principles which should be applied because it is able to cause consumers to process the received information more quickly and deeply would be more easily committed to and retrieved from memory, regarding the daily exposure of individual to the loads of commercial messages. Implementing this method prevents from fake recall, which is considered as a serious problem of slogans.

5. The Elements Why We Use Slogans

The elements why we use slogans and in which occasions we use slogans frequently. Those are:

- a. To speak-or to shout, whether by a vigorous graphic expression or from the desire to avoid dull, the trite and the insipid.
- b. To place oneself on a mental or moral or emotional level with ones public or audience or on a friendly level with ones subject matter.
- c. As an outlet for ones thoughts, feelings, emotions, protests, representations, outbursts etc. The motive may be either petty-

²⁸ Somayeh Abdi, Abdolh Indoust, *The Importance Of Advertising Slogans And Their Proper Designing In Brand Equity*, P.75

- snobbery or self-display; or neutral-emulation; or creditable – delight in one’s audience, or in one’s own virtuosity.
- d. To achieve an arresting, even a startling or rather shocking, effect. Analogous to the preceding, but carrying the impulse a stage further and intensifying it, the wish to startle someone or, at least, to be forceful and arresting.
- e. To convey or to communicate, to transfer or transmit to the bystanders or ones companions.²⁹

From those explanation it can be concluded that slogan is funtional to take the impression of costumer. For instance to entertain and amuse a superior public, to speak down or write down, to what one conceives to be important and highlighted to ones publics, to invest the abstract with concreteness, the idealist with realism and earthiness, the remote with aptness and immediacy.

6. Inevitables and Ingredients of Slogans

A message is the key item that you want people to know and agree with. A message is not the same as a slogan. A slogan is usually a few words that sum up the message. Message themes can be few sentences that explain the main idea. These themes should be the basis of all communications such as slogans, posters, pamphlets, speeches,

²⁹ *Ibid.* p 40-42

interviews submissions and petitions. Developing a good slogan is an art. But there are few rules that should make it use easier are

- a. Brevity is first in line-normally 10 words or less. It should never comprise of more than 10 words.
- b. A perfect slogan is suppose to promote a cause, name and define a product as well as promising some benefits for the potential user or buyer. Plenty of phrases will fail to promote the product or cause effectively.
- c. Slogans must have simple, direct, crisp, concise and apt statements.
- d. Slogans must adopt a distinct “personality” or “uniqueness” of its own.
- e. A slogan must be a memorable and a catchy maxim in overall projection.³⁰ These are often multi-million dollar endeavors, and have brought us such memorable advertising campaigns are:
 1. Just do it –nike
 2. The most interesting man in the world- dos equis
 3. Where’s the beef?-wendy’s³¹

Those explanation above affirm that slogan has certain composition which should be in slogan, in order will not break its funtion.. Slogan if viewed as a whole, is seen to be an accumulation of

³⁰ *Ibid.* P.63-65

³¹ Moderandy Inc, *The strategic marketing process*, second edition 2013. P. 54

words and phrases that, arising in every class and springing up in all quarters are understood by the majority; viewed analytically, slogans are seen to rise and fall both in popularity and in dignity. At the start of World War I, when modern communication strategy was in its infancy, a famous poster called on young British men to heed the need expressed by one of Britain's foremost soldiers, Lord Kitchener, and volunteer to serve their country. The famous slogan "Your Country Needs You" was heard around the world. Still today America use a variant of this slogan "Uncle Sam Wants You" or "The Army Needs You."

All these slogans used by different people in different ways and forms at different parts of the world indicate that universally slogans must have some essentially indispensable and inevitable ingredients or elements throughout the world. Catherine Franz in her famous book 'Slogans; Creating and Using them in Life' clearly illustrates the essentials with in a slogan. She says that 'a slogan is a phrase, usually repeated and persuasive that creates a memorable catch phrase, motto or jingle, which expresses a particular item or concept.³² A concept that you want stick in your audiences' mind like the glue to the paper. Best way to get to remember a message is to able to sum it up in a few words or short phrase.

