

WORDS AND WORLDS: THEORETICAL EXPLORATIONS IN LITERATURE AND LINGUISTICS

**Rike Monika
Fathia Indah Syarifah
Amanda Riskia Salam
Ririn Novita
Muhammad Chafri Eza Dwi Putra
Heni Susanti
Viki Mahdiansyah
Novrian Dwi Ramadhan
Melia Anggraini
Selpyan Evendi
Rhoma Shinta Simbolon
Noni Dwinka Lestari
Febby Okta Novrianti
Isthi Mawar Thoyyibah
Engga Zakaria Sangian
Ritani Rahadatul**



GETPRESS INDONESIA

**WORDS AND WORLDS: THEORETICAL EXPLORATIONS
IN LITERATURE AND LINGUISTICS**

Penulis:

Rike Monika
Fathia Indah Syarifah
Amanda Riskia Salam
Ririn Novita
Muhammad Chafri Eza Dwi Putra
Heni Susanti
Viki Mahdiansyah
Novrian Dwi Ramadhan
Melia Anggraini
Selpyan Evendi
Rhoma Shinta Simbolon
Noni Dwinka Lestari
Febby Okta Novrianti
Isthi Mawar Thoyyibah
Engga Zakaria Sangian
Ritani Rahadatul

ISBN:

Editor : Dr. Lina Tri Astuty Beru Sembiring, M.Pd

Penyunting: Yuliatrini Novita, M.Hum.

Desain Sampul dan Tata Letak : Tri Putri Wahyuni, S.Pd.

Penerbit: GET PRESS INDONESIA
Anggota IKAPI No. 033/SBA/2022

Redaksi:

Jl. Palarik RT 01 RW 06, Kelurahan Air Pacah
Kecamatan Koto Tengah, Padang, Sumatera Barat
website: www.getpress.co.id
email: adm.getpress@gmail.com

Cetakan pertama, Juni 2024

Hak cipta dilindungi undang-undang
dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

PREFACE

It is with great enthusiasm that we present "Words and Worlds: Theoretical Explorations in Literature and Linguistics," a comprehensive collection of studies that delve into the intricate interplay between language and literature. This book spans a wide array of topics, from directive speech acts in literature and semiotic analyses of children's animation series to the representation of feminism in movies and the linguistic perception of campaign posters. Each chapter offers a unique theoretical exploration and practical analysis, reflecting rigorous academic inquiry and a profound passion for understanding the complexities of communication and representation. We hope this compilation serves as a valuable resource for scholars and students alike, inspiring further research and discussion in the dynamic fields of literature and linguistics.

Padang, July 2024

Author

TABLE OF CONTENT

PREFACE	i
TABLE OF CONTENT	ii
CHAPTER 1 DIRECTIVE SPEECH ACTS IN LITERATURE :	
PRAGMATICS STUDY.....	1
1.1 Introduction.....	1
1.2 Classification Of Speech Acts.....	2
1.3 Theoretical Study.....	3
REFERENCES.....	8
CHAPTER 2 SEMIOTIC ANALYSIS OF CHILDREN'S ANIMATION	
SERIES.....	9
2.1 Introduction.....	9
2.2 Semiotic	10
2.2.1 Ferdinand de Saussure.....	11
2.2.2 Charles Sanders Peirce.....	11
2.2 Animation	12
2.2.1 Definition of Animation	12
REFERENCES.....	14
CHAPTER 3 REPRESENTATION OF FEMINISM IN MOVIES: THE	
STUDY OF CHARLES S. PIERCE	15
3.1 Introduction.....	15
3.2 Feminism	15
3.2.1 Various Schools Of Feminism.....	16
REFERENCES.....	19
BAB 4 GRICE'S COOPERATIVE PRINCIPLE IN DAYLI	
CONVERSATION	21
4.1 Introduction.....	21
4.2 Conversation.....	22
4.3 Cigarattes.....	22
4.3.1 Maxim of Quantity.....	23
4.3.2 Maxim of Quality.....	24
4.3.3 Maxim of Relevance.....	24
4.3.4 Maxim of Manner	25
REFERENCES.....	26

BAB 5 SEMIOTIC ADVERTISEMENT CIGARATTE.....	27
5.1 Introduction.....	27
5.2 Advertisement	28
5.3 Cigarattes.....	29
5.3.1 Type of Cigarette	30
5.3.2 Cigarette brands in Indonesia and Volumes.....	30
5.3.3 Types Of Smokers.....	31
5.3.4 Impacts caused by smoking	31
REFERENCES	33
CHAPTER 6 ANALYSIS OF CHARACTER VALUES IN CHILDREN'S CARTOON FILMS	
6.1 Introduction.....	35
6.2 The 18 Character Values Include:	35
REFERENCES	39
CHAPTER 7 MEANING OF JARGON IN ONLINE GAME.....	41
7.1 Introduction.....	41
7.2. Theory.....	42
7.2.1 Sociolinguistics.....	42
7.2.2 Jargon.....	43
7.2.4 Online Game	45
REFERENCES	47
CHAPTER 8 AN ANALYSIS OF FIGURATIVE LANGUAGE IN THE SONG LYRICS	49
8.1 Introduction.....	49
8.2 Types of Figurative Language.....	50
8.2.1 Metaphor	51
8.2.2 Metonymy	51
8.2.3 Simile.....	51
8.2.4 Personification	52
8.2.5 Metaphorical Idioms.....	52
8.2.6 Hyperbole.....	52
8.2.7Synecdoche	53
8.2.8 Imagery	53
8.2.9 Irony	53
8.2.10 Paradox.....	53

