

AN UNDERGRADUATE THESIS

**A SEMANTIC ANALYSIS ON SIGN AND SYMBOL
AT JUNIOR HIGH SCHOOL 3 SUKADANA EAST LAMPUNG**

By:

**DEVI NURJANAH
Student Number: 1601070009**



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2020 M**

AN UNDERGRADUATE THESIS

**A SEMANTIC ANALYSIS ON SIGN AND SYMBOL
AT JUNIOR HIGH SCHOOL 3 SUKADANA EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Department

By:

DEVI NURJANAH

Student Number: 1601070009

Tarbiyah And Teachers Training Faculty
English Education Department

Sponsor : Drs. Kuryani, M.Pd

Co-sponsor : Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2020 M**



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: ainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS SEMANTIC ON SIGN AND SYMBOL AT THE JUNIOR HIGH SCHOOL 3 SUKADANA EAST LAMPUNG.
Name : Devi Nurjanah
Students Number : 1601070009
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Thesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor

Drs. Kuryani, M.Pd
NIP. 196202151995031001

Metro, 04 August 2020

Co-Sponsor

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

The Head of English Education Department





**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi
Devi Nurjanah**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Nama : Devi Nurjanah
NPM : 1601070009
Judul Skripsi : AN ANALYSIS SEMANTIC ON SIGN AND SYMBOL AT THE
JUNIOR HIGH SCHOOL 3 SUKADANA EAST LAMPUNG.

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Pembimbing 1

Drs. Kuryani, M.Pd.
NIP. 196202151995031001

Metro, 04 August 2020

Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosyah of Devi Nurjanah**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Devi Nurjanah
Students Number : 1601070009
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ANALYSIS SEMANTIC ON SIGN AND SYMBOL AT THE
JUNIOR HIGH SCHOOL 3 SUKADANA EAST LAMPUNG.

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

Sponsor

Drs. Kuryani, M.Pd.
NIP. 196202151995031001

Metro, 04 August 2020

Co-Sponsor

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No. B- 3214/111-28-1/D/PP-00-9/12/2020

An Undergraduate thesis entitled: "A SEMANTIC ANALYSIS ON SIGN AND SYMBOL AT JUNIOR HIGH SCHOOL 3 SUKADANA EAST LAMPUNG", written by Devi Nurjanah, student number 1601070009, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, November 25th 2020 at 10.00- 12.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Drs. Kuryani, M.Pd

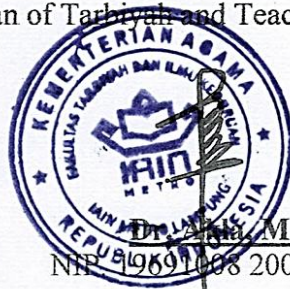
Examiner I : Dr. Umi Yawisah, M.Hum

Examiner II : Ahmad Subhan Roza, M.Pd

Secretary : Yeasy Agustina, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty,



Dr. Yeasy Agustina, M.Pd.

NIP. 19691008 200003 2 005

**A SEMANTIC ANALYSIS ON SIGN AND SYMBOL
AT JUNIOR HIGH SCHOOL 3 SUKADANA EAST LAMPUNG**

ABSTRACT

By:

DEVI NURJANAH

The objective of this research is to analyze sign and symbol at junior high school 3 Sukadana East Lampung. This study aims to find the students understand the meaning of sign and symbol.

This research applied qualitative research in the form of descriptive qualitative research. In collecting the data the researcher applied observation, documentation and interview. The researcher analyzes the data by Creswell analysis technique. The participants of this research were ninth graders of SMPN 3 Sukadana east Lampung.

The research findings showed that there were 60% of students who understand the sign and symbol of no parking, 40% of students who understand the sign and symbol of no turning left, 40% of students who understand the sign and symbol of turn left, 27% of students who understand the sign and symbol of no turning right, 33% of students who understand the sign and symbol of T-junction , 40% of students who understand the sign and symbol of crossroad, 20% of students who understand the sign and symbol of no U-turn, 20% of students who understand the sign and symbol of road narrows on both side, 33% of students who understand the sign and symbol of staggered junction, 40% of students who understand the sign and symbol of roundabout. It can be assumed that the students commonly do not understand the sign and symbol. Based on the result, students must increase their knowledge of sign and symbol, not only in Indonesian but in English as well.

(keyword: Semantic, Sign and Symbol)

**ANALISIS SEMANTIK TANDA DAN LAMBANG
DI SMP NEGERI 3 SUKADANA LAMPUNG TIMUR**

ABSTRAK

OLEH:

DEVI NURJANAH

Tujuan penelitian ini adalah melakukan analisis semantic tanda dan lambang di SMP Negeri 3 Sukadana Lampung Timur. Dalam penelitian ini bertujuan untuk mengetahui apakah siswa memahami makna tanda dan lambang.

Jenis penelitian adalah penelitian kualitatif dalam bentuk deskriptif. kualitatif Dalam mengumpulkan data peneliti menggunakan observasi, dokumentasi dan wawancara. Peneliti menganalisa data dengan teknik analisis Cresswell. Para partisipan dari penelitian ini adalah siswa kelas IX SMPN 3 Sukadana Lampung Timur.

Temuan penelitian ini menunjukkan bahwa ada 60% siswa yang memahami tanda dan simbol dilarang parkir, 40% siswa yang memahami tanda dan simbol dilarang belok kiri, 40% siswa yang memahami tanda dan simbol belok kiri, 27% siswa yang memahami tanda dan simbol dilarang belok kanan, 33% siswa yang memahami tanda dan simbol pertigaan, 46% siswa yang memahami tanda dan simbol perempatan, 20% siswa yang memahami tanda dan simbol dilarang putar balik, 20% siswa yang memahami tanda dan simbol penyempitan jalan di dua sisi, 33% siswa yang memahami tanda dan simbol persimpangan terhuyung, 40% siswa yang memahami tanda dan simbol bundaran. Kesimpulan dalam penelitian ini menunjukkan bahwa siswa pada umumnya belum memahami tanda dan lambing. Berdasarkan hasil penelitian, siswa harus meningkatkan pengetahuan tentang tanda dan lambang bukan hanya dalam Bahasa Indonesia tapi juga dalam Bahasa Inggris.

Kata kunci: semantik, tanda dan lambang

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Nama : DEVI NURJANAH
NPM : 1601070009
Study Program : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, December 2020
Researcher,



Devi Nurjanah
NPM. 1601070009

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : DEVI NURJANAH
NPM : 1601070009
Study Program : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan

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

Metro, December 2020
Researcher,



Devi Nurjanah
NPM. 1601070009

MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ﴿٧﴾

“ So whoever does good as much as zarrah, (undoubtedly he will see the reward) “

(QS. Al-zalzalah : 7)

“Be better than you were yesterday”

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

My beloved father Jahri and my beloved mother Andari, who always pray me, support me, finance me makes me someone who has knowledge and morals and guidance to be success in my study. I do love you and you are the light of life. My beloved young sister Nova Indriyani and young brother Akbar Firdiansah, always give me support, care to me and miss me.

My future husband that always support me (Nanda Sumajaya)

My beloved friends that always support me (Wahyuni, Nurjanah, Dwi Yulianti) and Squad Manjalita too (Manoma, Linday, Tanti, Tiyak, Tiwul, Cicik, Ayul)

*My beloved lecturers of English Department of State Institute
For Islamic Studies of Metro*

My Almamater IAIN Metro, the place where I got much knowledge and good experience.

ACKNOWLEDGEMENT

Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given his gift to the researcher that he could accomplish their undergraduate thesis, May peace will not stop to be upon our prophet, Muhammad SAW, who has led us from the darkness to the lightness.

This Undergraduate Thesis Entitled “A Semantic Analysis on Sign and Symbol at Junior High School 3 Sukadana East Lampung”.

The deepest gratitude would be addressed to her beloved parents, for understanding and supporting the researcher to finish the Undergraduate Thesis, and always pray for her to be a successful person someday (Aamiin). The greatest gratitude would also be addressed to both of his advisors, Drs. Kuryani, M.Pd and Ahmad Subhan Roza, M.Pd. May Allah SWT give them reward for supporting and guiding to finish this undergraduate thesis.

Last but not least, the researcher does apologize for all mistake she has made in writing and presentation items. All comments and criticizes are really welcomed to lighten up the quality of this undergraduate. Hopefully, this undergraduate can be a meaningful benefit for the researcher especially, for our campus and readers generally in improving language learning

Metro, December 2020

Researcher,



Devi Nurjanah

NPM. 1601070009

TABLE OF CONTENTS

| | |
|--|--------------|
| COVER | i |
| TITLE | ii |
| APPROVAL PAGE | iii |
| NOTA DINAS..... | iv |
| NOTIFICATION PAGE | v |
| RATIFICATION PAGE..... | vi |
| ABSTRACT | vii |
| STATEMENT OF RESEARCH ORIGINALITY | ix |
| MOTTO | xi |
| DEDICATION PAGE..... | xii |
| ACKNOWLEDGEMENT | xiii |
| TABLE OF CONTENT | xiv |
| LIST OF TABLES | xvii |
| LIST OF FIGURES | xviii |
| LIST OF APPENDICES | xix |
| CHAPTER I INTRODUCTION | |
| A. Background of the study | 1 |
| B. Focus of the Study | 3 |
| C. Problem Formulation | 3 |
| D. The objectives and Benefits of the study | 4 |
| 1. The Objectives of the study | 4 |
| 2. The Benefits of the study..... | 4 |

| | |
|--|-----------|
| E. Prior Research | 5 |
| CHAPTER II THEORETICAL REVIEW | |
| A. The Concept Semantics | 8 |
| 1. Definition of Semantics | 8 |
| 2. Types of Meaning in Semantics | 9 |
| B. The Relationship and Differences Between Semantics and Semiotics | 13 |
| 1. The Relationship Between Semantics and Semiotics..... | 13 |
| 2. The Differences Between Semantics and Semiotics | 14 |
| C. Semiotics | 14 |
| D. The Concept of Sign and Symbol | 16 |
| 1. Definition of Signs | 16 |
| 2. Types of Signs | 17 |
| 3. Definition of Symbols | 20 |
| 4. Examples of Signs and Symbols | 22 |
| E. Steps for Understanding Signs and Symbols | 24 |
| CHAPTER III RESEARCH METHOD | |
| A. Type and characteristics of research | 26 |
| B. Data resource | 27 |
| C. Data collecting technique | 28 |
| 1. Observation..... | 28 |
| 2. Documentation | 29 |
| 3. Interview | 29 |
| D. Data analysis technique..... | 30 |

| | |
|-----------------------------------|-----------|
| E. Research Approach | 31 |
|-----------------------------------|-----------|

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION

| | |
|--|-----------|
| A. Data analysis technique..... | 35 |
|--|-----------|

| | |
|--|----|
| 1. Description of the Research Location..... | 35 |
|--|----|

| | |
|---|----|
| a. Brief History of SMPN 3 Sukadana | 35 |
|---|----|

| | |
|--|----|
| b. Organization Structure of SMPN 3 Sukadana | 36 |
|--|----|

| | |
|---|----|
| c. Location Sketch of SMPN 3 Sukadana | 37 |
|---|----|

| | |
|--|----|
| d. Total of the Teacher at SMPN 3 Sukadana | 38 |
|--|----|

| | |
|--|----|
| e. Total of the Student at SMPN 3 Sukadana | 39 |
|--|----|

| | |
|--|-----------|
| B. Students' Understanding of Sign and Symbol | 39 |
|--|-----------|

| | |
|----------------------------|-----------|
| C. Discussion | 49 |
|----------------------------|-----------|

CHAPTER V CONCLUSION AND SUGGESTION

| | |
|----------------------------|-----------|
| A. Conclusion | 51 |
|----------------------------|-----------|

| | |
|---------------------------|-----------|
| B. Suggestion..... | 51 |
|---------------------------|-----------|

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

| | |
|---|----|
| Table 1 Building Condition of SMPN 3 Sukadana | 36 |
| Table 2 The data of Teachers in SMPN 3 Sukadana | 37 |
| Table 3 The Student's Quantity of SMPN 3 Sukadana..... | 37 |
| Table 4 Students' Understanding of Sign and Symbol | 39 |
| Table 5 Students' Understanding of Sign and Symbol | 43 |
| Table 6 Students' Understanding of Sign and Symbol | 46 |
| Table 7 Students' Understanding of Sign and Symbol | 47 |
| Table 8 Students' Understanding of Sign and Symbol | 49 |
| Table 9 Students' Understanding of Sign and Symbol | 52 |
| Table 10 Students' Understanding of Sign and Symbol | 53 |
| Table 11 Students' Understanding of Sign and Symbol | 54 |
| Table 12 Students' Understanding of Sign and Symbol | 54 |
| Table 13 Students' Understanding of Sign and Symbol | 54 |

LIST FIGURES

| | |
|--|----|
| Figure 1 Warning Sign and Symbol | 23 |
| Figure 2 regulatory Sign and Symbol | 24 |
| Figure 3 The Component in the Data Analysis | 30 |
| Figure 4 Step to Conduct Approach John | 34 |
| Figure 5 Structure of SMPN 3 Sukadana | 44 |
| Figure 6 Location Sketch of SMPN 3 Sukadana | 51 |
| Figure 7 No Parking | 58 |
| Figure 8 No Turning Left | 59 |
| Figure 9 Turn Left | 59 |
| Figure 10 No Turning Right | 59 |
| Figure 11 T-junction | 59 |
| Figure 12 Crossroad, | 59 |
| Figure 13 No U-turn | 59 |
| Figure 14 Road Narrows on Both Side | 59 |
| Figure 15 Staggered Junction | 59 |
| Figure 16 Roundabout | 59 |
| Figure 17 Students' Understanding of Sign and Symbol | 59 |

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool with each other. English is one of the languages worldwide. English is used and learned by people in words. Nowadays English has become an international language used by all countries as a first, second, or foreign language. Indonesia is one of the countries that determines English as the foreign language in Indonesia. The use of English is also very important.

Moreover, language is a system that consist of the development, acquisition, and a symbol system that is at will and with that system a social group cooperates, maintains and uses of complex systems of communication. Language can also be understood as an interaction of sound, and meaning. Lingua is another word for the language. Linguists are people who are experts in linguistics. The scientific study of language is called linguistics.

Therefore, linguistics is the study of language. Linguistics is an analysis of language form, language meaning, and language in context. In linguistics language sign are constituted of four different levels, not just two: phonology, morphology, syntax, and semantics.

Furthermore, semantics is a branch of linguistics that studies the meaning contained in language, code, or other types of representation. Semantics is usually associated with two other aspects: syntax, the

formation of complex symbols from simpler symbols, and pragmatics, the practical use of symbols by people in certain contexts. Semantic language is the study of meaning used to understand human expression through language. Other semantics forms include programming language semantics, formal, logic, and semiotic.

Therefore, semiotics is the study of signs, symbols of all kinds and in all their aspects, and significance. Semiotics also is the study of how meaning is created.

Basically, semantics are divided into 3 concepts namely sign, signal, and symbol. Sign is a substitution for other things that require interpretation. Symbol is a sign produced by the interpreter of the signal that we can and becomes a substitute for that signal.