³² Franz Catherine, *Slogans; Creating And Using Them In Life*, (London; Cambridge University Press, 1999), P. 54

CHAPTER III

RESEARCH METHODOLOGY

A. Background Description and Role of The Researcher

The design of this study was a qualitative research. Based on Creswell “Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures.” Data typically collected in the participant's setting. data analysis inductively building from particulars to general themes and the researcher making interpretations of the meaning of the data. The final written report had a flexible structure. Those who engage in this form of inquiry supported a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation”.¹ It showed qualitative research explored phenomena in their natural settings and used multi-methods to interpret, to understand and to explain what the researcher has gained.

Meanwhile, According to lee and carol “the qualitative research is to consistently employ such practices of data collection as participant observation, the discovery and use of unobtrusive measures, informal interviewing, life history construction, content analysis, and videotaping- and to seek from one's data understanding of the phenomena observed rather than some generalizable knowledge or explanation, prediction, and

¹ Jhon W. Creswell, *Research design :Qualitative, Quantitative, and mixedd methods approaches*, (New Delh: Sage Publications, 2003), P.4

control”². It means that qualitative research had many sources that contribute to its shape and substance.

Besides, Qualitative research is an inductive form of inquiry whose results are a blend of research skill, luck and a particular perspective.³ Meanwhile, The allure of qualitative research is that it enables you to conduct in-depth studies about a broad array of topics, including your favorites, in plain and everyday terms ⁴. Thus, This type of research aimed at discovering the underlying motives and desires, using in depth interviews for the purpose.

Hence, The writer used qualitative approach to investigate and to analyse English education slogan by semantics theory. Meanwhile, in this research the researcher was as a complete observer, it means that the researcher observed without any participating.

B. Data Resource

For gathering information reseacher needed accurate data. In this research the writer used some data research. Therefore, the writer offered data resaerch. The data as followed:

² Carroll Lee Ann, *Rehearsing New Roles: How College Students Develop As Writers*, (Southern Illinois University Press, 2002),P 43

³ Anderson Gery and Arsenault Nancy, *Fundamental of educational research*,(UK:the falmer press, 1998) P. 135

⁴ Yin Robbert.K , *Qualitative Research From Start To Finish*, New York :The Guilford Press, 2011. P. 6

1. Primary

The researcher used slogan as the primary resource,. In this research, the researcher searched the homepages as well as for selected references, through printed slogan and the social media of IAIN Metro.

2. Secondary

In secondary resource offered interpretation or analysis based on primary resource. They might explain primary resource and often used them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary resource was data resource that provided the data to researcher indirectly such as documentation and archive. The secondary resource in this reseach was documentation. Documentation was as any written or recorded material, hence, it was a tool to collect some information in the form of written source or documenter such as books, magazines and daily notes.⁵

In this process, the secondary data was the book which is supported the primary data.

⁵ Ibid, P. 57

C. Data Collecting Technique

Creswell stated that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”.⁶ Therefore, In collecting data, the writer needed some technique. The technique that used by the writer as follows:

1. Observation

Observation in which the researcher did was searching the slogan which was analyzed. The slogan itself found through printed slogan and social media of IAIN Metro . The researcher did not limit the source of slogan because English slogan was rarely found. Thus, the slogans were gained from student activity unit, printed slogan and the activities of the major. Besides, the researcher was searching in social media such as FB and blog of IAIN Metro for adding the data.

2. Documentation

The writer used documentation technique for collecting data research. By this documentation technique elicits English education slogan IAIN Metro’s environment and the slogan which was uploaded in social media of IAIN Metro. Eventually, there were 14

⁶John W. Creswell, *Research design :Qualitative,Quantitative,and mixedd methods approaches*. P.178

slogans which were chosen and analyzed by the researcher.

D. Data Analysis Technique

To analyze the data the writer applied the Miles and Huberman models. Miles and Huberman stated that there are three steps of analysis that can be used, namely data reduction, data display, and conclusion drawing and verification⁷. The three steps are used to analyze the data. Thus, the researcher applied those steps in analyzing data.

In this research, the steps could be explained as follows based on the Miles and Huberman models:

- 1) Data reduction, this step refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this step, the researcher collected and selected some English education slogans as the main object of research.
- 2) Data display, in this step a display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Hence, the writer would like to collect in the short explanation or draft form.