8.2.11 Symbol	54
8.2.12 Allusion.....	54
REFERENCES.....	55
CHAPTER 9 ANALYZING CONFLICT IN HARRY POTTER MOVIE'S....	57
9.1 Introduction.....	57
9.2 Theory.....	58
9.2.1 Harry Potter	58
9.2.2 Conflict in Harry Porter Movie's.....	60
9.3 Conclusion	62
REFERENCES.....	63
CHAPTER 10 AN ANALYSIS OF MORAL VALUES IN MOVIES	65
10.1 Introduction	65
10.2 Writing Ethics.....	67
10.2.1 Effective.....	68
10.2.2 Efficient.....	68
REFERENCES.....	69
CHAPTER 11 A SEMANTICS ANALYSIS OF CONNOTATIVE MEANING ON SONG LYRICS	71
11.1 Introduction	71
11.2 Semantic	71
11.2.1 The following are several semantic meanings according to experts, consisting of:.....	72
11.2.2 Type of Meaning.....	72
11.3 Denotative and Connotative Meaning.....	73
11.4 What is a Song?	74
REFERENCES.....	75
CHAPTER 12 ANALYSIS OF GENDER DISCRIMINATION IN FILM	77
12.1 Introduction	77
12.2 Influential figures who contributed to the theory of Analysis Of Gender Discrimination	79
12.2.1 Bell Hooks.....	80
12.2.2 Kimberlé Crenshaw	81
12.2.3 Karl Marx	82
12.2.4 Judith Bulter	83
12.3 Types of Gender Discrimination	84

12.4 Conclusion	85
REFERENCES	86
CHAPTER 13 PSYCHOLOGICAL ANALYSIS IN NOVEL	89
13.1 Introduction	89
13.2 Literature Riviw	90
13.3 Influential figures who contributed to the theory of psychological analysis in literary works	93
13.3.1 Sigmund Freud	93
13.3.2 Carl Gustav Jung	95
13.3.4 Karen Horney	99
13.3.5 Alfred Adler	100
REFERENCES	103
CHAPTER 14 AN ANALYSIS OF SWEARING WORDS IN MOVIS	105
14.1 Introduction	105
14.2 Movie	106
14.3 Swearing	106
14.3.1 Definition	106
14.3.2 Types of Swearing	107
14.3.3 The Function of Swearing	107
REFERENCES	109
CHAPTER 15 LINGUISTIC PERCEPTION OF THE 2024 CAMPAIGN POSTER LANDSCAPE A STUDY OF LANGUAGE DRAWS ATTENTION ON CAMPAIGN POSTERS IN BENGKULU	111
15.1 Introduction	111
15.2 Theory	112
15.3 Methods	113
15.4 Research Findings	113
15.5 Conclusion	118
REFERENCES	120
BAB 16 ANALYSIS OF RELIGIOUS VALUES IN CHILDREN'S FILMS	121
16.1 Introduction	121
16.2 Definition of Film	122
16.3 Understanding Religious Values	122
REFERENCES	124

CHAPTER 1

DIRECTIVE SPEECH ACTS IN LITERATURE : PRAGMATICS STUDY

1.1 Introduction

Research pertaining to the strategy Pragmatics is a scientific language that investigates the interplay of signals, meaning, and context; this study falls within its purview (Yusri, 2016: 1). Pragmatics discusses a number of studies, the most prominent of which are speech actions. The three main categories of speech actions are locution, illocution, and perlocution. This study focuses on directive speech actions, which are illocutionary speech acts in which the speaker says something to get their speech partner to perform what the speaker says.

Speech actions that are undertaken with the goal of ordering, requesting, demanding, suggesting, or challenging are known as directive speech acts (Wiranty, 2017: 310). Speakers' prior knowledge aids in interpreting the meaning of what they say; this is known as "the context of speech" (Leech, 2011: 20). Methods for connecting speakers with speech partners are outlined in speech act strategy.

Sapardi Djoko Damono (1979) argues that literature is an institution of society that relies on language for its dissemination. The literary canon also depicts human existence as a social fact. To sum up, literature is a human creation that uses language to communicate stories about human existence.

First, directive speech acts are an important part of language, especially in terms of pragmatics, which examines the meaning of language based on its context. Second, directive speech acts are often found in a literary work that has dialog

and narration, Third, based on the reading, there are many directive speech acts that can be studied in literature.

The idea of guiding speech acts is foundational to the discipline of pragmatics. The following steps A directive speech act occurs when one person tries to tell another person to do something or not do something. moving forward or remaining inactive. You can't tell someone to do something that has already occurred since directed speech acts are prospective. The use of language in directive speech activities not only prompts the listener to take action, but also shapes their behavior according to the speaker's wishes. tasks that the speaker want to be completed. The speaker wants their speech partner to follow the directions in the directive speech act when they carry out the activity.

1.2 Classification Of Speech Acts

By "speech events," we mean the real, contextualized occurrence of two persons (speakers and interlocutors) interacting linguistically over a common subject at a specific physical place and time. Formal workplace meetings, classroom debates, court processes, and the like are all examples of speech events, as are the time-sensitive linguistic exchanges that take place between buyers and sellers in the market. See Chaer and Agustina, 2010: 48 for a comment on what Dell Hymes stated.

Speaking acts are categorized by Austin in his book *How to Do Things With Words* into three parts: locution, illocution, and perlocution. Among the many criteria used by Searle to classify illocutionary speech activities into five separate types, as discussed in his essay "An Essay in the Philosophy of Language," are:

- A. Any time you say, propose, tell, suggest, boast, complain, report, etc., you are engaging in an aggressive speech act.

Confidence in one's own ideas may be fostered by assertiveness, a kind of illocutionary speaking.

- B. Instructions, requests, arguments, counseling, and other similar illocutionary speaking acts all have the same goal: to elicit an action from the speaker.
- C. Speech actions that bind the speaker to an upcoming action include vowing, promising, offering, offering (prayer), and similar expressions.
- D. One way to express one's feelings about a subject is via a descriptive illocutionary speaking performance. As an example, you may congratulate, express condolences, blame, forgive, praise, or thank.
- E. While delivered correctly, a declarative puts the essence of a statement into conformity with reality; it is an illocutionary act. Some examples of verbs are: release, dismissal, name, excommunication, appointment, decision, sentence, and so on.