On the other hand, a sign is a form of language specifically intended to communicate certain information. Sign are usually informative, regulatory, warning or prohibitory. A sign must obey accordingly. Symbol is a sign that has meaning. It can be interpreted in different ways since its meaning may not be universally shared by different people.

Therefore, in this study, the researcher focuses on the study of analysis semantics on sign and symbol. The researcher focuses on signs and symbols such as no parking, no entry, and no exit. Because, at this time there are so many people who do not understand the meaning of these signs and symbols.

Moreover, Based on the pra-survey on 1st October 2019 at Junior High School 3 Sukadana East Lampung. The researcher assumes that the students who understand the meaning of signs and symbols are 10 people or 25%, and the people who do not understand the meaning of signs and symbols are 30 people or 75%. From the explanation above, the researchers assume that many students do not understand the meaning of sign and symbol. There are only a few people who understand the meaning of sign and symbol. It means that almost everyone already does not understand the meaning of sign and symbol.

Therefore, based on the pre-survey, the researcher is interested in researching about the semantics form of sign and symbol, how much students understand the sign and symbol.

B. Focus of the Study

Based on the background of the study above, the researcher focuses on the Analysis Semantic on Sign and Symbol at the Junior High School 3 Sukadana East Lampung.

C. Problem Formulation

Based on the background of the study, the researcher states the research problems as follows:

1. Do the students understand the meaning of Sign and Symbol?
2. Why the students do not understand the meaning of Sign and Symbol?

D. Objectives and Benefits of the Study

1. Objectives of the Study

Based on explanation above, the objectives of this research are:

- a. To know the students understand the meaning of Sign and Symbol.
- b. To know why the students do not understand the meaning of Sign and Symbol.

2. The Benefits of the Study

The benefits of study are as follows:

a. Theoretically

The researcher hopes that the results of this study can provide knowledge of the meaning of signs and symbols to students at Junior High School 3 Sukadana East Lampung. And also, the researcher hopes that this result can give the information to the readers about how to study deeper about the semantics on sign and symbol.

b. Practically

1) For the lecturers

The researcher hopes that is research would be beneficial for the lecturers to enrich the references of meaning signs and symbols found at Junior High School 3 Sukadana East Lampung.

2) For the students

To inspire the students about the important of signs and symbols contained in the street and give the information about the meaning of each signs and symbols.

3) For the readers

To give contribution to the readers, particularly students of English Education Department of IAIN Metro, in enriching reference concerted related to sign and symbol.

E. Prior Researches

The researcher takes review of related research from other research as principle or comparative in this research are:

1. The first a research was done by Yeni Ariska entitled "*The Symbol of Marriage in Henry James' = Novel the Golden Bowl Viewed from Saussure's Semiotic Theory*". It can be concluded that many symbols used in Henry James' Novel the golden bowl and gives some information about the meaning of symbol used in Henry James' Novel the golden bowl. For example, based on research found symbol used in Henry James' Novel the golden bowl, namely imperfect crystal (which looks like gold) + deceit of marriage.¹
2. The second previous research was done by Audia Eriana entitled "*Peirce's Semiotics Analysis of Icon and Symbol on Perfume*

¹ Yeni Ariska, "The Symbol of Marriage in Henry James' Nover the Golden Bowl Viewed from Saussure's Semiotic Theory", (English Letters and Language Department Faculty of Humanities Maulana Malik Ibrahim State Islamic University of Malang, 2015).

Advertisements". It can be concluded that many symbols used in perfume advertisements and gives some information about the meaning of symbol used in perfume advertisements. For example, based on research found symbol used in perfume advertisements, namely billionaire boyfriend (which personates by having a super-rich boyfriend is great), cool cotton (which personates cool scent, fresh and comfortless), gold (which personates for its object prestigious and luxury), fun (which stands for its object pleasure and enjoyment)²

3. The third previous research was done by Risda Aulia Wulandari entitled "*Symbols of Misery in Elie Wiesel's Night*". It can be concluded that many symbols used in Elie Wiesel's night and gives some information about the meaning of symbol used in Elie Wiesel's night. For example, based on research found symbol used in Elie Wiesel's night, namely silence (it symbolizes inability), corpse (symbolize as the body without soul), fire and flames (symbolize the death).³
4. The last previous research was done by Hasida entitled "*Analisis Semiotika pada Simbol Upacara Nyorong dalam Perkawinan Adat Samawa*". It can be concluded that many symbols used in perkawinan adat samawa and gives some information about the meaning of symbol

² Audia Eriana, "Peirce's Semiotics Analysis of Icon and Symbol on Perfume Advertisements", (English Letters Department Letters and Humanities Faculty State Islamic University Syarif Hidayatullah Jakarta, 2015).

³ Risda Aulia Wulandari, "Symbols of Misery in Elie Wiesel's Night", (English Language and Letters Department Faculty of Humanities Maulana Malik Ibrahim State Islamic University of Malang, 2016).

used in perkawinan adat samawa. For example, based on research found symbol used in perkawinan adat samawa, namely loto kuning (symbol of happiness felt by women on the acceptance of men and expected welfare or fertility on the bride and groom when undergoing household later), pita (meaning that something we want is not easy to be obtained), lawing rare (meaningful as advice to the bride and groom so that later in the a coconut tree that can benefit the lives of many people), bunga rampe (meaningful to beauty or purify the bride).⁴

Based on the research above, there are similarities and differences between the previous research and this research. The similarity between the previous research and this research is equally analyzing about sign and symbol. Furthermore, the differences between the previous research and this research is the object of research, in the first previous research, the object research is symbol used in Henry James' Novel. In the second previous research, the object research is symbol used in perfume advertisement. In the third previous research, the object research is symbol used in Elie Wiesel's night and the last, the object research is symbol used in Upacara Nyorong dalam Perkawinan Adat Samawa.

⁴ Hasida, "Analisis Semiotika pada Simbol Upacara Nyorong dalam Perkawinan Adat Samawa", (Prodi Pendidikan Bahasa Sastra Indonesia dan Daerah Jurusan Pendidikan Bahasa dan Seni Fakultas Keguruan dan Ilmu Pendidikan Universitas Mataram, 2018).

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Semantics

1. Definition of Semantics

There are many branches of linguistics. They are phonology, morphology, syntax and semantics. In this research, the researcher focusses on discussion about semantics.

There are some linguists who define about semantics with some perspectives. First of all, according to Yule, the term semantics is the study of the meaning of words, phrases and sentences.⁵ Second, James R. Hurford and friends gives definition that semantics is the study of meaning in language.⁶

Next, Patrick explains that semantics is the study of word meaning and sentence meaning, abstracted away from contexts of use, is a descriptive subject. It is an attempt to describe something and understand the nature of the knowledge about meaning in a language that people have from knowing the language.⁷

Then, John defined semantics is the study of meaning communicated through language. One of the insights of modern linguistics is that a speaker of a language has different types of

⁵ George Yule, *The Study of Language; fourth edition*, (United States of American: Cambridge University Press, 2010), p 112.

⁶ James R. Hurford, dkk, *Semantics a Coursebook; second edition*, (United States of American: Cambridge University Press, 2007), p 1.

⁷ Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, (New York: Edinburgh University Press, 2006), p 15.

linguistics knowledge, including how to pronounce a word, how to construct sentences, and about the meaning of individual words and sentences. To reflect this, the linguistics description has different levels of analysis.⁸

On the other hand, Kate explains semantics is deals with the literal meaning of words and the meaning of the way they are joined or taken together from the core meaning, or the starting point in which the whole meaning of a particular utility is constructed.⁹

At the end based on the definition above, the researcher can conclude that semantics is a branch of linguistics that studies about the meaning and language. Which is the meaning of words or sentences.

2. Types of Meaning in Semantics

There are types of meaning in semantics including:

a. Conceptual Meaning

Leech explains that conceptual meaning is the same as what another scholars call 'denotative', or 'designative', or 'cognitive', or 'descriptive', meaning. And this meaning was assumed to be the central a factor in linguistics communication. It is integral to the essential functioning of a language while other types of meaning are not. Leech said conceptual meaning as primary because it was comparable in the organization and structure to the syntactic and phonological levels of language. The two structural principles that

⁸ John I. Saeed, *Semantics; fourth edition*, (New Delhi: Blackwell Publishers, 2016), p 3.

⁹ Kate Kearns, *Semantics; second edition*, (New York: Palgrave Macmillan, 2011), p 1.

seem to be base of all linguistics patterning namely the principle of contractiveness and the principle of structure are also the basis of conceptual meaning.

b. Connotative Meaning

Leech calls connotative meaning was the communicative value an expression has by virtue of it refers to over and above its purely conceptual contents. These are the features of a referent or denotatum or segment of the real world which are not included in the conceptual meaning. Of the different features of the referent few are constative or criteria features which provide the basic criterion of the correct use of a word. Connotative meaning was concerned with the real-world experiences one associates with the linguistics expression one uses or hears. Connotative meaning was peripheral when compared with the conceptual meaning.¹⁰

c. Social and Affective Meaning

Social and affective meaning are concerned with two aspects of communication which are derived from the situation or environment in which are derived from the situation or environment in which an utterance or a sentence was produced in a language. Of these two, social meaning was that information which a piece of language (i.e. a pronunciation variation, of word, a

¹⁰ R Umagandhi & M Vinothini, "Leech's Seven Types of Meaning in Semantic", *International Journal of Multidisciplinary Research and Development*, (Nadar Saraswathi College of Arts and Science), Vol 4 No 3/3 March 2017, p 71-72.

phrase, a sentence, etc.,) conveys about the social circumstance of its use. Social meaning was understood through the recognition of different a dimension and level of a style within the same language. Aspects of language variation like a social or regional dialect variation, style variation like formal, informal, colloquial, slang, in a social situation a functional meaning of an sentences may differ from its conceptual meaning. Affective meaning was an aspect of meaning which reflects personal feelings of a speaker, includes the attitude of the listener or his attitude to something a listener was talking about.

d. Reflected and Collective Meaning

Reflected and collective meaning are due to relation between words or interconnection on the lexical level of language. Of the two, a reflected meaning was the meaning which arises in cases when a word has multiple conceptual meaning or polysemous, when one sense of a word forms a part of our response (or reaction) to another sense. Collocative meaning consists of an association a word acquires on account of the meaning of words which tend to occur in its environment.¹¹

e. Associative Meaning

Associative meaning has open ended and variable character. They cannot be analyzed in clear cut either this or that

¹¹ *Ibid*, p 72.

term. Associative meaning was a less stable and varies with the individual's experience.

f. Thematic Meaning

Thematic meaning is “what was communicated by the way in which a speaker or a writer organize the message, in terms of ordering, focus, and emphasis”. The thematic meaning can be expressed by means of stress and intonation to highlight information in one part of a sentence.¹²

At the end based on explanation above the researcher can conclude that conceptual meaning was assumed to be the central a factor in linguistics communication. Then, connotative meaning was the communicative value an expression has by virtue of if refers to over and above its purely conceptual contents. Moreover, social meaning was that information which a piece of language and affective meaning was an aspect of meaning which reflects personal feelings of a speaker, includes the attitude of the listener or his attitude to something a listener was talking about. Then, reflected and collective meaning are due to relation between words or interconnection on the lexical level of language. Moreover, associative meaning has open ended and variable character. And, thematic meaning is “what was communicated by the way in which a speaker or a writer organize the message, in terms of

¹² *Ibid*, p 72.

ordering, focus, and emphasis". Therefore, based on the definition above, the researcher uses Connotative Meaning.

B. The Relationship and Differences Between Semantics and Semiotics

1. The Relationship Between Semantics and Semiotics

Semiosis being triangular (world, subjectivity, sign-function, or, in Peircean terminology, object/ interpreter/ representamen), semiotics as a discipline investigating semiosis will be tridimensional: semantics, pragmatics, syntax. Semiotics finally, is fully realized once all three dimensions, the semantical, pragmatival, and syntactical ones, function in combination, i.e. once the constitutive force of the sign-function is recognized.¹³

Furthermore, as a science semiotic states fact about symbols and is divided into three subordinate branches, syntactics, semantics, and pragmatics. Semantics deals with the relation of symbols to concepts or objects which they may or do donate. Such conventions are necessary within a language in order to address one real-world object with the same symbol. However, de Saussure did not explicitly address the problem as to how the relationship between a signifier and a signified were bound, thus creating a sign. Semantics and syntax are based on conventions as well, because a community needs shared

¹³ Herman Parret, *Semiotics and Pragmatics*, (Belgian National Science Foundation Universities of Louvain and Antwerp: John Benjamins Publishing Company Amsterdam/Philadelphia, 1983), p 8.

understanding of symbols and their relationships as a prerequisite for meaningful communication.¹⁴

2. The Differences Between Semantics and Semiotics

Semantics discusses how the sign relates to the referent, or what the sign represents. While, semiotics uses two worlds, the 'world of things' (world of things) and the world of signs (world of signs) and explains the relationship between the two. If we ask, what does that sign represents? Then we are in the semantics world. Dictionary books, for example, is a semantics reference; the dictionary tells us what the meaning of a word is or what is represented or represented by a word. The basic principle in semiotics is that representation is always mediated or mediated by an individual's sense of interpretation, and each interpretation or meaning of a sign will change from one situation to another.¹⁵

C. Semiotics

This process of creating and interpreting a symbol, sometimes called significations, is far wider than language. Scholars like Ferdinand de Saussure have emphasized that the study of linguistics meaning is a part of this general study of the use of sign systems, and this general study is called semiotics.¹⁶

¹⁴ Peter Green, *Business Systems Analysis with Ontologies*, (Australia: Idea Group Publishing, 2005), p 182-183.

¹⁵ Bambang Mudjiyanto & Emilsyah Nur, "Semiotics in Research Method of Communication", (Balai Besar Pengkajian dan Pengembangan Komunikasi dan Informatika Makassar), Vol 16 No 1 April 2013, p 78.

¹⁶ John I. Saeed, *Semantics.*, p 5.

Moreover, Daniel gives definition that semiotics is concerned with everything that can be taken as a sign. Semiotics involves the research not only of what we refer to as ‘signs’ in everyday speech, but of anything which ‘stands for’ something else. In definition of semiotic sense, signs take a form of words, images, sounds, gestures, and objects.¹⁷

Furthermore, semiotics is the science of signs. Semiotics is a science or method of analysis to study signs. Signs are devices that are used in an effort to try to find a way in this world, in the midst of humans and with humans. Semiotics basically wants to learn how humanity understands things. Meaning in this case cannot be mixed by communicating. Meaning means that objects not only carry information, in which case the objects it wants to communicate, but also constitutes a structured system of signs. Studies about signs and everything related to them, how they function, their relationship with other signs, their delivery and acceptance by those who use them. Semiotics studies the systems, rules, conventions that allow these signs to have meaning¹⁸

On the other hand, semiotics is able to help to make us aware of what we take for granted in representing the world. Reminding us that we are always dealing with signs, not with an unmediated objective reality, and that a sign system is involved in the construction of meaning. On other word, semiotics is not only called by study of symbols but also called by

¹⁷ Daniel Chandler, *The Basic Semiotic; second edition*, (New York: Routledge, 2007), p 2.