⁷ Mathew B. Miles and A. Micael Huberman, *Qualitative data analysis*, London. Sage Publication, 1994, p. 10-11

3) Lastly, Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions.

Based on the steps above, the writer analyzed the data firstly by collecting the data, choosing the main data, focusing the most important data which needed, and then deciding the slogans based on the the research that is called by the data, the writer made presentation about the data which were colleted and reduced in into the simple explanation or made the draft form is called data display. The last step, the writer made the conclusion and found the temporary answer from the research that was conducted.

E. Approach

A qualitative approach is one in which the researcher often consist of knowledge claims based on primarily on constructive perspective (i.e., the multiple meaning of individual experiences, message on social and historical basic built, with an intent of theory or patern) or

advocacy/participatory perspectives (i.e., political , issued-oriented, interactive or change oriented) or both. It also applies strategies of inquiry such as narratives, phenomenology, ethnographies, grounded theory studies, or case studies. The researcher accumulated open-ended, emerging data with the primary intent of exploring themes from the data.⁸

⁸ *Ibid* p.18-19

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. The Historical Background of IAIN Metro

The existence of IAIN Metro is inseparable with the history of IAIN Raden Intan Bandar Lampung. It began from the effort of elite and religious figures were joined Yayasan Kesejahteraan Islam Lampung (YKIL) which was established in 1961 in Tanjung Karang and lead by Raden Muhammad Sayid.

There was two faculties, Tarbiyah and Syari'ah faculty, which were domicilies in Tanjung Karang. Through the persisitent struggle the decree from Minister of Religious Affair RI no. 86/1964 on 13 October 1964, which its content was to change the status of Tarbiyah Faculty from private to state.

In 1967, the Tarbiyah and Syari'ah Faculty were established in Metro. Before both faculties were opened in Metro, by referring to the decision of President of Indonesia NO. 27, 1963 which explained that to found Al

Jami'ah, at least, it should have three faculties. Then, YKIL opened Ushuludin faculty that domicile in Tanjung Karang in 1965.

Considering that Yayasan Kesejahteraan Islam Lampung (YKIL) had wide function, it was formed a special institute which was named Yayasan Perguruan Tinggi Islam Lampung (Yaperti) in 1965. This institute runs on August 27, 1966, with certificate no. 12. The official members were listed as follows :

Chief : K. H. Zakaria Nawawi

Secretary : Rafi'un Rafdli

Secretary : R.H. A. Basyid

Yaperti formed a state-owned committee maker and penjami'ahan committee at once which were officially ratified by Minister of Religious Affairs RI through the Decree no. 162/67 on December 16, 1967 with following personnel:

Chief : H. Zainal Abidin Pagar Alam

Secretary : R. H. A. Basyid

Secretary : Muhtar Hasan. SH

Exchequer : H. Zakaria Nawawi

Based on the Decree of Minister of Religious Affairs of RI No. 187/68 it realized to found IAIN Al'Jamiah was named Institute Agama Islam Negeri Al Jami'ah Al Islamiah Al Humaniah Raden Intan Lampung.

Based on the Decree of Minister of Religious Affairs no. 188, 1968 the long distance class of Tarbiyah Faculty as Tarbiyah Faculty IAIN Raden Intan Lampung in Metro Lampung Tengah was decided to be a self-supporting Tarbiyah Faculty as Tarbiyah Faculty IAIN Raden Intan Lampung in Metro.

In 1993, the Minister of Religious Affairs RI released the Decree no. 397, 1993 about Organization and Administration of IAIN Raden Intan and the Decree of Minister of Religious Affairs RI No. 411, 1993 about STATUTA of IAIN. IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

A handbill of Director General of Bimas Islam no. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN).

To fulfill such stipulation, Dean of Tarbiyah Faculty Metro IAIN Raden Intan Bandar Lampung consulted with the Regent of Regional Leader TK. II Lampung Tengah (Drs. Herman Sanusi) to decide the name of STAIN Metro. Drs. Zakaria Zakir as the Dean consulted to the figures of Metro to ask for suggestion about the name of STAIN Metro, including DPRD TK. II Lampung Tengah, which yield five names want to be. They are:

1. STAIN Raden Imba Kusuma
2. STAIN Lampung
3. STAIN Jurai Siwo
4. STAIN A. Yasin
5. STAIN Sosrosudarmo

Based on suggestion, point of view, and instruction from the regent of Regional Leader, in essence to consider that STAIN was domiciling in Lampung Tengah while Lampung Tengah Resident had tradition and culture which came from nine clans (marga) known well by the society at large as "Jurai Siwo", it seemed that "Jurai Siwo" could be used as the name of STAIN Metro.