1.3 Theoretical Study

a. Pragmatics

According to Wijana (1996), pragmatics is a subfield of linguistics that focuses on the study of language's exterior structure, namely its communication-related uses. Pragmatics, then, is concerned with studying context-dependent meaning, or the speaker's purpose. The study of how different language forms interact with their intended audiences is known as pragmatics, according to Yule (2006:5). Understanding how people comprehend one another is the focus of the fascinating field of pragmatics, which is a subfield of linguistics.

In conclusion, pragmatics is a specific subfield of linguistics that studies the speaker's intention and meaning in relation to the recipient of their message. In pragmatics, a specific subfield of linguistics, the goal is to analyze how a speaker intends for their words to be understood by the listener or reader in order to communicate effectively.

"Speech acts" are a major focus in pragmatics. The link between pragmatics and speech actions is intimate. It is evident in the academic domain. Pragmatics and speech actions, in general, examine how words are understood in different contexts. Denotation that is appropriate given the circumstances. Pragmatics, as pointed out by David R. and Dowty (quoted in Rahardi, 2003: 12), is the true science of language. The field known as pragmatics examines several aspects of human communication, including but not limited to: conversational activities involving speakers and speech partners, presupposition, implicature, and entailment.

b. Directive Speech Acts

Muslim (2019: 302) defines directed speech as a declaration of the speaker's desires about the recipient's actions or inactions. A speech that asks the speech partner to do something is called a directive speech act of request.

The investigation begins with the data on directed speech actions. Analysis of Directed Learning in the Novel "Orang-Orang Biasa Karya" by Andrea Hirata (Kajian Pragmatik) is part of the Literature: Pragmatics Study.

"Continue, ya-si-a! It is for this reason that you must submit this petition in a timely manner!"

This statement was made at a meeting between the speaker and their speech partner in a quiet, enclosed space. Friends of Awaludin's who attend the meeting thereafter serve as his speaking partners. Here in this chamber, the speaker has enjoined the speaking partner to conceal the heist they are plotting. A speaker may tell their speech partner to do what the speaker wants them to do by using directive speech, which has the aim of delivering instructions. This quotation exemplifies the role of building.

The Second data in literature is **Tindak Tutar Direktif dalam Novel *Menebus Impian* Karya Abidah El Khalieqy: Kajian Pragmatik**

Nur : “Mat, aku ada perlu, nih. Bantu dong?”

Rohmat : “Bantu apaan sih?”

Nur : “Biasalah, urusan mahasiswa, eh mahasiswa ding.” (Hlm 21)

Advice is a conversation from the speaker to give advice to his interlocutor or an instruction that contains a good lesson from the speaker that can be used as a reason for the speech partner to do something. Here are some examples of the form of directive speech acts Advice.

The third data in literature is **Tindak Tutur Direktif dalam Sinema Salahuddin Al-batal Al-Ustūrah**

لانس أن تنظرني الإشارة

“Jangan lupa kau menunggu tanda dariku”

The above speech took place on the royal road. The speaker is Bihram and the partner is Lugh. The speech occurred because Lugh said that the palace guards were busy capturing Salahuddin. Here, Bihram restricts Lugh's movement and waits for a sign from him. This speech is included in the prohibition form with the function of restricting. A sentence is said to be a prohibition, in which it must use fi'il mudhari' preceded by laa nahiyyah. In the sentence above there is the word "لا" which means laa nahiyyah and the word "تنتس" which is fi'il mudhari' which means "forget".

The fourth data in literature is **Analisis Tindak Tutur Direktif Pada Ceramah Ustadz Abdul Somad Edisi Tanya Jawab Kajian Musawarah Bersama Artis Hijrah**

Kita lebih cenderung menyembah dengan sukacita jika kita adalah bagian dari komunitas. Kita perlu meninggalkan komunitas itu jika berada di sana tidak akan memperkuat agama kita.”

In data, the speech above contains a type of directive speech act. The marker of this speech is "get out!". This speech is a direct speech with imperative mode because it functions to order speech partners to do something, namely Ustadz commands the congregation to leave the community that does not support faith. The imperativeness can be seen from the intonation. The speech is spoken with a rising intonation at the end of the speech. The speech is a direct speech act because the meaning of the statement expressed is in accordance with the mode.

The Fifth data in literature is **Bentuk Tindak Tutur Direktif Dalam Dialog Novel Lingkar Tanah Lingkar Air Karya Ahmad Tohari: Analisis Teori Searle R. John**

"Tidak ada cara, Kiai; Saya menolak untuk melacak Kiram dan Jun. Sangat mungkin bahwa tentara Republik akan menangkap saya, seperti yang dikatakan Kiram, jadi saya masih membutuhkan perlindungan Kiai.

"Anda membuat pilihan yang bagus, Mid. Ya, Anda memiliki potensi untuk menjadi orang dewasa. Sangat baik Di sini sampai Anda bisa yakin itu aman untuk pergi. Seseorang akan mempekerjakan Anda untuk mengajar atau apa pun. Apa yang paling penting hari ini adalah bahwa Anda meletakkan senjata Anda karena orang-orang telah merusak koneksi Anda dengan militer Republik." (Lingkar Tanah Lingkar Air, 2022: 87)

The dialog above has a form of directive speech act suggesting something. The character Amid, who previously expressed his desire to end the war and return to society, finally received advice from Kiai Ngumar regarding what to do to be safe from the pursuit of the Republican army by staying in

his house until it was safe. Another suggestion was that Amid could become a teacher or do any kind of work. The speech was delivered by Kiai Ngumar to provide peace and help for Amid's good wishes. The speech was delivered with moderate intonation and the speaker showed his concern.