¹⁸ Bambang Mudjiyanto & Emilsyah Nur, “Semiotika Dalam Metode Penelitian Komunikasi”, p 74.

study of symbols and signification. Besides, all people have to know that semiotics is able to study how meaning is created, not what it is.

Thus, semiotics is concerned to something that is able to be taken as signs. Semiotics is not only study signs but also much deeper than that. The important point in semiotics is study to know how meaning is formed. Then, it studies how people first of all interpreted a sign. In addition, it studies how people then draw on cultural or personal experience to understand a sign that is showed. It is able to be interpreted as about communication.¹⁹

At the end based on the definition above, the researcher can conclude that semiotics is the study of the use of a sign.

D. The Concept of Sign and Symbol

1. Definition of Sign

Thomas gives definition about sign. Sign is as a form made up of something physical sounds, letters, gestures, etc. which he termed the signifier, and of the image or concept to which the signifier refers which he called the signified. He then called the relation that holds between the two significations. He considered the or societies have established at will.²⁰

¹⁹ Henny Uswatun Hasanah, "A Study of Signs: The Political Advertisements in Presidential Election Campaign of Indonesia 2014 Based on the Peirce's Theory", (Prodi Bahasa Inggris Jurusan Tarbiyah STAIN Pamekasan), Vol 1, 9, May 2014, p 4

²⁰ Thomas A. Sebeok, *Signs: An Introduction to Semiotics; second edition* (Canada: University of Toronto Press, 2001), p 5-6.

Moreover, Marcel Danesi explains that a sign is anything a color, a gesture, a wink an object, a mathematical equation, etc. that stands for something other than itself.²¹

Furthermore, Kecheng Liu gives definition about sign. A sign is something else in some respect or a capacity. Every sign involves a 'signifier' the material form of the sign and the 'signified' the object, action, event or concept it represents.²²

At the end based on the definition above, the researcher can conclude that sign is as a form made up of an image or concept and anything the color.

2. Types of Signs

There are types of signs including:

- a. The first, type of sign is the symptom. The bodies of all animals produce symptoms as warning signs, but what they indicate will depend on the species. The term symptom is often extended metaphorically to refer to intellectual, emotional, and social phenomena that result from causes that are perceived to be analogous to physical processes: 'Their behavior is a symptom of our times'; 'Their dislike of each other is a symptom of circumstance'; etc.

²¹ Marcel Danesi, *Messages, Signs, and Meanings; third edition*, (Canada: University of Toronto Press, 2004), p 4.

²² Kecheng Liu, *Semiotics in Information Systems Engineering*, (Australia: Cambridge University Press, 2004), p 13.

- b. The second, type of sign is the signal. All animals are endowed with the capacity to use and respond to species-specific signals for survival. Most signals are emitted automatically in response to specific types of stimuli and affective states. And because manifestations of animal signaling are truly remarkable, it is little wonder that they often trick people into seeing much more in them than is actually there.
- c. The third, type of sign is icon. Icon is a sign that is made to resemble, simulate, or reproduce its referent in some way. Photographs may be iconic signs because they can be seen to reproduce their referents in a visual way.²³ Moreover, an icon is a sign which resembles the signified. An iconic sign represents its object mainly by its similarity and signifies by virtue of metaphor.²⁴
- d. The fourth, type of sign is index. Index is a sign that refers to something or someone in terms of its existence or location in time or space, or in relation to something or someone else. Smoke is an index of fire pointing out where the fire is; a cough is an index of a cold; and so on.
- e. The fifth, type of sign is symbol. Symbol is a sign that stands for its referent in an arbitrary, conventional way. Most semioticians agree that symbolicity is sets human representation apart from that

²³ Thomas A. Sebeok, *Signs: An Introduction to Semiotics.*, p 9-10.

²⁴ Kecheng Liu, *Semiotics in Information Systems Engineering*, p 14.

of all other species, allowing the human species to reflect upon the world separately from stimulus-response situations. Words in general are symbolic signs. But any signifier-object, sound, figure, etc. can be symbolic.

- f. The last, type of sign is name. Name is an identifier sign assigned to the member of a species in various ways, as we shall see subsequently, that sets the specific member off from the others. A human name is a sign that identifies the person in terms of such variables as ethnicity and gender. Added names (surnames, nickname, etc.).²⁵

At the end based on explanation above the researcher can conclude that the term symptom is often extended metaphorically to refer to intellectual, emotional, and social phenomena that result from causes that are perceived to be analogous to physical processes. Then, signals are emitted automatically in response to specific types of stimuli and affective states. Moreover, Icon is a sign that is made to resemble, simulate, or reproduce its referent in some way. Then, Index is a sign that refers to something or someone in terms of its existence or location in time or space, or in relation to something or someone else. Moreover, symbol is a sign that stands for its referent in an arbitrary, conventional way. And, name is an identifier sign assigned to the member of a species in various ways, as we shall see subsequently,

²⁵ Thomas A. Sebeok, *Signs: An Introduction to Semiotics.*, p 10-11

that sets the specific member off from the others. Therefore, based on the definition above, the researcher uses symbol.

3. Definition of Symbol

Thomas gives definition about symbol. Symbol is a sign that stands for its referent in an arbitrary, conventional way. Most semioticians agree that symbolicity is sets human representation apart from that of all other species, allowing the human species to reflect upon the world separately from stimulus-response situations. Words in general are symbolic signs. But any signifier-object, sound, figure, etc. can be symbolic.²⁶

Furthermore, the word symbol comes from the Greek word *simbolon* which means a sign or characteristics that tells someone something. In the Indonesian public dictionary, it says that symbols are things such as signs, paintings, words, badges and so on, which state something that has a specific purpose.²⁷

Moreover, John explains that symbol is where there is only a conventional link between the sign and its signified.²⁸

Furthermore, Encyclopedia Britannica gives definition about symbol. Symbol as a communication element intended to a simply represent or a stand for a complex of person, object, group, or idea. It is a kind of figures of speech used for a increasing the beauty of the

²⁶*ibid.*, p 11.

²⁷Agustianto A, "Makna Simbol Dalam Kebudayaan Manusia", *Jurnal Ilmu Budaya*, (Fakultas Ilmu Budaya Universitas Lancang Kuning Pekanbaru), Vol 8, No 1/1 2001, p 2.

²⁸ John I. Saeed, *Semantics.*, p 5.

text and has a figurative meaning besides its literal meaning. Moreover, Shaw explains symbols is something used for, or regarded as, representing something else. A symbol is word, phrase, or other expression having complex of an associated meanings; in this sense, a symbol is viewed as having values different from those of whatever is being a symbolized.²⁹

Moreover, Ricoeur stress that symbol as any a structure of signification in which a direct, a primary, a literal meaning, designates, in addition, another meaning which is indirect, secondary, and figurative and which can be apprehended only through the first.³⁰

At the end based on the definition above, the researcher can conclude that symbol is a sign that stands for its referent in an arbitrary, conventional way.

4. Examples of Signs and Symbols

According to department for transportation explains that there are several examples of signs and symbols.³¹

²⁹ Elaheh Fadaee, "Symbols, Metaphors and Similes in Literature: A Case Study of Animal Farm", *Journal of English and Literature*, (Islamic Azad University of Bandar Abbas), Vol 2 No 2, 27 February 2011, p 20.

³⁰ Alexis Deodato, "Paul Ricoeur's Hermeneutics of Symbols A Critical Dialectic of Suspicion and Faith", (Alexis Deodato S. Itao), Vol 4 No 2, December 2017, p 3.

³¹ Department for Transport, *Know Your Traffic Signs*, (London: TSO, 2007), p 10-19

a. Warning Signs and symbols



Crossroads



T-junction



Side road



Staggered junction



Roundabout

Road narrows on
both sides

Road narrows on

right (left if symbol
reversed)



Quayside or riverbank



Hump bridge



Uneven road



Slippery road

Figure 1. Warning signs and symbols

b. Regulatory Signs and Symbols



No entry



No motor vehicles



No motor vehicles
except solo
motorcycles



No towed caravans



No U-turn



No right turn



No left turn



Proceed in
direction indicated
by the arrow



Turn left ahead



Vehicles may pass
either side to reach
the same destination.



Mini-roundabout
(give way to traffic
from the immediate
right).



Keep left (right if
symbol reversed).

Figure 2. Regulatory Signs and Symbols

E. Steps for Understanding Signs and Symbols

According to Peter, in order to analyze how a common understanding of symbols is created, Language Critique integrates two linguistic abstractions: first, the abstraction from *discourse to language* as a system of signs, and second the abstraction from *sign to concept*, as follow.³²

1. The first abstraction separates *language* and *discourse* in the sense of schema versus linguistic action. By this, Language Critique approach provides a means of separating signs (founding a language and thus a schema) from their linguistic usage (discourse). Discourse means the repeatedly actualized usage of signs in changing combination and variation. Thus, discourse is an *actualized* activity, whereas language comprises *potential* activities, defined as *activity schema*.
2. The second abstraction in the language critique approach deals with the relation of sign and meaning. Language critique approach divides between a concept and its representation, which is called *sound pattern*. Given a term, *concept* is the meaning of this term. A concept is at first no more than a term; however, we abstract from the arbitrary sound-pattern of a term when we call it a 'concept'. On the other hand, if statements are made about signs that are invariant with respect to the changing meaning of these signs, these statements deal with the sound

³² Peter Green, *Business Systems Analysis with Ontologies*, p 183.

pattern. Therefore, to reach the sound-pattern of a sign, disregarding the meaning as an abstraction is required.

CHAPTER III

RESEARCH METHOD

A. The Type and Characteristic of Research

According to James and Kimberly, research is a proses that has been well organized and active discovery with the effort to obtain information through the collection, analysis and conclusions from these data, so that researchers can understand a particular phenomenon that researchers can be interested.³³

Commonly, there are three types of doing research are qualitative research, quantitative research and action research. Yet, in this case the researcher is going to use the qualitative research related to the title above.

Next, qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In contrast, quantitative research refers to counts and measures of things we will research.³⁴

furthermore, qualitative Research is a form of effort to obtain information through data collection that explores phenomenon in natural settings and uses many methods to interpret, understand, explain and bring meaning to them.³⁵

³³ James and Kimberly, *Educational Research* (United States of American: Joy O'Colleghan, 2011), p. 2.

³⁴ Bruce L. Berg, *Qualitative Research Method for the Social Sciences*, (USA: Allyn & Bacon, 2001), p.3

³⁵ Gary Anderson and Nancy Arsenault, *Fundamentals of Educational Research; Second Edition*, (The Falmer Press: USA, 1998), p. 126.

In this research, the researcher used descriptive qualitative research. Qualitative is one of research methodology which collects the data without using statistics as an instrument. However, the data is got by several media such as observation, interview, documentation, and so on.

Qualitative research has some characteristics. First, case study takes place in the natural setting. The second, case study employs multiple methods as observation, interview, and document. Next, case study views social phenomenon case study examines the issue holistically. After that, case study is fundamentally interpretative and the last the qualitative research is analysed their data inductively and the last the qualitative research.³⁶

Based on the explanations above, the researcher was conducting this research at Junior High School 3 Sukadana East Lampung. In this research, the researcher was investigated and analysed students understanding of the meaning of signs and symbols.

B. Data Resource

In this research, the data sources were obtained from two sources, which was the primary data and secondary data sources. Primary data sources were obtained from observation of students' understanding at Junior High School 3 Sukadana East Lampung of sign and symbol.

³⁶ John W. Creswell, *Research Design; fourth edition*, (USA: Sage Publications, 2014), p 234

While secondary data source was documentation, it consisted of the information about Junior High School 3 Sukadana East Lampung, and the conditions of Junior High School 3 Sukadana East Lampung, in addition, there was the literature related to semantic on sign and symbol. It was obtained from the lecturer, book, journal, dictionary, etc. as the secondary data source.

C. Data Collecting Technique

In obtaining the data the researcher used some instruments. The instruments include:

1. Observation

Observation is the most commonly techniques used in collecting data especially in study relating to behavioral sciences. Qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site.³⁷

In this research, the researcher chose activity observation. The researcher observes about the sign and symbol used at Junior High School 3 Sukadana East Lampung. So, in conducting this research, the researcher will observe the use of signs and symbols by students at Junior High School 3 Sukadana East Lampung.

³⁷ *Ibid*, p 239.

2. Documentation

Documentation or document was data collection technique that was useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.³⁸

The researcher used this method to get the data about the history of Junior High School Sukadana East Lampung, the quantity of students, and the condition of Junior High School 3 Sukadana East Lampung.

3. Interview

Interview as a meeting of two persons to exchange information an idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.³⁹ In this research the researcher uses interview to get the deeper understanding about the participants through the questions and answers that are structured. By using it the researcher can also know more about what the problems of the people in this place.

³⁸ Louis Cohen, Lawrence Manion, & Keith Morrison, *Research Methods in Education; sixth edition*, (New York: Routledge, 2007), p.201

³⁹ John W. Creswell, *Research Design; fourth edition*, p. 239.

D. Data Analysis Technique

In this research, the researcher applied Miles and Huberman model to analyze the data. The components of the data analysis of Miles and Huberman are as follows.⁴⁰

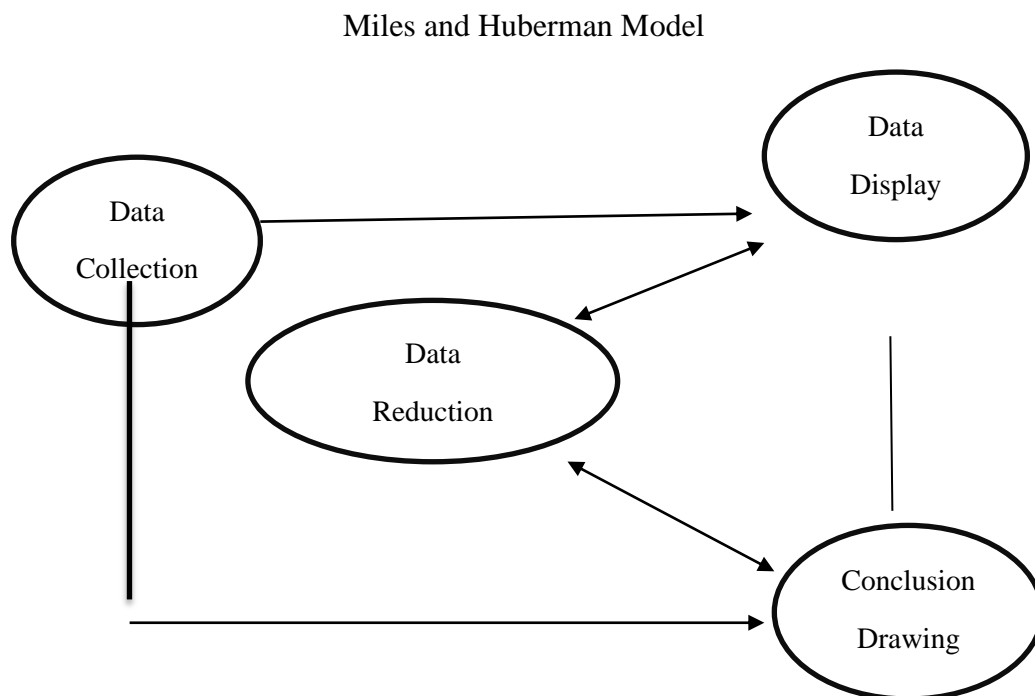


Figure 3. The Components in The Data Analysis

A data analysis component of Miles and Huberman model applies the following steps:

1. Data Collection

Data collection is the step when the researcher will gather the data from observation, documentation and interview to complete the research.