That was all the short story about naming STAIN Metro to be STAIN Jurai Siwo Metro, signed by:

1. Regent of Ka. Area of TK.II Lampung Tengah: Drs. Herman Sanusi
2. Chief of DPRD TK.II Lampung Tengah: Letkol Inf. Kusno
3. Rector of IAIN Raden Intan of Bandar Lampung: Drs. H.M. Ghozi Badris
4. Chief Custom of Penyimbang Lampung Tengah: Nurdin Indrapati, SH
5. Dean of FTM IAIN Raden Intan of Bandar Lampung: Drs. Zakaria Zakir.

As the consideration of the Decree of President No. 11, 1997 on March 21, 1997 about the change and authentication of Faculty outside central institute to be STAIN, hence, on June 30, 1997, 33 STAINs all over Indonesia were ratified by Minister of Religious Affair RI all at once in Jakarta, whereas each newly temporary ratified principal of STAIN was the leader of the faculty before it was converted to STAIN with the changing of "Dean" into "pejabat Sementara".

A working meeting (raker) of Rectors and Deans of faculties out side central institute on April 23 to 25, 1997 in Jakarta was performed based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996. In

that chance, it was given a Decree of President RI No. 11, 1997 on March 21, 1997 about the changing and Ratifying Faculties outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). STAIN Jurai Siwo Metro is located in Jl. Ki Hajar Dewantara 15 A Iring Mulyo East Metro, Metro city. It has two faculties, namely Tarbiyah and Syari'ah.

STAIN Jurai Siwo metro has two faculties, Tarbiyah and Syari'ah. Tarbiyah faculty has 4 majors. They are PAI, PBA, PGMI, and PBI. And Syari'ah faculty has 4 majors. They are AS, EI, PBS, and HESy. All of the majors have been accredited by National Accreditation Board.

2. English Teaching at the English Education Program (TBI)

The English Education Program (TBI) is one of the Strata 1 (S1) of the Tarbiyah Faculty of the State Islamic College (STAIN) of Jurai Siwo Metro which was established in 2007. Historically, S1 TBI STAIN Jurai Siwo Metro came from Diploma 3 (D3) English Education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the Implementation License of Study Program of the General Director, TBI is located in STAIN Jurai Siwo Metro at Jl. Ki Hajar Dewantara 15A Metro City.

The English Education Study Program (TBI) has a vision namely: creating professional students in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some missions, namely:

- a. Developing the students' individually through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.

- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- e. Applying integrated education system which is able to give a significant input for educational development.

In line with the statement above, TBI always tries to develop the quality in teaching and learning process. Indeed, it will create dynamic, opened, and polite relationship among the stakeholders in TBI STAIN. Then the total students from 2011-2015 of TBI are 1059 students.

Table 4

Total students of TBI

| Semester | Total |
|-----------------|--------------|
| I | 226 |
| III | 171 |
| V | 250 |
| VII | 276 |
| IX | 136 |
| Total | 1059 |

Source: Archives from English Department of STAIN Jurai Siwo Metro in the academic year of 2016/2017.

Table 5**Total lecturers of TBI**

| Lecturer | Total |
|------------------|--------------|
| PNS Lecturer | 12 |
| Non PNS Lecturer | 14 |
| Total | 26 |

Source: Archives of STAIN Jurai Siwo Metro in the academic year of 2016/2017.

B. Description of Data Analysis

The data of this research was the information collected by doing qualitative research. There were some kinds of slogan that used imperative, declarative and interrogative type. All of the data was taking from the slogan that published in IAIN Metro and the social media of IAIN Metro. In this research, the writer did not limit the source of slogan. the 14 slogans analyzed were taken from sticked slogan, library slogan and student activity unit's slogan.