REFERENCES

- Novriani & Afriani. 2022. Tindak Tutur Direktif dalam Novel Menebus Impian Karya Abidah El Khalieqy: Kajian Pragmatik
- Chaerisa. 2017. Tindak Tutur Direktif dalam Dialog Film Ketika Cinta, n.d.
- Safitri & Utomo. 2020. Analisis Tindak Tutur Direktif Pada Ceramah Ustadz Abdul Somad Edisi Tanya Jawab Kajian Musawarah Bersama Artis Hijrah
- Mardian et al., 2021. Analisis Tindak Tutur Direktif Dalam Novel Orang- Orang Biasa Karya Andrea Hirata Kajian Pragmatik
- Khoerunnisa et al. 2023. Bentuk Tindak Tutur Direktif Dalam Dialog Novel Lingkar Tanah Lingkar Air Karya Ahmad Tohari: Analisis Teori Searle R. John
- Rohmadi, n.d. Kajian Pragmatik Percakapan Guru dan Siswa dalam Pembelajaran Bahasa Indonesia
- Isnaeningsih Sumarlis_Bab Tinjauan II, N.D. Pustaka dan Kajian Teoretis

CHAPTER 2

SEMIOTIC ANALYSIS OF CHILDREN'S ANIMATION SERIES

2.1 Introduction

The underlying presumptions held by society regarding the nature of signs, their purpose, and the potential outcomes they may have are referred to as semiotic ideologies. A collection of presumptions and notions are provided by semiotics, often known as the science of signs, which allows for a systematic investigation of symbolic systems. Language is just one among many sign systems with varied degrees of unity, application, and complexity, even though semiotics is founded on language. Morse code, music, etiquette, mathematics, and even highway signs are all examples of semiotic systems. The connections and articulations within sign systems can be loose or tight, and the relationships within them might be homological, analogic, or even metaphorical. Social semioticians believe that the units that structure language are functionally analogous to social life, group structure, beliefs, practices, and the content of social connections (B Cullum, 1994).

The word "animate," along with the phrases "animation," "animated," and "animator," all derive from the Latin verb "animare," which means "to give life." When referring to animated movies, this typically refers to the fabrication of an artificial illusion. A film made by hand, frame-by-frame, that gives the impression of movement that hasn't been directly captured in the traditional photographic sense is the working definition of animation in practice. It's just that this concept is useful for understanding classic cel animation, hand drawing,

and modeling, but has not been found appropriate for describing other animation styles, especially those made possible by new technologies, such as sketching. computer generated or the result of other image altering techniques (Wells, 2013).

2.2 Semiotic

Semiotics comes from the Greek word *semesion*, meaning sign, *semainon* meaning signifier and *semainon* meaning signified or indicated. In general, semiotics is the study of signs or an epistemology of the existence or reality of signs in social life (Yakin, 2014). many researchers such as Ferdinand de Saussure, Charles Sanders Peirce, Roland Barthes, Roman Jakobson, Charles Morris and Umberto Eco (Eco, 1979; Leeds-Hurwitz, 1993; Panuti & Zoest, 1996; Chandler, 2002; Yakin, 2014) have agreed on a simple definition of semiotics. Semiotics explains everything that can be seen or interpreted as a sign, which Umberto Eco states in his book "A Theory of Semiotics" which shows that "semiotics is about with everything that can be considered as a sign.

Two specialists, from various continents, are well known for their contributions to semiotic theory. They have impacted and had a big impact on disciplines outside of their specific fields of study via their methodology. Up until this point, the semiotic approach and concepts he introduced have been extensively discussed and frequently used as references in many different fields of thought and subjects, including but not limited to those of philosophy and linguistics, as well as those of art and literature, such as for example music, theater, film, and textual analysis, as well as communication, advertising, anthropology, psychology, archaeology, architecture, mathematics, etc.

2.2.1 Ferdinand de Saussure

Ferdinand de Saussure was a linguist who developed the basic theory of general language. He is credited with founding contemporary linguistics. In multiple collections of student lecture notes based on lectures delivered between 1907 and 1911, which were ultimately published as the book "Course in General Linguistics," he coined the term "semiology," inspired by and based on this concept. Later, this creation or masterpiece became a crucial part of the structuralism school of language theory.

The central idea of Saussure's theory is the idea that language is a sign system, and that there are numerous additional sign systems in the human environment in addition to language. Instead of emphasizing the language itself, it concentrates on the systems that underlie it. In conclusion, Saussure's theory of signs prioritizes.

2.2.2 Charles Sanders Peirce

A sign or representation is something that represents something to someone in a particular relationship or capacity. It is addressed to someone who creates a sign that is appropriate or perhaps more developed in his mind. It represents an object, not in every sense, but it shows a kind of idea that is sometimes called a fundamental representation.

The Harvard philosopher Charles Sanders Peirce (1839-1914) herein divided all signs into three main types: icons, indices, and symbols.

A sign is a icon, index, or symbol. A symbol is a sign that has properties that make it meaningful, even when its object does not exist; like a pencil mark representing a geometric line. An index is a sign that loses its character immediately, making it a sign if its subject is removed, but will not lose this character without an interpreter. For example, a piece of mold with a

bullet hole is a sign of firing; because without the blow there would be no hole; but there was a hole there, whether or not anyone had the sense to attribute it to a gunshot or not. A symbol is a sign that would lose the character that makes it a sign if there were no interpreter. It is any statement that has the meaning it does just because it is understood to mean it (Peirce, 1992).

2.2 Animation

2.2.1 Definition of Animation

According to Soenyoto (2017), the word animation comes from the ancient Greek, namely *animo*, which means desire, desire or interest. It has a deeper meaning of spirit, soul or life. In ancient societies, animism was the belief that all objects have a soul (life).