⁴⁰Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis, Second Edition*, (London: Sage Publication, 1994), p. 10-12

2. Data Reduction

Reducing the data means that the researcher will summarize, select the main point, focus on the important things, and search for the theme and pattern. Therefore, the data that has been reduced would give a broad overview which could help the researcher to collect further data.

3. Data Display

After reducing the data, the researcher will display the data into text. In case of displaying the data, the researcher will find it easier to comprehend the data and plan the next step based on what has been comprehended.

4. Conclusion

The researcher will verify the data of the research by making a conclusion of the data findings.

E. Research Approach

In this study, the researcher will use the case study approach related to the researcher's intention that is to analyze semantics signs and symbols at the Junior High School 3 Sukadana East Lampung.

The following are several steps to conduct this approach in the research:

1. The data will be organized and prepared. In this first step, the researcher arranges and prepares the data for analysis which involves

optically scanning material, noting field notes, or sorting and arranging the data into some types based on the source of information.

2. The researcher will read through all the data. This step will be used by the researcher to obtain a general sense of the information and drawing its overall meaning. In this stage, the researcher would note and record the general ideas of the data.
3. Start depth analysis with a coding process. Coding is the organizing process the material into “chunks” before bringing meaning to those “chunks”. Adopting text data or pictures, segmenting sentences or paragraph or images several categories, and marking those categories with a term. At this point, the researcher would categorize which included signs and symbols whose meaning had not been understood by the human.
4. The researcher will utilize the coding process to create a description of the setting or people based on categories or themes. *Description* means rendering detailed information about people, places, or events in a setting. Researchers can create codes for the description. Designing detailed description for case studies will ease the analysis.
5. The researcher will be conveyed and generated descriptive information of finding other analysis about the result. In this situation, the researcher analysis signs and symbols at the junior high school Sukadana east Lampung and explained about the meaning of signs and symbols at the junior high school Sukadana east Lampung.

6. The researcher will make an interpretation or meaning the data as the final of step of data analysis. The essence of these ideas will take from what the researchers can learn through the lessons. Here, the researcher interpreted and gave description or meaning of the research finding after all the procedures are done.⁴¹

John W. Creswell model

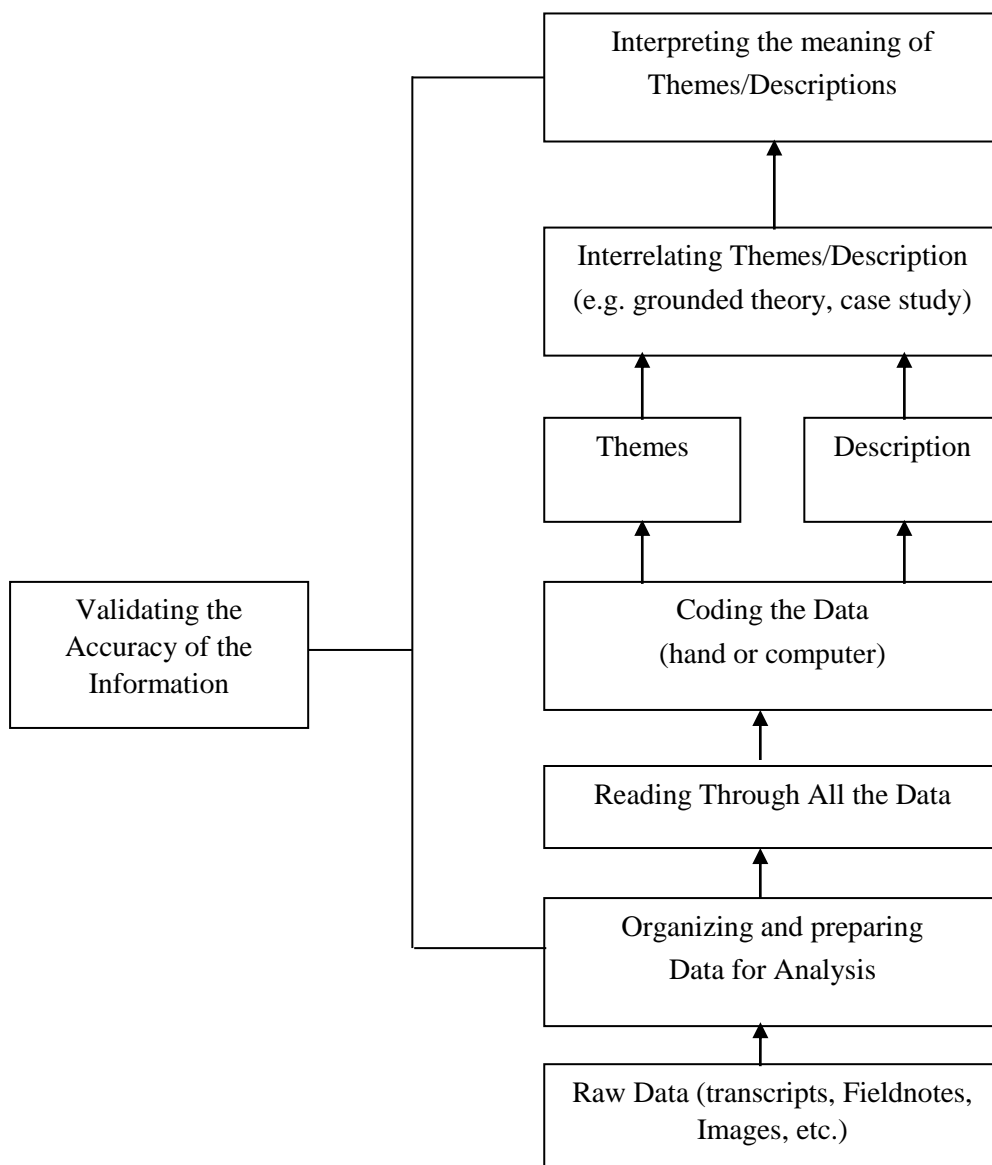


Figure 4. Steps to Conduct Approach

⁴¹ John W. Creswell, *Research Design; fourth edition*, p 247-249

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher in the ninth graders of student of SMPN 3 Sukadana in the academic year of 2020/2021. The result of the result, as follows:

1. Description of the Research Location

a. Brief History of SMPN 3 Sukadana

SMPN 3 Sukadana East Lampung is one of junior high school of Sukadana. It is located in Mataram Marga, Jl. Letnan Adnan Sanjaya, Desa Mataram Marga, Kecamatan Sukadana Lampung Timur. This school was opened on 2004. The establishment, this school has been by several principals:

- 1) Setiawan, S.Pd (2004-2007)
- 2) Dra. Bertha Suraida, MM (2007-2009)
- 3) Sujito, S.Pd (2009-2013)
- 4) Rohmanjanah, S.Pd.M.Si (2013-2014)
- 5) Karlina Wati S.Pd (2014-now)

b. Organization Structure of SMPN 3 Sukadana

The Organization Structure of SMPN 3 Sukadana in academic year 2020/ 2021, as follows:

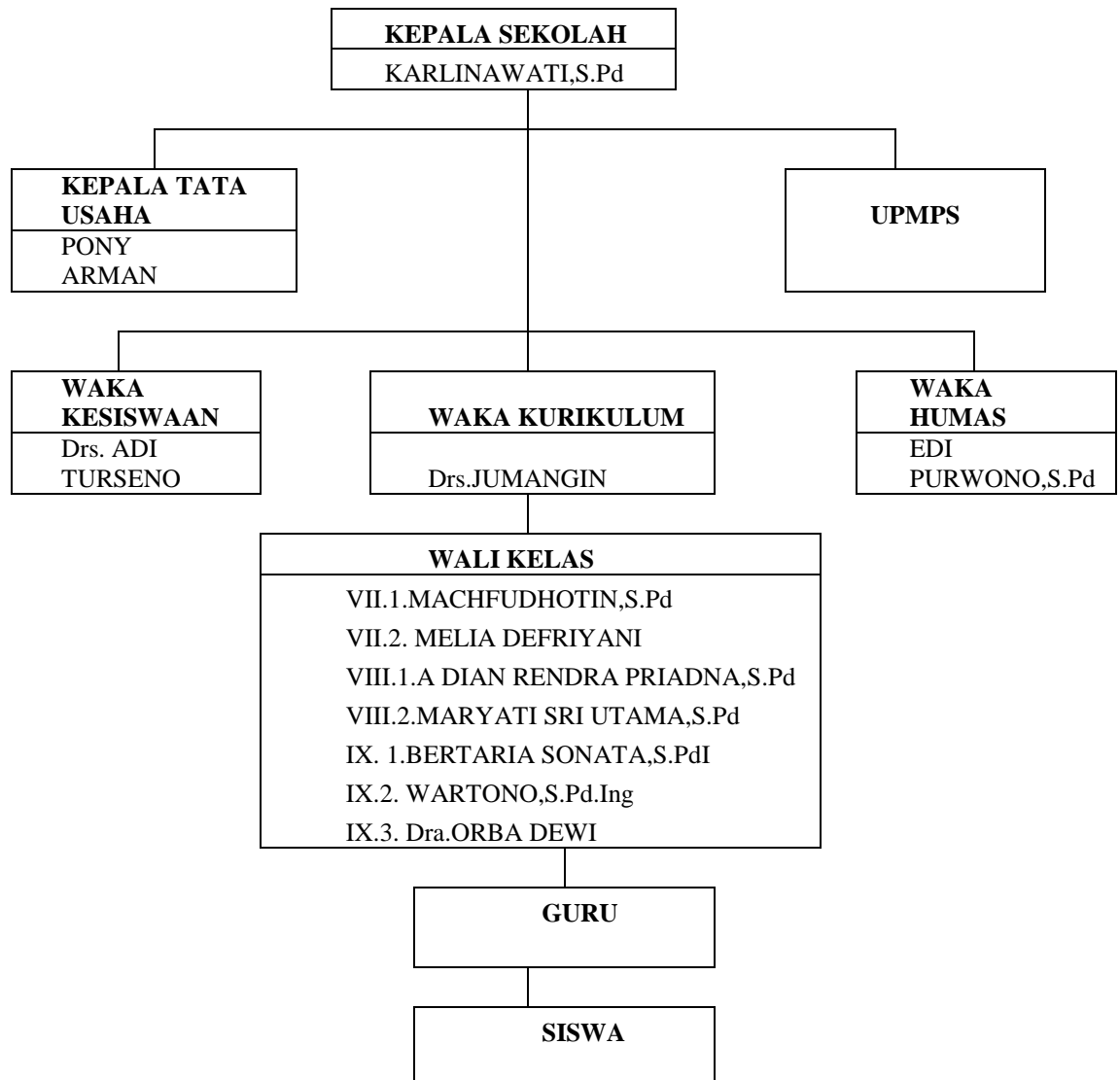


Figure 5. Structure of SMPN 3 Sukadana

c. The Location Sketch of SMPN 3 Sukadana

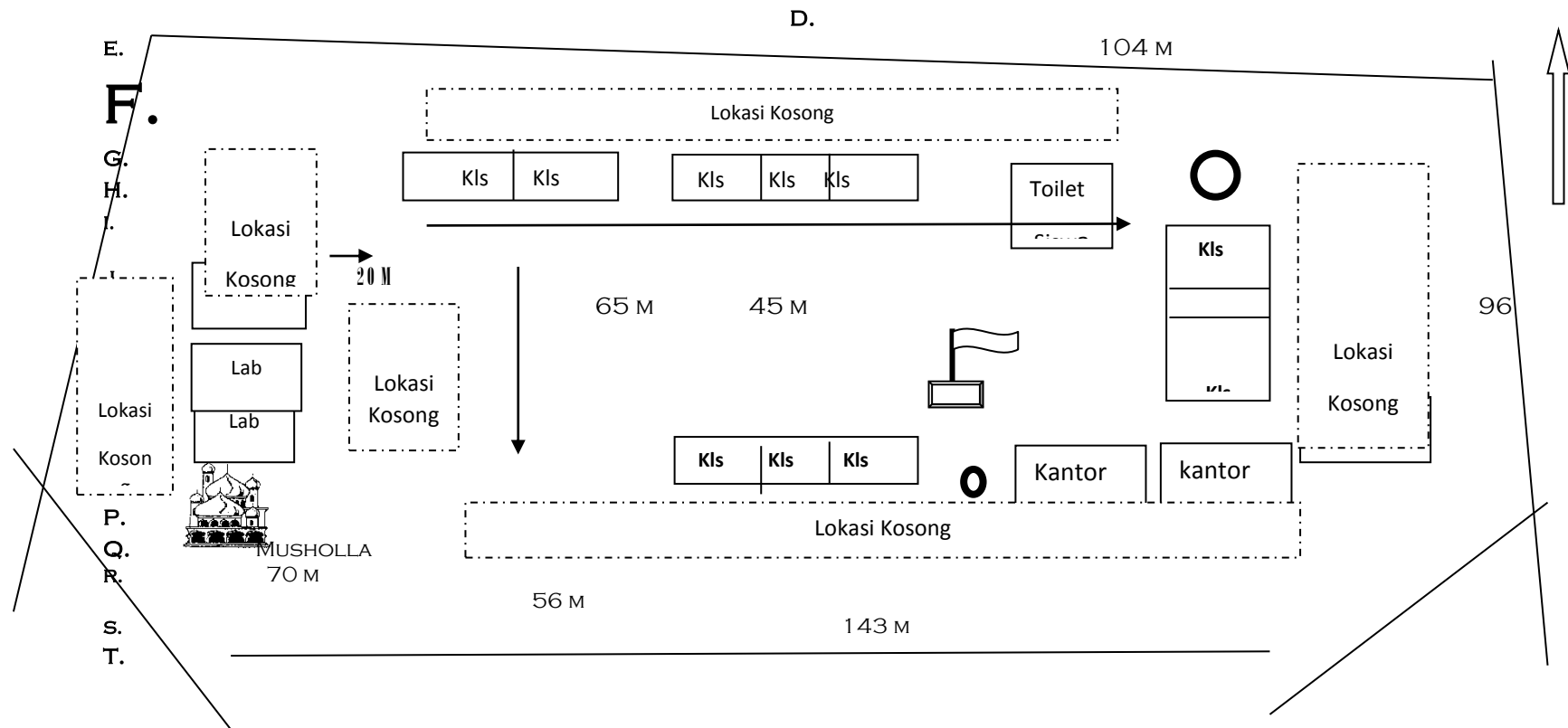


Figure 6. Location Sketch of SMPN 3 Sukadana

d. Total of the Teacher at SMPN 3 Sukadana

Total of the teacher and staff in SMPN 3 Sukadana Lampung Timur can be identified as follow:

Table 2. Total of the Teacher at SMPN 3 Sukadana

| Employment Status | Sex | | Total |
|-----------------------|------|--------|-------|
| | Male | Female | |
| Permanent Teacher | 6 | 5 | 11 |
| Non-permanent Teacher | 6 | 3 | 9 |
| Total | 12 | 8 | 20 |

e. Total of the Students at SMPN 3 Sukadana

The quantity of the students SMPN 3 Sukadana Lampung Timur can be identified as follow:

Table 3. Total of the Students at SMPN 3 Sukadana

| No | Class | Total |
|-------|-------|-------|
| 1 | VII | 32 |
| 2 | VIII | 40 |
| 3 | IX | 40 |
| Total | | 112 |

B. Description of the Result Data

1. Observation Result

In this research, the researcher analyses students' understanding of sign and symbol. The researcher has analysed 15 students answered several questions in class IX SMPN 3 Sukadana Lampung Timur. In analysing students' understanding of sign and symbol, the researcher

uses observation which is taken from the answers to the questions done by students' understanding of the sign and symbol. Based on the using of observation, there are 10 sign and symbol, which are:



Figure 7. No parking

Table 4. Students' Understanding of Sign and Symbol

| No | Student Name | Student Answers | The Correct Answers |
|----|--------------|-----------------------------|----------------------|
| 1 | ALN | You can turn left | You cannot park here |
| 2 | BPM | You cannot park here | |
| 3 | EKS | You cannot park here | |
| 4 | ERN | You cannot park here | |
| 5 | FOS | You can turn left | |
| 6 | LID | You have to stop be careful | |
| 7 | LIS | You cannot park here | |
| 8 | MCD | You have to stop be careful | |
| 9 | MED | You cannot park here | |
| 10 | MHP | You cannot park here | |
| 11 | NPS | You have to stop be careful | |
| 12 | RAS | You cannot park here | |
| 13 | SAP | You have to stop be careful | |
| 14 | SGY | You cannot park here | |
| 15 | TEA | You cannot park here | |



Figure 8. No turning left

Table 5. Students' Understanding of Sign and Symbol

| No | Student Name | Student Answers | The Correct Answers |
|----|--------------|-------------------------------|---------------------|
| 1 | ALN | The direction of the entrance | No turning left |
| 2 | BPM | No turning left | |
| 3 | EKS | No turning left | |
| 4 | ERN | The direction of the exit | |
| 5 | FOS | No turning right | |
| 6 | LID | No turning left | |
| 7 | LIS | The direction of the entrance | |
| 8 | MCD | No turning left | |
| 9 | MED | The direction of the exit | |
| 10 | MHP | No turning right | |
| 11 | NPS | No turning right | |
| 12 | RAS | No turning left | |
| 13 | SAP | The direction of the exit | |
| 14 | SGY | No turning right | |
| 15 | TEA | No turning left | |



3. Figure 9. Turn left

Table 6. Students' Understanding of Sign and Symbol

| No | Student Name | Student Answers | The Correct Answers |
|----|--------------|------------------|---------------------|
| 1 | ALN | Turn right | Turn left |
| 2 | BPM | Turn left | |
| 3 | EKS | Turn left | |
| 4 | ERN | Turn left | |
| 5 | FOS | Turn right | |
| 6 | LID | Roundabout | |
| 7 | LIS | Turn right | |
| 8 | MCD | Turn left | |
| 9 | MED | Turn left | |
| 10 | MHP | Turn right | |
| 11 | NPS | Parking area | |
| 12 | RAS | Roundabout | |
| 13 | SAP | Parking area | |
| 14 | SGY | Turn left | |
| 15 | TEA | Turn right | |



4.

Figure 10. No turn right**Table 7. Students' Understanding of Sign and Symbol**

| No | Student Name | Student Answers | The Correct Answers |
|----|--------------|-----------------|---------------------|
| 1 | ALN | Forward | Right |
| 2 | BPM | Right | |
| 3 | EKS | Left | |
| 4 | ERN | Left | |
| 5 | FOS | Left | |
| 6 | LID | Left | |
| 7 | LIS | Right | |
| 8 | MCD | Forward | |
| 9 | MED | Left | |
| 10 | MHP | Around | |
| 11 | NPS | Right | |
| 12 | RAS | Around | |
| 13 | SAP | Right | |
| 14 | SGY | Left | |
| 15 | TEA | Forward | |



5. Figure 11. T-junction

Table 8. Students' Understanding of Sign and Symbol

| No | Student Name | Student Answers | The Correct Answers |
|----|--------------|--------------------|---------------------|
| 1 | ALN | Side road | T-junction |
| 2 | BPM | Crossroads | |
| 3 | EKS | Side road | |
| 4 | ERN | T-junction | |
| 5 | FOS | Staggered junction | |
| 6 | LID | Side road | |
| 7 | LIS | Side road | |
| 8 | MCD | T-junction | |
| 9 | MED | Staggered junction | |
| 10 | MHP | Crossroads | |
| 11 | NPS | T-junction | |
| 12 | RAS | Staggered junction | |
| 13 | SAP | T-junction | |
| 14 | SGY | T-junction | |
| 15 | TEA | Side road | |



6. Figure 12. Crossroads

Table 9. Students' Understanding of Sign and Symbol

| No | Student Name | Student Answers | The Correct Answers |
|----|--------------|--------------------|---------------------|
| 1 | ALN | Side road | Crossroads |
| 2 | BPM | Crossroads | |
| 3 | EKS | Crossroads | |
| 4 | ERN | T-junction | |
| 5 | FOS | Staggered junction | |
| 6 | LID | Crossroads | |
| 7 | LIS | Crossroads | |
| 8 | MCD | Side road | |
| 9 | MED | T-junction | |
| 10 | MHP | Crossroads | |
| 11 | NPS | Staggered junction | |
| 12 | RAS | T-junction | |
| 13 | SAP | Crossroads | |
| 14 | SGY | Side road | |
| 15 | TEA | T-junction | |



7. Figure 13. No U-turn

Table 10. Students' Understanding of Sign and Symbol

| No | Student Name | Student Answers | The Correct Answers |
|----|--------------|------------------|---------------------|
| 1 | ALN | No smoking | No U-turn |
| 2 | BPM | No left turn | |
| 3 | EKS | No right turn | |
| 4 | ERN | No left turn | |
| 5 | FOS | No U-turn | |
| 6 | LID | No smoking | |
| 7 | LIS | No left turn | |
| 8 | MCD | No left turn | |
| 9 | MED | No U-turn | |
| 10 | MHP | No left turn | |
| 11 | NPS | No U-turn | |
| 12 | RAS | No left turn | |
| 13 | SAP | No smoking | |
| 14 | SGY | No left turn | |
| 15 | TEA | No left turn | |



8. Figure 14. Road narrows on both sides

Table 11. Students' Understanding of Sign and Symbol

| No | Student Name | Student Answers | The Correct Answers |
|----|--------------|-----------------------------------|----------------------------|
| 1 | ALN | Staggered junction | Road narrows on both sides |
| 2 | BPM | Staggered junction | |
| 3 | EKS | Road narrows on right | |
| 4 | ERN | Staggered junction | |
| 5 | FOS | T-junction | |
| 6 | LID | T-junction | |
| 7 | LIS | Road narrows on both sides | |
| 8 | MCD | Road narrows on right | |
| 9 | MED | Road narrows on right | |
| 10 | MHP | Staggered junction | |
| 11 | NPS | Road narrows on right | |
| 12 | RAS | Road narrows on both sides | |
| 13 | SAP | Road narrows on right | |
| 14 | SGY | Road narrows on both sides | |
| 15 | TEA | Staggered junction | |



9. Figure 15. Staggered junction

Table 12. Students' Understanding of Sign and Symbol

| No | Student Name | Student Answers | The Correct Answers |
|----|--------------|----------------------------|---------------------|
| 1 | ALN | Road narrows on both sides | Staggered junction |
| 2 | BPM | T-junction | |
| 3 | EKS | Road narrows on both sides | |
| 4 | ERN | T-junction | |
| 5 | FOS | Staggered junction | |
| 6 | LID | Road narrows on right | |
| 7 | LIS | Road narrows on both sides | |
| 8 | MCD | Staggered junction | |
| 9 | MED | Road narrows on both sides | |
| 10 | MHP | T-junction | |
| 11 | NPS | T-junction | |
| 12 | RAS | Staggered junction | |
| 13 | SAP | Road narrows on both sides | |
| 14 | SGY | Staggered junction | |
| 15 | TEA | Staggered junction | |



10. Figure 16. Roundabout

Table 13. Students' Understanding of Sign and Symbol

| No | Student Name | Student Answers | The Correct Answers |
|----|--------------|--------------------|---------------------|
| 1 | ALN | Crossroad | Roundabout |
| 2 | BPM | Side road | |
| 3 | EKS | Roundabout | |
| 4 | ERN | Roundabout | |
| 5 | FOS | Roundabout | |
| 6 | LID | Crossroads | |
| 7 | LIS | Crossroads | |
| 8 | MCD | Crossroads | |
| 9 | MED | Staggered junction | |
| 10 | MHP | Side road | |
| 11 | NPS | Roundabout | |
| 12 | RAS | Roundabout | |
| 13 | SAP | Side road | |
| 14 | SGY | Side road | |
| 15 | TEA | Roundabout | |

Based on the analysis above, the researcher found that in the first question there were 9 students who answered correctly and 6 students who answered incorrectly, in the second question there were 6 students who answered correctly and 9 students who answered incorrectly, in the third question there were 6 students who answered correctly and 9 students who answered incorrectly, in the fourth question there were 4 students who answered correctly and 11 students who answered incorrectly, in the fifth question there were 5 students who answered correctly and 10 students who answered incorrectly, in the sixth question there were 6 students who answered correctly and 9 students who answered incorrectly, in the seventh question there were 3 students who answered correctly and 12 students who answered incorrectly, in the eighth question there were 3 students who answered correctly and 12 students who answered incorrectly, in the ninth question there were 5 students who answered correctly and 10 students who answered incorrectly, and the last question there were 6 students who answered correctly and 9 students who answered incorrectly. The total number and the percentage of each error type are explained as follows:

Table 14. Total Students' Understanding of Sign and Symbol

| No | Name | Number of the Question | | | | | | | | | | | | | | | | | | | |
|-------------------|------|------------------------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
| | | True | False | True | False | True | False | True | False | True | False | True | False | True | False | True | False | True | False | True | False |
| 1 | ALN | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| 2 | BPM | ✓ | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ |
| 3 | EKS | ✓ | | ✓ | | ✓ | | | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | |
| 4 | ERN | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | |
| 5 | FOS | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | |
| 6 | LID | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ |
| 7 | LIS | ✓ | | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| 8 | MCD | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| 9 | MED | ✓ | | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ |
| 10 | MHP | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ |
| 11 | NPS | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | | ✓ | | ✓ | ✓ | |
| 12 | RAS | ✓ | | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | |
| 13 | SAP | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ |
| 14 | SGY | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | | | ✓ |
| 15 | TEA | ✓ | | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | |
| Percentage | | 60% | | 40% | | 40% | | 27% | | 33% | | 40% | | 20% | | 20% | | 33% | | 40% | |

It can be concluded that there are still many students of SMPN 3 Sukadana Lampung Timur who do not understand the sign and symbol.

2. Interview

Researchers conducted an interview of students in class IX SMPN 3 Sukadana. The interview refers to 15 students. These are 10 questions related to sign and symbol:

1. Do you have trouble using sign and symbol?
2. Do you sometimes like breaking sign and symbol?
3. Do you know how many kinds of sign and symbol there are?
4. Do you know what signs and symbols are often used?
5. How do you understand about sign and symbol?
6. Have you understood sign and symbol for a long time?
7. Does your school have an effect on improving your understanding of sign and symbol?
8. Do you study sign and symbol outside of school, like in movies or videos in English?
9. Do you think sign and symbol is difficult to learn?
10. Is English fun for you?

These are the results of the interview:

Table 15. Result of the Interview

| No | Question | Responses |
|-----------|--|--|
| 1 | Do you having trouble using sign and symbol? | 1. No 2. Yes 3. Yes 4. Yes 5. No 6. Yes 7. No 8. No 9. Yes 10. Yes 11. No 12. No 13. Yes 14. Yes 15. Yes |
| 2 | Do you sometimes like breaking sign and symbol? | 1. No 2. Sometimes 3. No 4. No 5. Yes 6. Sometimes 7. Yes 8. Yes 9. Yes 10. No 11. Yes 12. No 13. Yes 14. Sometimes 15. No |
| 3 | Do you know how many kinds of sign and symbol there are? | 1. No 2. No 3. Yes 4. No 5. No 6. No |

| | | |
|---|--|-----------|
| | | 7. No |
| | | 8. No |
| | | 9. Yes |
| | | 10. Yes |
| | | 11. No |
| | | 12. No |
| | | 13. No |
| | | 14. No |
| | | 15. No |
| 4 | Do you know what signs and symbols are often used? | 1. Yes |
| | | 2. No |
| | | 3. Yes |
| | | 4. No |
| | | 5. No |
| | | 6. Yes |
| | | 7. Yes |
| | | 8. No |
| | | 9. No |
| | | 10. No |
| | | 11. No |
| | | 12. No |
| | | 13. No |
| | | 14. Yes |
| | | 15. No |
| 5 | How do you understand sign and symbol? | 1. Learn |
| | | 2. Read |
| | | 3. Learn |
| | | 4. Read |
| | | 5. Learn |
| | | 6. Learn |
| | | 7. Read |
| | | 8. Learn |
| | | 9. Read |
| | | 10. Learn |
| | | 11. Read |
| | | 12. Read |
| | | 13. Learn |
| | | 14. Learn |
| | | 15. Learn |
| 6 | Have you understood sign and symbol for a long time? | 1. No |
| | | 2. No |
| | | 3. Yes |
| | | 4. Yes |

| | | |
|---|--|---------|
| | | 5. No |
| | | 6. No |
| | | 7. Yes |
| | | 8. No |
| | | 9. No |
| | | 10. Yes |
| | | 11. No |
| | | 12. No |
| | | 13. Yes |
| | | 14. No |
| | | 15. Yes |
| 7 | Does your school have an effect on improving your understanding of sign and symbol? | 1. Yes |
| | | 2. No |
| | | 3. Yes |
| | | 4. Yes |
| | | 5. Yes |
| | | 6. No |
| | | 7. No |
| | | 8. Yes |
| | | 9. Yes |
| | | 10. No |
| | | 11. Yes |
| | | 12. Yes |
| | | 13. Yes |
| | | 14. No |
| | | 15. Yes |
| 8 | Do you study sign and symbol outside of school, like in movies or videos in English? | 1. No |
| | | 2. Yes |
| | | 3. Yes |
| | | 4. Yes |
| | | 5. No |
| | | 6. No |
| | | 7. No |
| | | 8. Yes |
| | | 9. No |
| | | 10. No |
| | | 11. No |
| | | 12. No |
| | | 13. No |
| | | 14. No |
| | | 15. Yes |
| 9 | Do you think sign and symbol is difficult to learn? | 1. Yes |
| | | 2. Yes |

| | | |
|----|-------------------------|---------|
| | | 3. No |
| | | 4. No |
| | | 5. Yes |
| | | 6. Yes |
| | | 7. Yes |
| | | 8. Yes |
| | | 9. Yes |
| | | 10. No |
| | | 11. No |
| | | 12. Yes |
| | | 13. Yes |
| | | 14. Yes |
| | | 15. No |
| 10 | Is English fun for you? | 1. Yes |
| | | 2. Yes |
| | | 3. Yes |
| | | 4. Yes |
| | | 5. No |
| | | 6. Yes |
| | | 7. Yes |
| | | 8. Yes |
| | | 9. Yes |
| | | 10. No |
| | | 11. Yes |
| | | 12. Yes |
| | | 13. Yes |
| | | 14. Yes |
| | | 15. Yes |

The interview results show that students do not understand sign and symbol, but there are still some students who understand sign and symbol. Some of them stated that they liked English but some of them still lack vocabulary and find it difficult to understand things in English. Based on the problem, students may need to have a lot of vocabulary and support from parents, teachers, friends and student environment.