C. **Description of findings**

According to Creswell, the data of the writer were analyzed which has some steps. The data of qualitative research is different from quantitative. In the qualitative, the data is always in words. Numeric data is an option if available in the research. Meanwhile in quantitative, the data is always used number than words and the research required a statistic calculation. Based on the explanation above, the data from this research was in words form. The researcher used words to make conclusion of each item. Numeric data, if available was only as the additional. The writer only used numeric to count the percentage of each item.

1. Analysis

Based on the data from the observation, there were some result, shorted by characteristics of language form that appeared in the slogans. The data was only English education slogan.

Corpus 1

Slogan : *create your great imagination to conquer the world*

This slogan is JSEC's slogan in workshop graphic design. The slogan implies the characteristics of workshop graphic design by having fulcolor variative and creative word. Lamp picture which is on brochure is usually used for imagination. It agrees with the slogan itself. The word *Create* lexically means to make something happen or exist. In contrast, *conquer* is defined to take control of a country or city and its people by force. It shows by following this workshop, it is able to motivate and to build the good vision and take the world out. Semantically. It can be concluded that this slogan has conotative meaning. The slogan has a figurative of sense which is caused by a sense of *world*, in truth condition *world* does not have a sense, which has a sense only the people who has the slogan.

By examining the meaning type, it could be sketched that this slogan belongs to *imperative* structure; it is marked by the verb at the beginning that aims in giving the order or solicitation to the reader. The imperative structure of slogan is purposed to make demands or asking the reader to do the activities by following this workshop.

Corpus 2

Slogan: *Find the harmony, grow your sympathy and feel the ecstasy*

This slogan is JSEC's slogan. JSEC is as English club of IAIN Metro which stands for Jurai Siwo English Club. This slogan is used for song competition. Lexically, the word *find* means to discover

somebody or something, *grow* means to begin to have a particular quality or feeling over a period of time, and *feel* is defined to note through the mind or the senses. Semantically, it owns denotative meaning because in truth condition creating this song competitions is for building the concord. *Harmony, sympathy and ecstasy* can be found by the students by having togetherness and participation. *find the harmony* is defined as a basic expectation to enjoy the competition. Meanwhile, *grow your sympathy* means an instruction to continue to the next step which is increasing your sympathy through this competition. The last is *feel the ecstasy* affirms that this is the end of their aim to get pleasure and enjoyment.

By examining the meaning of slogan, the slogan belonged to imperative structure. Imperative usually is started with a verb and tells command message. It is started by verb. *Find, grow and feel* is usually used for instruction. It means the creator was trying to make a command and demand to do something not very original but you get the message. The Imperative structure is used to invite the prospective readers to do activities as instruction.

Corpus 3

Slogan : *Lighten up your english*

This slogan is owned by JSEC's slogan. The slogan *Lighten Up your English* uses the exaggerating power of the imagery. The word *lighten up* is phrasal verb. The verb *lighten* and particle *up* is combined. The lexical word of *lighten up* is to become or to make something become brighter or lighter in color. Furthermore, the slogan suggests the exaggerating of imagery used in the Slogan.

By examining the meaning of the word, it could be deduced that this slogan belongs to imperative structure. It covered request, command, prohibitions, and instruction. The imperative structure purposes to invite or ask the students to do activities as the tagline of education slogan. ordered. The creator further emphasized that by using *lighten up* as the power for increasing their ability in mastering English.

Corpus 4

Slogan : *Education is the most powerful weapon that can be used to change the world*

This slogan was gained from in front of the room of English principle room. It has similar purpose with the previous slogan. to be remembered and to express the idea of something are the aims of sticking the slogan. In education side, slogan is functional to influence the reader, thus, the slogan must be creative and inspirative in choosing the word. Educations which is as subject shows education

has crucial part in this slogan. The *most powerful gun* is comparative degree. Word *most* affirms the highest level of comparative degrees. Besides, *weapon* lexically defined as an object such as knife, gun, bomb, etc. That is used for fighting or attacking somebody. Thus, *weapon* is as connotative meaning in this slogan. Because *weapon* is for emphasizing that education is able to be a tool for switch something better. In addition, this slogan is using adjective clause. Subject, verb, and object are there.