Animation is basically a scientific discipline that combines elements of art with technology. As a scientific discipline that is bound by the rules or laws and postulates that underlie science itself, namely the principles of animation. Such as film or video cameras, sound recorders, computer software, and human resources. Everyone works together to create an animated masterpiece. Some use filmic rules, such as calculating cut units, sequences, frames, continuity, coverage of viewpoints, or angles such as close ups, medium shots, long shots, image transitions, scenarios, blocking, and others.

Ariyati (2016) claims that animation is a gradual visual transition that gives developed multimedia projects and web pages a lot of strength. The fundamental ideas behind animation include:

1. Movie

A movie is the common term used to describe flash animation. The animation's plot will be managed by someone during production. Create a number of items, then combine them to create an animation known as a movie clip.

2. Object

Before starting the animation, an object is first formed, after which the object's movements are planned. Easy-to-use object creation tools are available in Flash.

3. Texts

Word processing and multimedia-based information are built on text. Text is information expressed in the form of characters, in this case, the ASCII (American Standard Code for Information Interchange) code. Text is typically used to convey information.

4. Sound

A physical phenomenon brought on by vibrations is sound. Another method to further explain the meaning of information is through audio presentation. For instance, narration makes the explanation provided in a video complete. Through the use of sound, such as music and sound effects, an image's characteristics can be more effectively explained.

REFERENCES

- Ariyati, S., & Misriati, T. (2016). Perancangan animasi interaktif pembelajaran asmaul husna. *Jurnal Teknik Komputer AMIK BSI*, 2(1), 116-121.
- Cullum-Swan, B. E. T. S., & Manning, P. (1994). Narrative, content, and semiotic analysis. *Handbook of qualitative research*, 463-477.
- Peirce, C. S., & Buchler, J. (1902). *Logic as semiotic: The theory of signs*. *Philosophical Writings of Peirce* (New York: Dover Publications, 1955), 100.
- Soenyoto, P. (2017). *Animasi 2D*. Elex Media Komputindo.
- Wells, P. (2013). *Understanding animation*. Routledge.
- Yakin, H. S. M., & Totu, A. (2014). The semiotic perspectives of Peirce and Saussure: A brief comparative study. *Procedia-Social and Behavioral Sciences*, 155, 4-8.

CHAPTER 3

REPRESENTATION OF FEMINISM IN MOVIES: THE STUDY OF CHARLES S. PIERCE

3.1 Introduction

Representation is a way of creating meaning. Representation itself operates through a system of representation that includes two important elements, namely mental concepts and language. In the book "Learning Culture": Practical introduction: He has three definitions of the word "represent".

Stand up for, speak or act on behalf of, represent. In reality, the meanings of these three expressions may overlap. Stuart Hall's theory helps us better understand what representation means and how it functions in a cultural society. Giles (1999:56-57)

Representation theory uses a constructivist approach that argues that meaning is constructed through language. Stuart Hall says in his article "It Doesn't Make Sense": We construct meaning using representative system concepts and symbols. Therefore, concepts (thoughts) and symbols (language) are important components in the process of constructing and generating meaning. Representation can also be summarized as the process of creating meaning from concepts in the mind through language.

3.2 Feminism

Someone who exhibits typical feminine traits and conducts herself in a womanly manner is labeled as feminine. Feminism is a generalized state of characteristic traits that are particular to the female sex. Traditionally, women who identify

as feminine are limited to domestic roles, which include housecleaning, cooking, laundry, ironing, and child care—all activities that are closely associated with femininity.

3.2.1 Various Schools Of Feminism

Various viewpoints gave rise to some of the following schools of feminism, among others:

a) Feminist Liberalism

The goal of liberal feminism is to defend women's legal, social, and political equality. This indicates that discrimination against women in any form is condemned by this school. Women and men alike should have equal access to education because all people have the right to grow in their capacity for morality and logic. in order for them to fully develop into human beings. Wollstonecraft gives us an idealistic vision of education for all women, one that prioritizes characteristics often associated with men over those normally associated with women.

b) Radical feminism

Holds that the biological and psychological distinctions between men and women can account for gender disparities. This school holds that women are oppressed because of men's authority over them, which is founded on men's ownership and control over women's ability to procreate.

c) Feminist Marxism

Karl Marx said that a husband and wife's relationship is comparable to that of a bourgeois and a proletarian. The capitalist system even permits the mistreatment of women in a number of ways and for extremely profitable ends. Because they receive lower earnings than men, capitalists view women who enter the workforce as profitable. Women's oppression is seen by supporters of this school as an extension of a system of structural exploitation. Therefore, the cause is capitalism.

d) Feminist Socialism

This school combines Marx and Engels' materialist historical approach. This school believes that injustice against women stems from societal construction. The goal of social feminism is to balance the dialectic between the capitalist class system and the structure of sexual hierarchy. This theory, known as the theory of capitalist patriarchy, was initially articulated by Zillah Einstein. According to this idea, discrimination against women results from social constructions of biological differences as well as from assumptions and judgments made about them.

e) Psychoanalytic Feminism

Holds that women's psyches, especially their thought processes, provide the primary explanation for why women behave the way they do. According to Freud, childhood experiences play a major role in shaping men's and women's perceptions of themselves as masculine and feminine, as well as how society values masculinity over femininity. These experiences also contribute to gender inequity.

f) Feminist Existentialists

Simone de Beauvoir founded this school by evaluating the significance of a connection between a man and a woman using the existentialist perspective. Men are referred to as "the Self" and women as "the Other" in this language. Postmodern feminists have their roots in Beauvoir's critical thinking.

g) Feminization in postmodernity

Like other postmodernists, postmodern feminists aim to steer clear of any actions that could bring back phallogocentric thinking or concepts that include the word logos, which has a "male" connotation. Therefore, any feminist theory that aims to offer a specific explanation for the reasons for women's oppression or the specific actions women must do to attain liberation is viewed with mistrust by postmodern feminists.

h) Global and multicultural feminisms

All hold the same understanding of the Self as being divided. But rather than being primarily sexual, psychological, or literary, multicultural and global feminists see this fragmentation as more cultural, racial, and ethnic. Global feminism and multiculturalism share many characteristics. Their opposing views on "female essentialism"—the belief that women may be categorized into a platonic form—are similar.

i) Ecofeminism

Emphasizes the human attempt to govern nature rather than the human world, while also attempting to draw a link between all forms of oppression experienced by humans. Ecofeminists contend that there are conceptual, symbolic, and linguistic links between feminism and ecological challenges since women are traditionally connected with nature.