C. Discussion

1. Students' Understanding of Sign and Symbol

Based the result of this analysis shows that how much students understand sign and symbol. Those can be shown as the following chart:

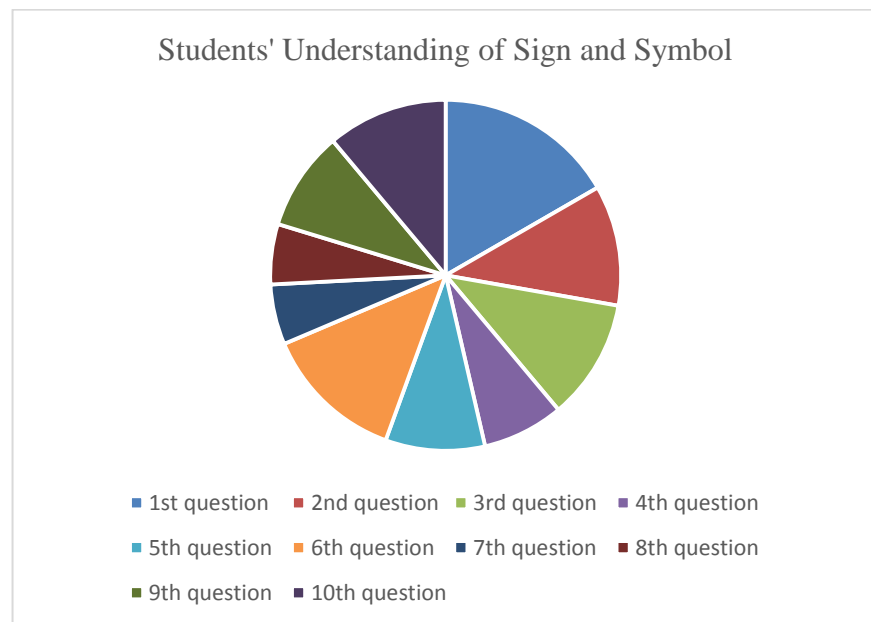


Figure 17. Students' understanding of sign and symbol

Based on the chart above, there are still many students who do not understand the sign and symbol. Explained that there are 60% of students who understand the sign and symbol no parking, 40% of students who understand the sign and symbol no turning left, 40% of students who understand the sign and symbol turn left, 27% of students who understand the sign and symbol no turning right, 33% of students who understand the sign and symbol T-junction , 40% of students who understand the sign and symbol crossroad, 20% of

students who understand the sign and symbol no U-turn, 20% of students who understand the sign and symbol road narrows on both side, 33% of students who understand the sign and symbol staged junction, 40% of students who understand the sign and symbol roundabout. It can be concluded that there are still many students who do not understand the sign and symbol.

2. The Reason of Students Difficulties Understanding of Sign and Symbol

Based on the result of observations, the reason students' difficulties came from many factors, the students get difficulty in understanding sign and symbol. Besides that, the students have limited vocabulary. They do not know the meaning of the words and the students do not mastery in grammar. Some students tried to translate the words one by one from Indonesian into English without paying attention to the English structure rules.

3. The Solution to Overcome How to Understand Sign and Symbol

There are several solutions to overcome how to understand sign and symbol, namely:

- a. The role of parents. The role of parents is very dominant in shaping good students understanding performance, with the support of parents can make students' understanding better.

- b. The teacher also participates in helping students to understand a thing, and then the helping to correct students' mistakes in understanding something.
- c. Discussion or exchange ideas. The teacher might be able to create topics for students in the classroom or outside the classroom so students can understand things very well.
- d. Internet. Nowadays, there are many students who use the internet, the internet can also help students understand something. All depend on how students use the internet properly. If students like to watch videos or read articles or read positive comments, students will imitate and produce an excellent understanding of performance as well. It all cannot be separated from the role of parents.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the discussion of the research data, the researcher can generally summarize the conclusion that the ninth grader of students of SMPN 3 Sukadana Lampung Timur are still many who do not understand the sign and symbol. Based on the results of the research at most 60% of students who understand the sign and symbol, and that is only to understand 1 sign and symbol only. For other sign and symbol below 50% of students understand sign and symbol.

The errors came from many factors, the students get difficulty in understanding sign and symbol. Besides that, the students have limited vocabulary. They do not know the meaning of the worlds and the students do not mastery in grammar. Some students tried to translate the words one by one from Indonesian into English without paying attention to the English structure rules.

B. Suggestion

Through this research, the researcher would like to constructively give suggestions as follows:

1. For the Students

Students must increase their knowledge of sign and symbol, not only in Indonesian but in English as well. Students can learn sign and symbol through dictionaries or videos.

2. For the Lecturers

The lecturers are expected to give students an understanding of the sign and symbol.

BIBLIOGRAPHY

- Agustianto, A. "Makna Simbol Dalam Kebudayaan Manusia". *Jurnal Ilmu Budaya*, (Fakultas Ilmu Budaya Universitas Lancang Kuning Pekanbaru). Vol 8, No 1/1 2001.
- Anderson, Gary and Arsenault, Nancy. *Fundamentals of Educational Research; Second Edition*. The Falmer Press: USA, 1998.
- Ariska, Yeni. "The Symbol of Marriage in Henry James' Nover the Golden Bowl Viewed from Saussure's Semiotic Theory". (English Letters and Language Department Faculty of Humanities Maulana Malik Ibrahim State Islamic University of Malang), 2015.
- Berg, Bruce L. *Qualitative Research Method for the Social Sciences*. USA: Allyn & Bacon, 2001.
- Chandler, Daniel. *The Basic Semiotic; second edition*. New York: Routledge, 2007.
- Cohen, Louis. Manion, Lawrence & Morrison, Keith. *Research Methods in Education; sixth edition*. New York: Routledge, 2007.
- Creswell, John W. *Research Design; fourth edition*. USA: Sage Publications, 2014.
- Danesi, Marcel. *Messages, Signs, and Meanings; third edition*. Canada: University of Toronoto Press, 2004.
- Deodato, Alexis. "Paul Ricoeur's Hermeneutics of Symbols A Critical Dialectic of Suspicion and Faith". (Alexis Deodato S. Itao). Vol 4 No 2, December 2017.
- Department for Transport. *Know Your Traffic Signs*. London: TSO, 2007.
- Eriana, Audia. "Peirce's Semiotics Analysis of Icon and Symbol on Perfume Advertisements". (English Letters Department Letters and Humanities Faculty State Islamic University Syarif Hidayatullah Jakarta), 2015.
- Fadaee, Elaheh. "Symbols, Metaphors and Similes in Literature: A Case Study of Animal Farm". *Journal of English and Literature*. (Islamic Azad University of Bandar Abbas). Vol 2 No 2, 27 February 2011.
- Green, Peter. *Business Systems Analysis with Ontologies*. Australia: Idea Group Publishing, 2005.
- Griffiths, Patrick. *An Introduction to English Semantics and Pragmatics*. New York: Edinburgh University Press, 2006.

- Hasanah, Henny Uswatun. "A Study of Signs: The Political Advertisements in Presidential Election Campaign of Indonesia 2014 Based on the Peirce's Theory". (Prodi Bahasa Inggris Jurusan Tarbiyah STAIN Pemekasan). Vol 1, 9, May 2014.
- Hasida, "Analisis Semiotika pada Simbol Upacara Nyorong dalam Perkawinan Adat Samawa". (Prodi Pendidikan Bahasa Sastra Indonesia dan Daerah Jurusan Pendidikan Bahasa dan Seni Fakultas Keguruan dan Ilmu Pendidikan Universitas Mataram) 2018.
- Hurford, James R. dkk, *Semantics a Coursebook; second edition*. United States of American: Cambridge University Press, 2007.
- James and Kimberly. *Educational Research* United States of American: Joy O'Colleghan, 2011.
- Kearns, Kate. *Semantics; second edition*. New York: Palgrave Macmillan, 2011.
- Liu, Kecheng. *Semiotics in Information Systems Engineering*. Australia: Cambridge University Press, 2004.
- Miles, Matthew B. & Huberman, A. Michael. *Qualitative Data Analysis. Second Edition*. London: Sage Publication, 1994.
- Mudjiyanto, Bambang & Nur, Emilsyah. "Semiotika Dalam Metode Penelitian Komunikasi". *Jurnal Penelitian Komunikasi, Informatika dan Media Massa*. (Balai Pengkajian dan Pengembangan Komunikasi dan Informatika Jakarta). Vol 16, No 1, April 2013.
- Parret, Herman. *Semiotics and Pragmatics*. Belgian National Science Foundation Universities of Louvain and Antwerp: John Benjamins Publishing Company Amsterdam/Philadelphia, 1983.
- Saeed, John I. *Semantics; fourth edition*. New Delhi: Blackwell Publishers, 2016.
- Sebeok, Thomas A. *Signs: An Introduction to Semiotics; second edition*. Canada: University of Toronoto Press, 2001.
- Umagandhi, R. & M Vinothini, "Leech's Seven Types of Meaning in Semantic". *International Journal of Multidisciplinary Research and Development*. (Nadar Saraswathi College of Arts and Science), Vol 4 No 3/3 March 2017.
- Wulandari, Risda Aulia. "Symbols of Misery in Elie Wiesel's Night". (English Language and Letters Department Faculty of Humanities Maulana Malik Ibrahim State Islamic University of Malang) 2016.
- Yule, George. *The Study of Language; fourth edition*. United States of American: Cambridge University Press, 2010.

APPENDICES

Building Condition of SMPN 3 Sukadana

SMPN 3 Sukadana has many buildings such as classroom, library, canteen, and many others. The explanation of these buildings as follows:

Table 1. Building Condition of SMPN 3 Sukadana

| No | Names of Building | Total |
|-----------|--------------------------|--------------|
| 1 | Headmaster Room | 1 |
| 2 | Teacher Room | 2 |
| 3 | Administrasi Room | 1 |
| 4 | Class Room | 11 |
| 5 | Library | 1 |
| 6 | Lab Ipa | 1 |
| 7 | Lab Language1 | 1 |
| 8 | School healthy Unit Room | 1 |
| 9 | Mosque | 1 |
| 10 | Canteen | 3 |
| 11 | Kitchen | 1 |
| 12 | Teachers' Toilet | 3 |
| 13 | Students' Toilet | 2 |

Berilah tanda silang dibawah ini pada jawaban yang benar !

1. After you see this symbol, what will you think?



- a. You have to stop be careful
- b. You can turn left
- c. **You cannot park here**
- d. You cannot smoke

2. After you see this symbol, what will you think?



- a. The direction of the entrance
- b. The direction of the exit
- c. **No turning left**
- d. No turning right

3. We are not allowed to turn...



- a. Left
- b. **Right**
- c. Forward
- d. Around

4. According to the picture below it means we are allowed...



- a. **Turn left**
- b. Roundabout
- c. Turn right
- d. Parking area

5. The picture below shows that we will find...



- a. Crossroads
- b. Side road
- c. Staggered junction
- d. **T-junction**

6. The picture below shows that we will find...



- a. **Crossroads**
- b. Side road
- c. Staggered junction
- d. T-junction

7. According to the picture below we are not allowed...



- a. No right turn
- b. No left turn
- c. **No U-turn**
- d. No smoking

8. The picture below shows that we will find...



- a. Staggered junction
- b. T-junction
- c. **Road narrows on both sides**
- d. Road narrows on right

9. The picture below shows that we will find...



- a. **Staggered junction**
- b. T-junction
- c. Road narrows on both sides
- d. Road narrows on right

10. The picture below shows that we will find...



- a. Crossroads
- b. Side road
- c. Staggered junction
- d. Roundabout**

Interview!

1. Apakah anda kesulitan menggunakan tanda dan lambang?
2. Apakah anda terkadang suka melanggar tanda dan lambang?
3. Apakah anda tahu ada berapa jenis tanda dan lambang?
4. Apakah anda tahu tanda dan lambang apa yang sering digunakan?
5. Bagaimana anda memahami tanda dan lambang?
6. Sudahkah anda memahami tanda dan lambang untuk waktu yang lama?
7. Apakah sekolah anda berpengaruh pada peningkatan pemahaman anda tentang tanda dan lambang?
8. Apakah anda mempelajari tanda dan lambang di luar sekolah, seperti film atau video dalam Bahasa Inggris?
9. Apakah menurut anda tanda dan lambang itu sulit dipelajari?
10. Apakah Bahasa Inggris menyenangkan bagi anda?











Keterangan:

- Kirimkanlah jawaban anda melalui VN (Voice Note) ke whatsapp pribadi.

NAMA = ALPIAN
KLS = 92






No.

Date

1. After you see this symbol, what will you think?
B. you can turn left 
2. After you see this symbol, what will you think?
A. the direction of the entrance. 
3. We are not allowed to ~~turn~~ turn
C. Forward 
4. According to the picture below it means we are allowed
D. Parking area 
5. The picture below that we will find
C. Side road 
6. The picture below shows what we will find
B. Side road 
7. According to the picture ~~below~~ below we are not allowed
D. No smoking 
8. The picture below shows that we will find.
A. ~~Star street~~ A staggered junction 
9. The picture below shows that we will find
C. Road narrows on both sides 
10. The picture below shows that we will find
A. Cross roads. 

No. _____
Date: _____


Nama = Eka Sapriada
Kelas = IX. 2

1. C. You cannot park here
2. C. No Turning left.
3. A. Turn left.
4. A. Left 
5. B. Side road 
6. A. Crossroad
7. A. No right turn 
8. D. Road narrows on right 
9. C. Road narrows on both side 
10. D. Round about.