By examining the meaning type, it can be deduced that this slogan has declarative structure. It roughly tells the hearer or reader about something or to make statement. The declarative structure is used to tell more function of this education slogan and then reader will be influenced

Corpus 5

Slogan : *What you learnt is what you die with*

This slogan is stiked on the wall of the principle of tarbiyah. As known this room will be often visited by the student. This slogan purposes remind the reader whatever you do is what will you get in the next. This slogan is simple sentence. It has subject, on the other word, Subject and object of this sentence is noun clause. *Learnt* is the verb 2 of irregular verb showing the past. Lexically *learnt* is defined to gain knowledge or skill by studying meanwhile *die with* is phrasal verb

which is defined to stop living. It is convincing something that we obtain in the past will accompany us till we leave the world.

By examining the meaning type of this slogan, it could be classified the slogan into *Declarative structure*. The slogan *What you learnt is what you die with* explains the impact of what we studied in the past. This slogan describes what the education promises and the benefit of learning. Declarative typically purposes to reveal the benefit of something.

Corpus 6

Slogan : *The world is quiet here*

This slogan is IAIN's library slogan. The word *world* lexically means the earth with its countries, people and natural features. on the other word, *quiet* lexically is defined without many people or much noise or activity, not disturbed; peaceful. Hence, This slogan has conotative meaning. The slogan *the world is quiet here* doesn't have the concept of *the world* but it refers to enjoy the sensation of library which has calm condition. It explains that library is comfort room to be used.

By examining semantically, this slogan explains it belongs to declarative structure where it is used by copywriter to show the more benefit and special quality of library condition. In this slogan, the writer uses quiet words that represent the situation of library.

Corpus 7

Slogan : *Quality is our commitment*

It is the slogan of EDC (educational development centre) which is facilitating development in education side, especially for the teacher, lecturer either in metro or outside of metro. EDC focuses on giving the service of consulting, training and doing research. From this description it can be concluded that the service is the main aim for giving the good quality. *Quality* lexically means the standard of something when it is compared to other things like it; how good or bad something is. Meanwhile, *commitment* is defined a promise to do something or to behave in a particular way; a promise to support somebody or something. Semantically. It has denotative meaning. This slogan convinces that EDC promises they have their own standard in servicing in education side.

By examining the type of meaning, the advertiser made the slogan to raise the consumer's impression. In linguistic form this slogan belongs to declarative structure, it can be used to make a statement, may apply to the act of stating something or to what is stated, so on. , as we know the declarative has structure subject + predicate. It can be deduced that declarative type is used to tell the benefit of the organization. Hence, the consumers are interested in consulting.

Corpus 8

Slogan : *Let's come and join with us*

This slogan is owned by Mapala Jurai Siwo Metro. It is on opening recruitment brochure. Mapala is student activity unit of IAIN Metro. Mapala stands for mahasiswa pecinta alam. Lexically, *let's* is short form from *let us*. the word *join* has several meanings. Those are to become a member of an organization, a company, a club, etc, to take a part in something that somebody else is doing or to go somewhere with them, to take a part in an activity with other people. The word *join* is also often used when somebody invites the other person to follow him in an occasion or to be with him. Semantically, this slogan *let's come and join us* has denotative meaning because the slogan tells the invitation to join this UKM.

By examining the meaning of the word, it could be deduced that this slogan belongs to imperative structure. It covers request, command, prohibitions, and instruction. The imperative structure purposes to invite or ask the consumer to do activities as the tagline of brochure.

Corpus 9

Slogan : *act as family, gain the harmony*

This slogan was coming from JSEC's slogan. It is about outdoor activity held in Griya kebun. The activity consist of master ceremony

selection for JOE 7, battle communities and water games. The slogan begins with the word *act* which is lexically defined a particular thing that somebody does. This slogan implies the activity going to do. The did outdoor activity which means building togetherness as family. Meanwhile, *gain* means to obtain or win something, especially something that you need or want. From these meaning. This slogan has connotative meaning. The word *family* doesn't have a meaning as real family but it shows that through this outdoor they can be close as close as family.