REFERENCES

- Arifin Zainal. 2012. *Evaluasi Pembelajaran*. Jakarta: Direktorat Jenderal Pendidikan Islam Kementrian Agama RI.
- Arikunto Suharsimi. 2001. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: PT Bumi Aksara.
- Asrul, dkk. 2014. *Evaluasi Pembelajaran*. Medan: Cipta pustaka Media.
- Danial, D., Nurjannah, N., & Mirna, M. 2019. *Evaluation of The Learning Program of Mathematics Study Program at Islamic Institute Of Muhammadiyah Sinjai*. *Matematika Dan Pembelajaran*, 7(1), 65. <https://doi.org/10.33477/mp.v7i1.1046>.
- Fitriani. 2019. Kemampuan Pemecahan Masalah Siswa SMP. *JTMT: Journal Tadris Matematika*, 01(01), 25–30. <http://journal.iaimsinjai.ac.id/index.php/Jtm/article/view/393>.
- Hamalik, Oemar. 2010. *Manajemen Pengembangan Kurikulum*. Bandung : PT Remaja Rosdakarya.
- Elis Ratnawulan. 2014. *Evaluasi Pembelajaran*. Bandung: Penerbit pustaka.
- Ida Farida. 2017. *Evaluasi Pembelajaran*. Bandung:PT Remaja Rosdakarya.
- Muhammad Afandi.2013. *Evaluasi Pembelajaran Sekolah Dasar*. Semarang:UNISSULA Press
- Sukardi. 2009. *Evaluasi Pendidikan*. Jakarta: PT Bumi Aksara.
- Tim Pengembangan MKDP Kurikulum dan Pembelajaran. (2011).*Kurikulum dan Pembelajaran*. Jakarta Utara: PT Raja Grafindo Persada.

BAB 4

GRICE'S COOPERATIVE PRINCIPLE IN DAYLI CONVERSATION

4.1 Introduction

Conversation is the most observable aspect of human interaction. Conversational participants must obey by the rules of what philosopher of language H.P. Grice (1975) calls the Cooperative Principles (CP), also known as *Grice's Maxims*. Four maxims namely, maxim of Quality, Quantity, Relevance, and Manner.

In conversation, these four maxims serve as general guidelines on how participants should react to each other. In other words, they serve as a guide for how speakers and interlocutors should modify their communication. Speakers may flouting the Cooperative principles in conversation to ensure that interlocutors understand what they mean and vice versa. Flouting maxim will occur if speakers purpously ignore some maxims. According to H.P Grice (1989: 28), *speaking in a way that contradicts the maxims is called a as a flouting of maxim.*

According to Grice's maxims, there are dialogs that follow cooperative principles and those that do not. Some conditions, flouting of Gricean maxims is usually caused by several factors such as etiquette, culture, and social ties between speakers and listeners, often lead to flouting of Grice's maxims. Some people do not see the rules of the maxim as a

necessary requirement in conversation, many people do not fully comply with them in daily life. However, language is meaningless without context. In language there are explicit and implicit (contextual) meanings, with respect to implicit meanings that must be fulfilled to create an ideal dialog.

4.2 Conversation

Conversation is a verbal interaction that takes place in an orderly and regular manner involving two or more parties in order to achieve certain goals. Simply put, conversation is the exchange of words, ideas, observations, opinions, or feelings between individuals. When two people speak to one another, such as when discussing work or school with a friend, it called a conversation and coversation that must have been encountered in daily life it called dayli conversation.

The purpose of having a conversation is to find a response to the issue being discussed. Conversations are also needed to provide social support, such as to friends, colleagues and family members to share information, give advice or simply to share personal stories.

4.3 Cigarattes

A cigarette is a cylinder of paper measuring 70 to 120 mm in length, the size of the cigarette varies with a diameter of about 10 mm. Inside is the content of tobacco leaves that have been cut into pieces. How to enjoy cigarettes can be done by burning the tip of the cigarette and smoked so that the fire remains smoldering and can release smoke that is inhaled through the mouth. There are more than 4,500 chemicals contained in a single cigarette and many have adverse effects on the human immune system. Carbon monoxide (CO) is the main component contained in cigarette smoke that can affect oxygen

transportation into body tissues, due to its ability to increase the formation of carbohemoglobin (COHb).

Based on the results of research which shows that the type of cigarette most widely purchased in Indonesia is filter cigarettes (71.0%) compared to clove cigarette enthusiasts (29.0%). This is in line with research made by Muliana (2013) which states that of the community respondents or cigarette users studied through the type of cigarette most consumed is filter cigarettes (92.3%) compared to clove cigarettes, this is because filter cigarettes are lighter in taste when smoked and nicotine levels are higher. because filter cigarettes are lighter in taste when smoked and nicotine levels in filter cigarettes are less than cigarettes that do not have filters. compared to cigarettes that do not have filters. The presence of a filter in filter cigarettes makes nicotine in cigarette smoke is retained in the filter, but still whatever type of cigarette is smoked is still dangerous to health. harmful to the health of the body of the cigarette users. (Fidrianny I, 2004)

4.3.1 Maxim of Quantity

The Maxim of Quantity Called the Informative Principle. What's The Matter According to Maxim, the speaker must provide the interlocutor with information as much as they require. The contributions that are neither shorter nor longer than necessary are not allowed by the speaker.