Nama : Erna Wati

Kelas : IX. 2


C. YOU cannot park here


B. The direction of the exit 


A. Turn left


A. left 

D. T-Junction

D. T-Junction 

B. NO left turn 

A. Staggered junction 

B. T-junction 

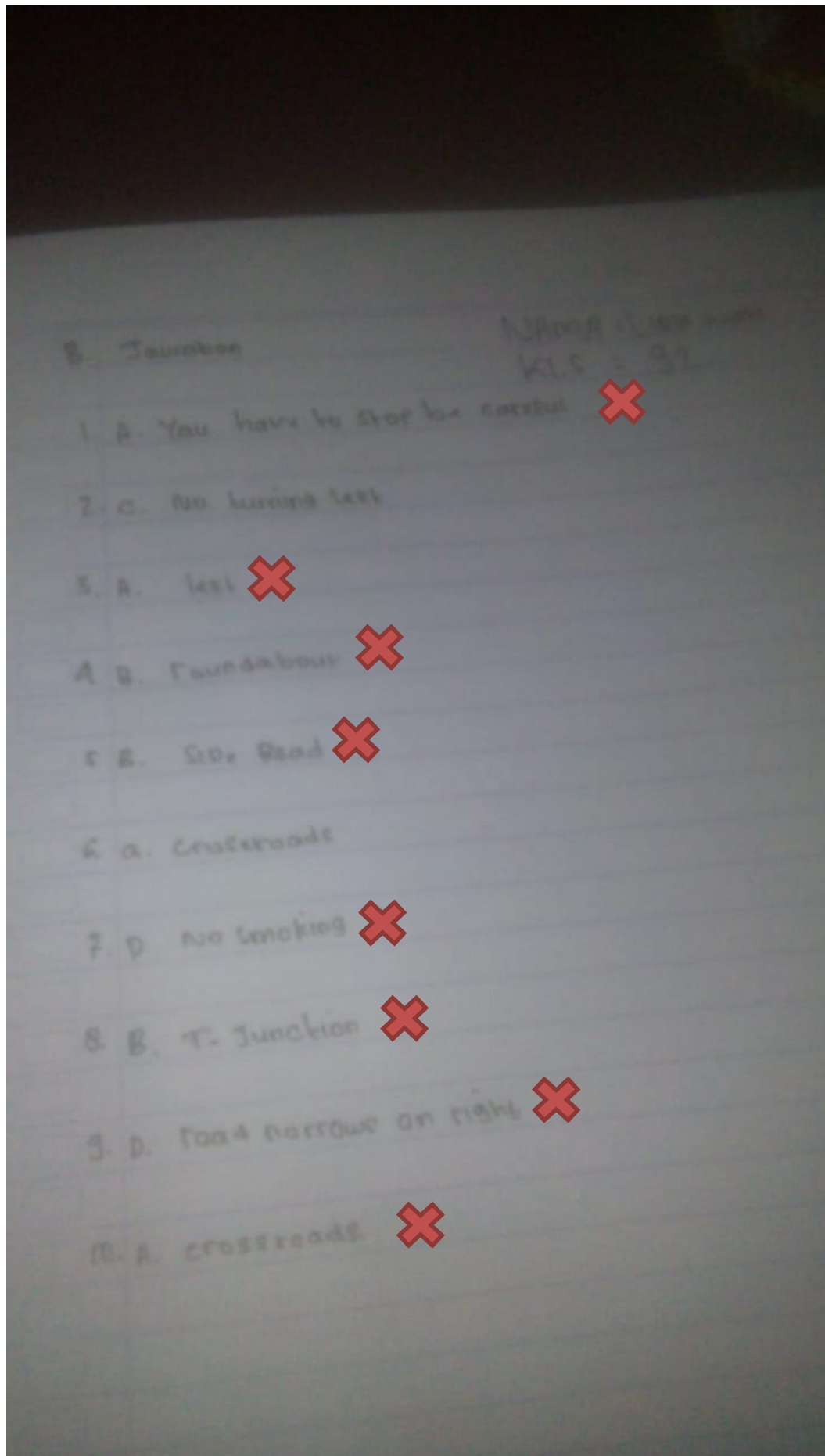
D. Round about.

No. _____

Date: _____

Nama : Firman Opa Saputra
Kelas : IX.2

1. B. You can turn left ✗
2. D. No Turning Right ✗
3. C. Turn Right ✗
4. A. left ✗
5. C. Staggered junction ✗
6. C. Staggered junction ✗
7. C. No U-turn
8. B. T-junction ✗
9. A. Staggered junction
10. D. Roundabout.



No. _____
Date: _____

Nama : MERISKA DARUHA
Kls : 9²

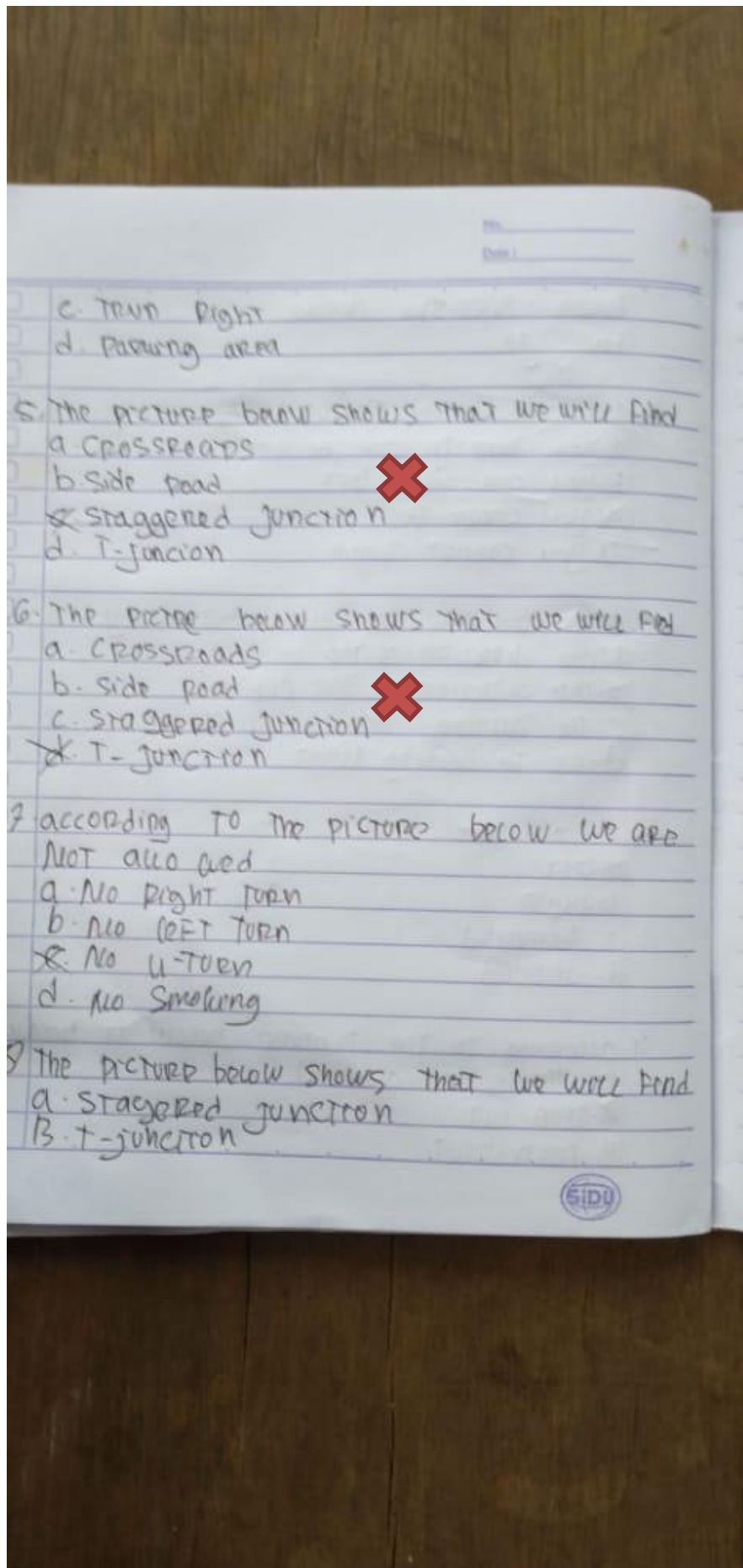
1. After you see this symbol, ~~what~~^{what} will you think?
 a. you have to stop Be CAREFUL
 B. you can Turn LEFT
 X you cannot park here
 D. you cannot smoke

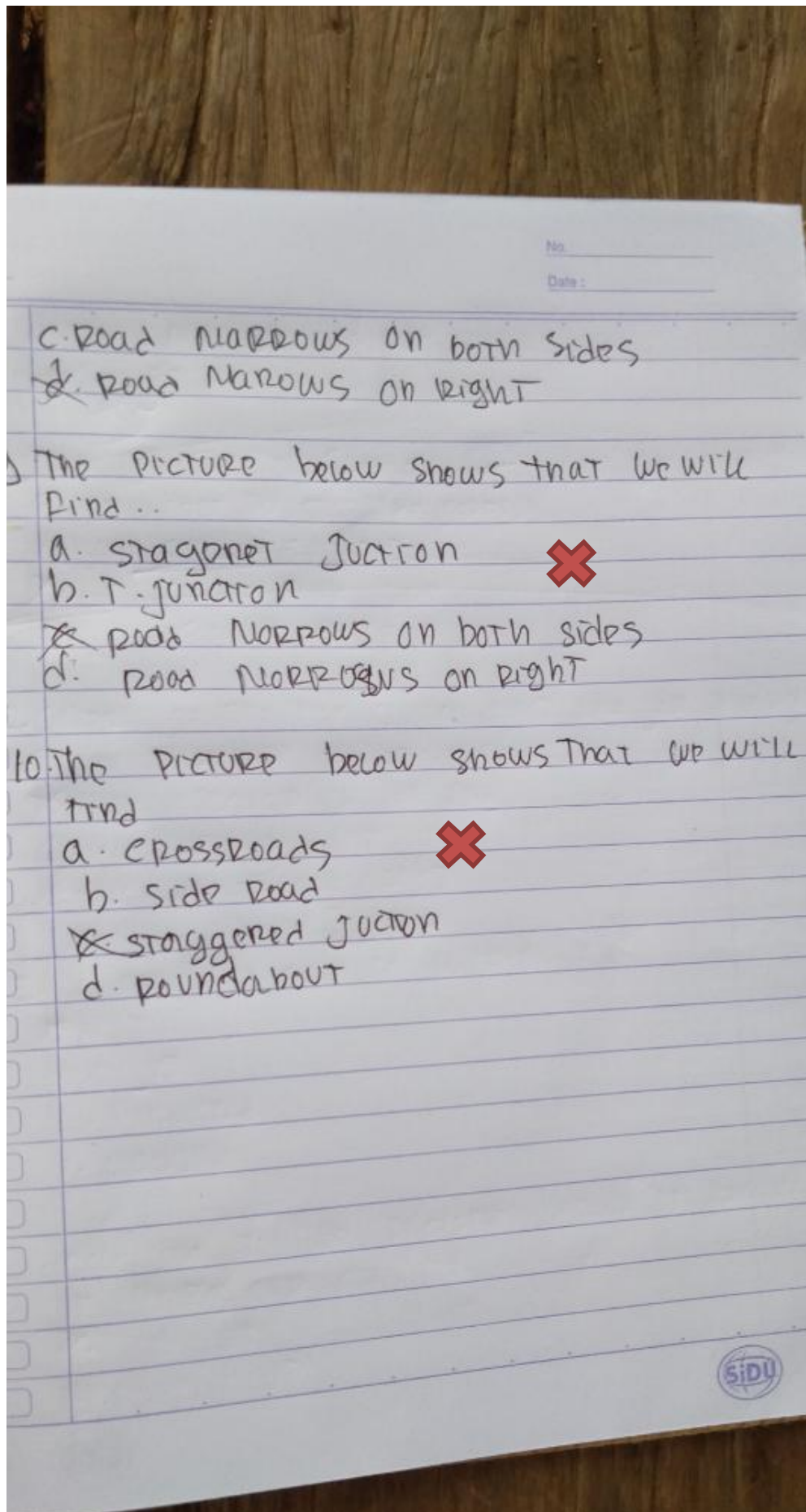
2. After you see this symbol, what will you think?
 a. The direction of the entrance
 X The direction of the exit X
 C. No turning left
 d. No ~~turning~~ turning right

3. We are not allowed to turn
 X left
 b. right
 C. Forward
 d. around

4. according to the picture below it means
 it means are allowed
 X Turn left X
 B. roundabout X

SIDU





No. _____
Date _____

Nama = Muhammad Hoidi Putra
 kelas = 1x²

1. C. You cannot park here.

2. C. No turning left

3. B. Right **X**

4. A. Turn left **X**

5. D. T-junction


6. A. Crossroads


7. C. No U-turn


8. C. Road narrows on both sides


9. C. Road narrows on both sides **X**

Date: _____


1. After you see this symbol, what will you think?
a. you have to stop be careful 

2. After you see this symbol, what will you think?
d. No turning Right 


3. we are not allowed to turn.
b. right 


4. According to the picture below it means we are allowed
d. Parking area 


5. The picture below shows that we will find
d. T-Junction

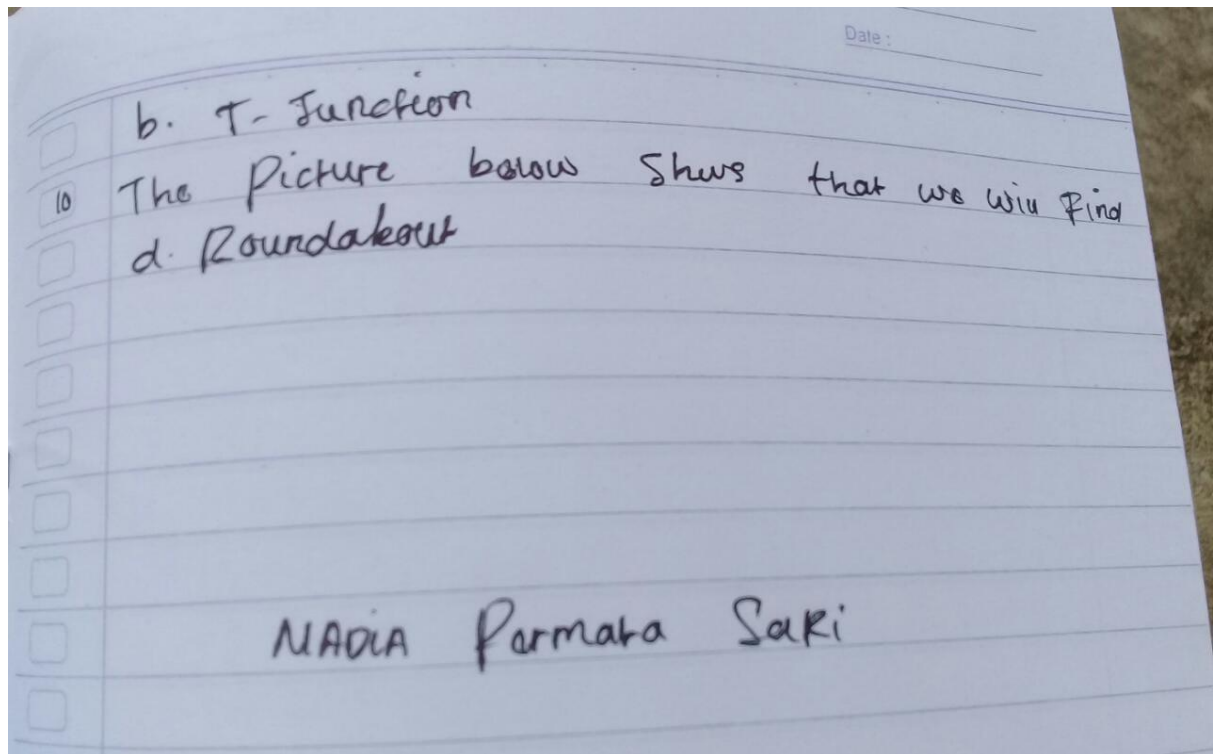
6. The picture below shows that we will find
c. Staggered Junction 