By examining slogan based on the meaning type, the slogan could be figured as *imperative* type, it emerges in the first word *act* as function as verb, imperative differs structurally from other type: an imperative will typically call a 'directive'- a term that covers request, commands, prohibitions and instructions. The *imperative* type used in this slogan purposes to invite or to ask the consumers to do the activity as offered.

Corpus 10

Slogan: *study harder, act smarter, shine brighter*

The slogan was obtained from JSEC. It was the slogan of English song singing contest. It was used for celebrating JSEC on earth

5 (JOE). This slogan has good structure. Comparative degree was used in this slogan. Harder, smarter and brighter are the sign of comparative degree, meanwhile, lexically, *study* means the activity of learning or gaining knowledge, either from books or by examining things in the world, *act* is defined a particular things that somebody does, and *shine* means to be very good at something. Semantically, this slogan has denotative meaning because it clearly has lexical meaning.

By examining the meaning type, it can be sketched that this slogan belongs to *imperative* structure; it is shown by the verb at the beginning purposing at giving the order or solicitation to the reader. The imperative structure of slogan is aimed in making demands or asking the reader to do the activities.

Corpus 11

Slogan : *stay close together*

The slogan is owned by PBI CUP 1 supported by BEM IAIN Metro.it was held in 2012. lexically, *stay* is defined to continue to be in particular place for a periode of time without moving away. *Close* means to put something into a position so that it covers an opening; to get into this position. Having lexical explanation it shows this event is purposing to know each other and to learn togetherness. This slogan is denotative meaning.

By examining the meaning of the word, it could be deduced that this slogan belongs to imperative structure. It covers request, command, prohibitions, and instruction. The imperative structure purposes to invite or ask the consumer to do activities as the tagline of brochure.

Corpus 12

Slogan : *sounds of joy*

This slogan was found from IMPAS which is one of student activities unit. IMPAS is student activity unit of art. The slogan was made for ORTABIMPAS XVI. ORTABIMPAS itself is the orientation of recruiting new member. In this case sounds of joy is showing that IMPAS is art world, consequently, art is an exact place for building happiness and expressing the feeling. Lexically, *sounds* means something that you can hear and *joy* is a feeling of great happiness. Semantically, this slogan is belongs to declarative meaning. It explains the sign of IMPAS showing the art.

By examining the type of meaning, the advertiser made the slogan to raise the consumer's impression. In linguistic form this slogan belongs to declarative structure, it can be used to make a statement, may apply to the act of stating something or to what is

stated, so on. It can be deduced that declarative type is used to tell the benefit of the organization.

Corpus 13

Slogan : *Brighten idea, make brilliance*

The slogan was obtained from JSEC. It was the slogan of English song singing contest. It was used for celebrating JSEC on earth 6 (JOE). JSEC has different slogan in each event. Different slogan is affirming that they would convince what the aim of the event is. Lexically, *brighten* is to become or make something lighter or brighter in color, meanwhile, *brilliance* is the quality of being extremely impressive, intelligent or skillful. Semantically, this slogan has denotative meaning. It is clearly a energy positive delivering in the slogan without using conotative meaning.

By examining the meaning of the word, it could be deduced that this slogan belongs to imperative structure. It covers request, command, prohibitions, and instruction. The imperative structure purposes to invite or ask the consumer to do activities as the tagline of brochure.

Corpus 14

Slogan: *no underground*

This slogan is coming from IMPAS which is one of student activity unit. It is the slogan of 15th IMPAS anniversary. The event is about band competition. Lexically, *underground* is under the surface of the ground, however, the words *underground* is usually used to hard music. In this case, *no underground* means hard music is forbidden to perform in this competition. Semantically, it belongs to connotative meaning because *underground* is not under the land.

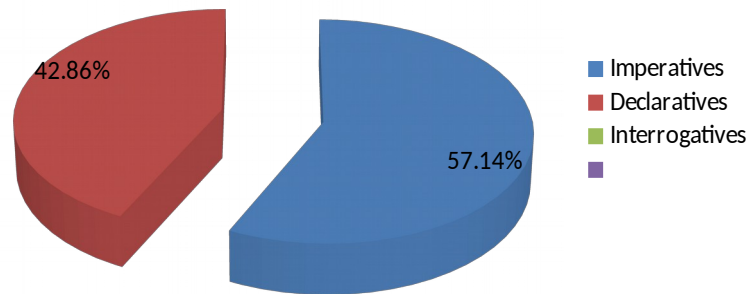
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D. interpretation

In this research, the interpretation of the slogan that was published in IAIN Metro was classifying into table, chart or graphic. Table, chart or graphic could be used to make the data easy to be understood. In this research, the writer presented the table that represent of the data after analyzing.