Do:

Ahmad: What time is it?

Rosa : It is 12:00 o'clock.

Rosa responds to Ahmad's question without adding unrequired information.

Don't answer:

*Rosa :It is 12:00 o'clock, **but my phone now shows 12:10 o'clock.***

Rosa has flouting maxim of quantity because giving too much Information, Ahmad can get confused, he is not sure what time it is right now, exactly.

4.3.2 Maxim of Quality

A maxim of quality known as the Principle of Being truthful. Quality Maxim requires a speaker. Don't tell everything you believe is wrong. don't say anything of which there is no evidence.

Do:

Ahmad: Why were you there last Sunday?

Rosa : My vehicle broke down.

Here Rosa gives honest statement that her vehicle broke down and that's way she was there.

Don't answer:

*Rosa : **I suppose** my vehicle had battery problems or ran out of gasoline.*

Rosa has flouting maxim of quality, It is clear that Rosa has not provided what she thinks is true.

4.3.3 Maxim of Relevance

Maxim of Relevance Known as *Be Relevance principle*. The Relevance Maxim requires the speaker explains that the relation must be accurate.

Do:

Ahmad: How do you like your coffee?

Rosa : Medium sugar

Ahmad: How old are you?

Rosa : 35 years old

Rosa reply relate to the question, not talking about something else.

Don't answer:

Rosa : I like café latte than Americano.

Rosa : Two years ago was my 20th birthday

Rosa flouting maxim of relevance because the answer doesn't have anything to do with Ahmad's question, it's not important.

4.3.4 Maxim of Manner

Maxim of Manner, also known as the Be Clear principle, means to communicate in a clear and easy to understand way. The speaker must avoid being overly long, using ambiguous language, or using unnecessary repetition. Contributions must be transparent in accordance with this principle.

Do:

Ahmad: Where was the professor when calss ended?

Rosa : He left class and went to his office.

The answer Its clear and orderly-two consecutive action.

Don't Answer:

Rosa : Approximately 15 minutes ago, he was still in class, he teaches the next class or goes to the office.

Rosa has flouting maxim of manner because gave ambiguity in the utterance.

REFERENCES

- Azmussya'ni, & Wijaya, H. (2021). Kajian Deskriptif Gricean Maxims Flouting dan Hedging Masyarakat Sasak Dialek Ngeno-Ngene di Desa Kabar. *Ijert: Indonesian Journal of Education Rsearch and Technology*, 1(1), 18–37.
- Citra, Y., & Fatmawati. (2021). Alasan Pelanggaran Prinsip Kerja Sama Grice dalam Program Mata Najwa di Trans 7. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 7(2), 437–448. <https://doi.org/10.30605/onoma.v7i2.1278>
- Fatmawati, & Rika Ningsih. (2022). Alasan Pelanggaran Maksim Cara/Pelaksanaan dalam Prinsip Kerja Sama Grice pada Budaya Masyarakat Riau. *Sintaks: Jurnal Bahasa & Sastra Indonesia*, 2(2), 130–136. <https://doi.org/10.57251/sin.v2i2.486>
- Isbandi. (2021). *Flouting maxim of grice's cooperative principle in conversation at coronacast ABC news: Pragmatics apptoach*. 7(2), 280–291.
- Sari, D. P. (2020). *an Analysis of Flouting Maxim in the Graham Norton Show : Pragmatics Approach an Analysis of Flouting Maxim in the Graham Norton Show : Pragmatics Approach*. 1–24.
- Wati, N. K. (2015). *AN ANALYSIS OF GRICE'S MAXIM VIOLATION IN DAILY CONVERSATION: A Study at English Department Students Semester VIII Academic Year 2014/2015*.

BAB 5

SEMIOTIC ADVERTISEMENT

CIGARATTE

5.1 Introduction

Communication has many meanings, but of the many definitions made by experts can be summarized in full with the essential meaning that communication is a process of conveying messages from someone to tell something about changing change attitudes, opinions or behavior either directly orally or indirectly through the media (in Effendy, 2002).

Mass media is one of the means to convey various kinds of information messages related to society or the public. As Sobur (2004) says theoretically, mass media aims to convey information to the public properly and efficiently. And (Trindjojo, 2008) also emphasizes that the mass media has the ability to form or create a public opinion which can be seen as a factor that determines the processes of change. This provides an understanding to the public that the mass media has a major influence in changing the pattern of social life.

This semiotic theory was presented by Ferdinand De Saussure (1857-1913). 1913). In this theory, semiotics is divided into two parts (dichotomy), namely signifier and signified. The signifier can be seen as form/physical embodiment that is easily recognized through the form of architectural works, while the the signifier can be seen as the meaning revealed through the concept, function and values contained in an architectural work. The existence of semiotics created by Saussure is a relationship between signifier and

signified based on convention, which is often referred to as signification. Signification semiotics is a sign system that studies the relationship of sign elements in a system based on certain rules or conventions. The social agreement that is made is needed to make it easier to know the meaning of the sign.

5.2 Advertisement

In a cigarette advertisement can usually only display the brand at the end of an advertising scene, it is common that cigarette advertisements are not recommended to contain vulgar messages for cigarette users, but the message that will be conveyed through advertising along with the brand displayed in an advertisement certainly has the same message, namely attracting the attention of the audience to consume or buy cigarettes, it's just not allowed to be conveyed directly.

Advertising is not something new in the history of the economy in Indonesia. Indirectly, there are many advertisements from various media in Indonesia that we can see or feel. Until now, along with the time of increasing economic growth, our lives are always colored and overshadowed by existing advertisements, many media in Indonesia that we can use as a place to make an advertisement either in print or electronic form. Examples such as advertisements on television, radio, internet, etc. In addition, there are also media that we can use in small format sizes such as posters, brochures, stickers.