7. According to the picture below we are not allowed
c. No u-turn






8. The picture below shows that we will find
d. Road narrows on Right 

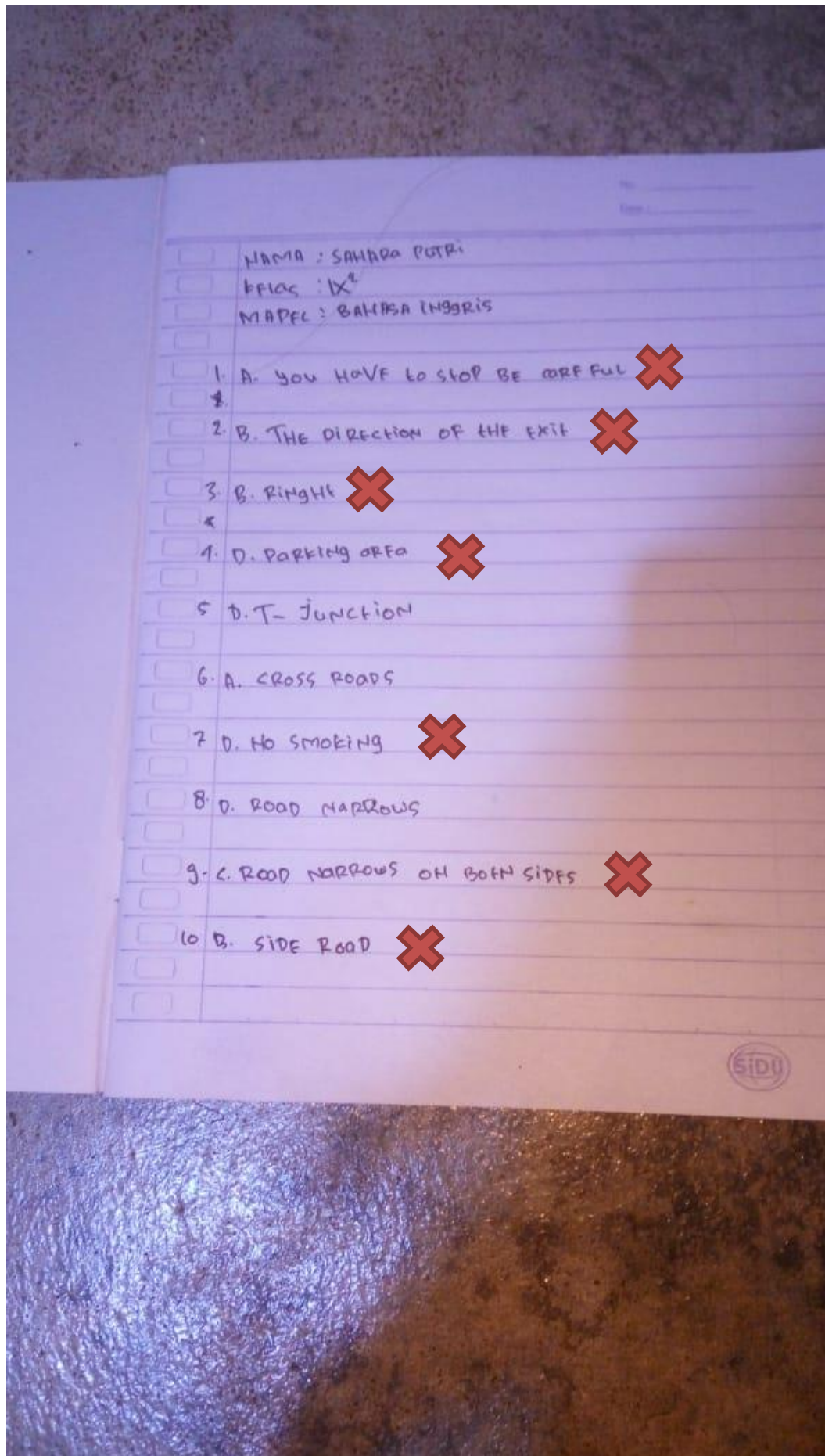
9. The picture below shows that we will find 





Nama : Retno Aulia Sari
Kelas : IX. 2

1. C. You cannot park here
2. C. No turning left
3. B. Roundabout 
4. D. Around 
5. C. Staggered Junction 
6. D. T- Junction 
7. B. NO left turn 
8. C. Road narrows on both sides
9. A. Staggered Junction
10. D. Roundabout.



Date :

 Nama : shafiana galuh yuniar

 kelas : IX.2

 1. C. You cannot park here

 2. D. No Turning right ✗

 3. A. Turn Left

 4. A. left ✗

 5. D. T-junction

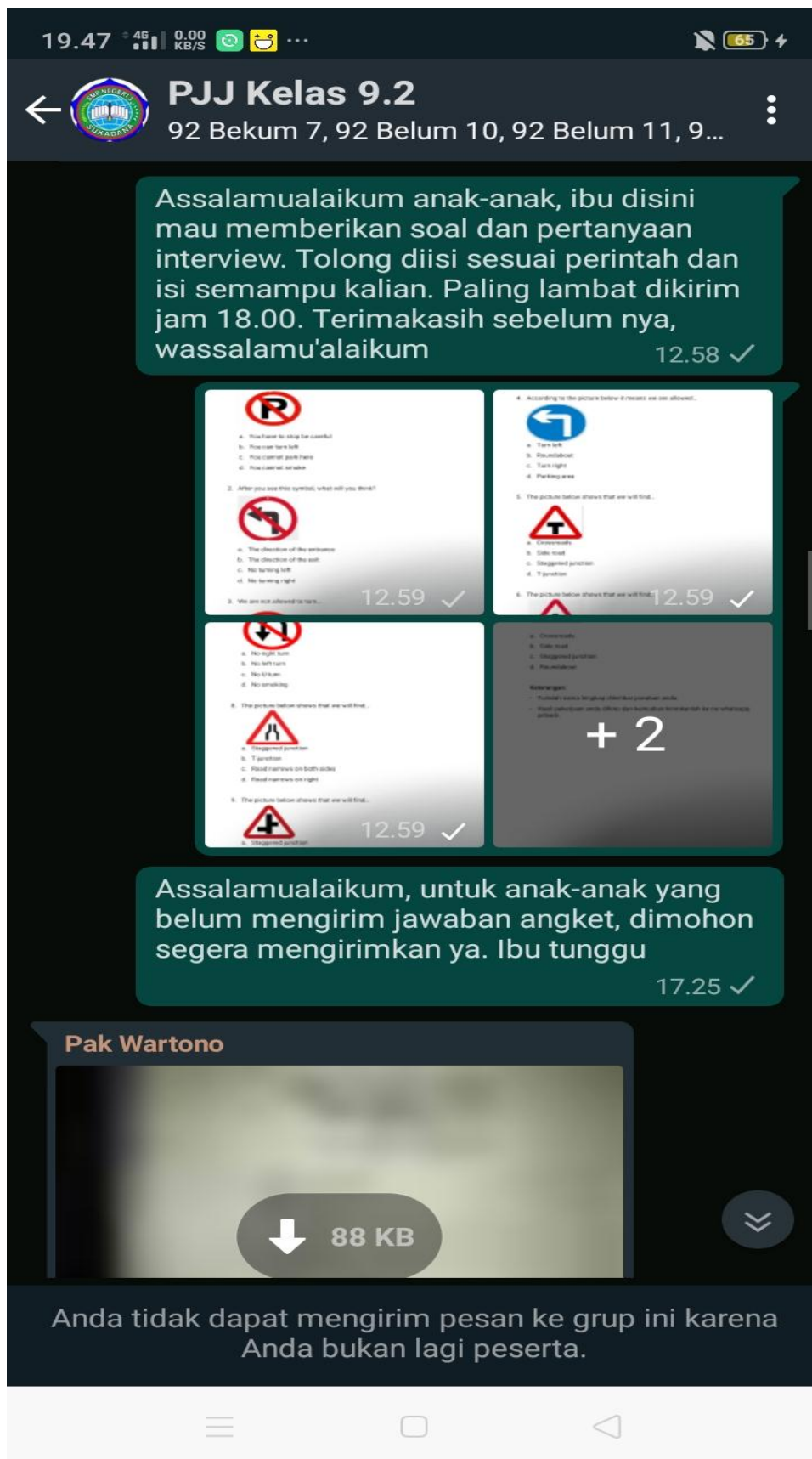
 6. B. Side road ✗

 7. B. NO left turn ✗

 8. C. Road ~~is~~ narrows on ^{both} ~~both~~ sides
both

 9. A. staggered junction

 10. B. side road. ✗





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Devi Nurjanah
 NPM : 1601070009

Jurusan : TBI
 Semester : VII

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------------------|------------|----|--|------------------------|
| | | I | II | | |
| 1 | Friday/15-11-2019 | | ✓ | - Revise Chapter I - Revise Chapter II - Revise Chapter III - Revise Bibliography | |
| 2. | Friday/22-11-2019 | | ✓ | - Revise Chapter II | |
| 3. | wednesday/ 11-12-2019 | | ✓ | - Revise examples signs and symbols | |
| | Thursday 26-12-2019 | | ✓ | Ah Sunary Se I kumoro | |

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Devi Nurjanah
 NPM : 1601070009

Jurusan : TBI
 Semester : VII

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------|------------|----|-----------------------------|------------------------|
| | | I | II | | |
| 1 | 26/12/2019 | ✓ | | Rencana Chapter I | <i>[Signature]</i> |
| 2 | 30/12/2019 | ✓ | | Rencana Chapter II | <i>[Signature]</i> |
| 3 | 09/01/2020 | ✓ | | Rencana Chapter III | <i>[Signature]</i> |
| 4 | 2/04/2020 | ✓ | | Acc Seminar | <i>[Signature]</i> |

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd.
 NIP. 196202151995031001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Devi Nurjanah
NPM : 1601070009

Jurusan : TBI
Semester : VIII

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|-----------------------|------------|----|---|------------------------|
| | | I | II | | |
| 1 | Kamis/9 July 2020 | | ✓ | - Revise cover - Revise Objective of the study | |
| 2 | Rabu/15 July 2020 | | ✓ | Revise Chapter V | |
| 3 | Kamis/23 July 2020 | | ✓ | Arae Muzon ke J. Indonesia | |

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Devi Nurjanah
 NPM : 1601070009

Jurusan : TBI
 Semester : VIII

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|-----------------------|------------|----|---|------------------------|
| | | I | II | | |
| 1. | Senin / 27-7 2020 | ✓ | | - Revisi hasil analisis data - Revisi discussion menggunakan what, why, how - Revisi conclusion | <i>DFull</i> |
| 2. | Rabu / 29-7 2020 | ✓ | | - Revisi suggestion | <i>DFull</i> |
| 3 | Senin / 03-08 2020 | ✓ | | Acc munagasyah | <i>DFull</i> |

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
 NIP. 196202151995031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2290/In.28.1/J/TL.00/07/2019
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA DINAS PERHUBUNGAN KAB. LAMPUNG TIMUR
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **DEVI NURJANAH**
 NPM : 1601070009
 Semester : 7 (Tujuh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : AN ANALYSIS SEMANTIC ON SIGN AND SYMBOL AT THE
 KOMPLEK PEMERINTAH DAERAH KABUPATEN LAMPUNG TIMUR

untuk melakukan *pra-survey* di DINAS PERHUBUNGAN KAB. LAMPUNG TIMUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Juli 2019
 Ketua Jurusan
 Tadris Bahasa Inggris

 Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PERHUBUNGAN

Jl. Buay Nuban Komplek Perkantoran Pemkab Lampung Timur
 Sukadana Telpon [0725] 625053

Sukadana, 07 September 2019

Nomor : 800 / 029 / 11/SK/2019
 Lampiran : -
 Perihal : **Izin Pra-Survey**

Kepada :
 Yth, Institut Agama Islam
 Negeri Metro
 Cq. Fakultas Tarbiyah dan
 Ilmu Keguruan
 di-

KOTA METRO

Dengan hormat,

Menindaklanjuti Surat penyelesaian Tugas Akhir/Skripsi

Nomor : B-2290/ln.28.1/J/TL.00/07/2019 Tanggal 12 Juli 2019 perihal izin pra-survey.

Berkenaan dengan hal tersebut diatas kami mengizinkan Sdri.Devi Nurjanah untuk melakukan pra-survey di Dinas Perhubungan Kabupaten Lampung Timur.

Demikian surat ini disampaikan, supaya dapat dipergunakan sebagaimana mestinya.

a.n KEPALA DINAS

Sekretaris,



M.BENI HUTASARA, S.E

NIP. 19670709 199311 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1431/In.28/D.1/TL.00/06/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 3 SUKADANA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1430/In.28/D.1/TL.01/06/2020, tanggal 19 Juni 2020 atas nama saudara:

Nama : **DEVI NURJANAH**
NPM : 1601070009
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN.3 SUKADANA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS SEMANTIC ON SIGN AND SYMBOL AT THE JUNIOR HIGH SCHOOL 3 SUKADANA EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Juni 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1430/In.28/D.1/TL.01/06/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DEVI NURJANAH**
NPM : 1601070009
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 3 SUKADANA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS SEMANTIC ON SIGN AND SYMBOL AT THE JUNIOR HIGH SCHOOL 3 SUKADANA EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 Juni 2020

Mengetahui,
Pejabat Setempat

Wakil Dekan I,



Dra. Isti Fatonah MA

NIP. 19670531 199303 2 0031



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 SUKADANA

Jl. Letnan Adnan Sanjaya, Mataram Marga, Sukadana, Lampung Timur

SURAT KETERANGAN

Nomor : 420 /615 / 11.SK.SMPN 3 / 2020

Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Sukadana Kabupaten Lampung Timur,
 dengan ini menerangkan bahwa :

Nama : DEVI NURJANAH
 NPM : 1601070009
 Semester : 8
 Fak/ Prodi : Pendidikan Bahasa Inggris

Memberikan izin Pra Penelitian di SMP Negeri 3 Sukadana Lampung Timur pada tanggal 13 Juli 2020
 Dengan Judul: ANALYSIS SEMANTIC ON SIGN AND SYMBOL AT THE JUNIOR HIGH
 SCHOOL 3 SUKADANA EAST LAMPUNG

Demikian surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sukadana, 13 Juli 2020

Kepala Sekolah



CURRICULUM VITAE



The name of researcher is Devi Nurjanah she was born in Sumber Sari, on May 23th 1998. She is the first child of happy couple, Mr. Jahri and Mrs. Andari. She has one sister and one brother. Her young sister's name is Nova Indriyani and his young brother's name is Akbar Firdiansah.

She was enrolled at TK Pertiwi Donomulyo 2003 and graduated in 2004. She continued her study at SDN 1 Donomulyo, and graduated in 2010. She continued her study at SMPN 3 Sukadana, and graduated in 2013. She studied in SMAN 1 Sukadana and graduated in 2016. She was continued her study in 2016, she registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.