The following table describes the characteristics of language form

THE RESULT OF ANALYZING CHARACTERISTICS OF LANGUAGE FORM



Based on the data, the characteristics of language form could be divided into 3 types, as follows:

1. The imperatives language form
2. Declaratives language form
3. Interrogatives language form

The conclusion of the data analysis described that most of slogan in IAIN Metro was imperative language form. It was shown by the result of the data gained that 8 slogans from 14 slogans were started by verb. It implied instruction or command. Those characteristics were proving that the slogan was imperative language form. Nevertheless, 6 slogans were declarative language verb because the interpretation of the slogan was statement. In addition, the structure of the slogan was

subject and predicate. Consequently, It indicated that interrogative language form was not extant in IAIN Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Finally, the writer found out that the features meaning of the slogans appeared as the magic word or main words of each slogans which could describe the characteristic of language form of education slogan. The features of meaning that build the characteristic of education slogans were connotative and denotative. The denotative meaning of slogans absolutely talked about the messages delivered directly to attract the readers' attention. The connotative meaning would be largely explained by using the figurative of speech. Those all were used in education slogans to create good slogan. The creator of slogan chose the creative and interesting words to be the language of their slogans. The language of slogan represented the aim of slogan itself.

In the analysis, the writer took results that the educational slogans have some types of structure which can grab the readers the slogan. There are three types, namely: declarative language form which is only 43% for 6 slogans. Declarative of slogan means typically purposes to reveal the benefit of education. The second is imperatives language form which is 57% for 8 slogans. Imperative type is used to tell the readers that they should do the activity as the slogan recommends, and the Interrogative is

not exist in IAIN's slogan from 14 slogan analyzed. Interrogatives types is used to get more attention or impression of the readers.

B. Suggestions

Pointing at the result of the research, analysis of the language form of slogan, and the conclusion, the researcher suggested that the students was expected to improve their understanding what were kinds of language form of English education slogan and knew deeply about the meaning of English education slogan which was around us.

The researcher also suggested the English lecturer was hoped to use slogan in teaching the characteristics of language form. Because teaching should be innovative. Being innovative in using the material was able to gained from various sources. One of them was from the environment. It might be college or school.

Anyway, The writer suggested to the next researcher if they were interested in education slogans, they should analyze the correlation between types of meaning with the effects were made through slogan language. This research actually did cover all the things in terms of scope analysis, and then there were still any spaces for others who wanted to try to conduct education slogans research. Because slogan was unique and multidimensional study, the writer also hoped the next researcher will have opportunity to enhance this research by searching other analysis; such as analyzing education slogans by discourse analysis or semiotics.

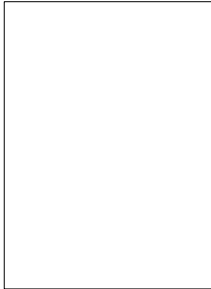
Besides that, the writer gave some suggestions for the people who were interested in creating slogan that they should have knowledge background in the slogan language, especially in simple structure grammar and spelling because it was education slogan. On the other words , this research was one of the linguistic phenomena.

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CURRICULUM VITAE



The name of the writer is Iin Inawati. The writer was born in Salatiga, Central Java on september 9th, 1993. She is first child of happy couple, Mr. Suryadi and Mrs. Endang Ginarti.

She was enrolled her study in Sekincau, at SDN 1 Sekincau in 2000 and graduated in 2005. She continued her study at SMP N 1 Sekincau in 2005 and graduated in 2008. She continued her study at SMA N 1 Bandar Sribhawono in 2008 and graduated in 2011. In the same year of 2011, she was working in the factory for 3,5 months and 2012 she was registered as S-1 student of English Education Program of institute Islamic College Jurai Siwo Metro.