Every advertisement has a hidden meaning, by means of the relationship between the sign (Sign), signifier (signifier), and signifier (signified) can make us know about the hidden meaning of these cigarette advertisements. Therefore, the author feels the need to conduct a study of the semiotics of Cigarette A Mild Menthol Version advertisements. o find out the meaning contained in an advertising message. The author uses

Ferdinand De Saussures' semiotic approach which uses signification and stages.

5.3 Cigarattes

A cigarette is a cylinder of paper measuring 70 to 120 mm in length, the size of the cigarette varies with a diameter of about 10 mm. Inside is the content of tobacco leaves that have been cut into pieces. How to enjoy cigarettes can be done by burning the tip of the cigarette and smoked so that the fire remains smoldering and can release smoke that is inhaled through the mouth. There are more than 4,500 chemicals contained in a single cigarette and many have adverse effects on the human immune system. Carbon monoxide (CO) is the main component contained in cigarette smoke that can affect oxygen transportation into body tissues, due to its ability to increase the formation of carbohemoglobin (COHb).

Based on the results of research which shows that the type of cigarette most widely purchased in Indonesia is filter cigarettes (71.0%) compared to clove cigarette enthusiasts (29.0%). This is in line with research made by Muliana (2013) which states that of the community respondents or cigarette users studied through the type of cigarette most consumed is filter cigarettes (92.3%) compared to clove cigarettes, this is because filter cigarettes are lighter in taste when smoked and nicotine levels are higher. because filter cigarettes are lighter in taste when smoked and nicotine levels in filter cigarettes are less than cigarettes that do not have filters. compared to cigarettes that do not have filters. The presence of a filter in filter cigarettes makes nicotine in cigarette smoke is retained in the filter, but still whatever type of cigarette is smoked is still dangerous to health. harmful to the health of the body of the cigarette users. (Fidrianny I, 2004)

5.3.1 Type of Cigarette

1. Filter cigarettes

Filter cigarettes are cigarettes that have a filter between the tobacco and the mouth. The function of filter cigarettes is to filter out nicotine, one of the very dangerous addictive substances contained in a cigarette. Filters are made of synthetic foam fibers.

2. Unfiltered cigarettes

These cigarettes have no barrier between the tobacco and the mouth, both ends of the cigarette have no synthetic fiber foam. That way, it is easier to get all the harmful addictive substances directly into the body of the smoker

3. Cigars

Cigars are cigarettes that use tobacco leaves as the wrapping material. These tobacco leaves are then filled with pieces of tobacco. Cigarettes have a wide variety of sizes depending on the country of origin of the cigarette factory. For example, cigarettes in the United States are larger in size than cigarettes in Indonesia.

5.3.2 Cigarette brands in Indonesia and Volumes

1. Gudang Garam Signature 12.
2. ESSE Cigarette light Blue 30.
3. Djarum L.A Ice 16.
4. Dunhill Fine Cut International Menthol 20.
5. Dji Sam Soe Super Premium 12.
6. Sampoerna Hijau Kretek 16.
7. Gudang Garam Surya 16.
8. Marlboro Red 20.

5.3.3 Types Of Smokers

1. Active Smokers

An active smoker is someone who regularly consumes cigarettes every day. Smoking has become a part of his life, as a result if you don't smoke a day it doesn't feel very good. Therefore, an active smoker always does anything to try to buy these cigarettes.

2. Passive Smokers

Passive smoker is a person who does not have a habit of smoking, but if in a state of urgency is obliged to smoke cigarette smoke exhaled by other people who are smoking around him. Through other people who are smoking around him. In the routine of someone who does not smoke, the person does a routine such as sports. When he does not smoke he does not feel anything and does not interfere with his activities.

Although passive smokers do not smoke, passive smokers have effects that are just as dangerous as active smokers. Passive smokers have the same effect as active smokers, because active smokers calmly suck in the content of carcinogens (substances that make it easier to get cancer contained in cigarette smoke) and 4,000 other elements contained in cigarette smoke.

5.3.4 Impacts caused by smoking

Cigarettes are toxic and very dangerous objects that can give a relaxing effect. relaxing. However, behind it lies a huge danger for individuals or people who consume it and also for those who do not smoke. The following are health-threatening hazards caused by smoking:

1. Cancer

Smoking can cause cancer. Cancer deaths caused by smoking are increasing. Cancer deaths, especially lung cancer increases 20 times greater than people who do not smoke. The various types of cancer that have a high risk due to smoking include tracheal cancer, bronchus, and lung cancer.

2. Lung disease

Smoking can cause changes in the structure and function of the respiratory tract and lung tissue. In the large airways, mucosal cells enlarge and mucous glands multiply. In the small airways, there is an increase in the number of inflammatory cells and damage to the alveoli. Due to changes in the anatomy of the respiratory tract, smokers will experience changes in lung function with all kinds of clinical symptoms.

REFERENCES

- Husna, Ilmi, and Eko Hero. "Analisis Semiotika Ferdinand De Saussures Makna Pesan Iklan Rokok A Mild Versi Langkah." *Journal of Discourse and Media Research* 1.01 (2022): 44-59.
- DI UIN, S. A. S., & JALIL, U (2019). Pengaruh Gambar Peringatan Kesehatan Dan Perilaku Merokok Terhadap Minat Beli Pada Produk Rokok.
- Fawwaz, S. M., & Pardede, D. K. B. (2023). Dampak Kebiasaan Merokok terhadap Risiko Anestesi dan Pembedahan. *Cermin Dunia Kedokteran*, 50(10), 576-580.
- Ismah, Z. (2020). Media Komunikasi Massa Iklan Rokok Serta Distribusi Minat Beli Konsumen Rokok Kota Medan. *Komunikologi: Jurnal Pengembangan Ilmu Komunikasi dan Sosial*, 4(1), 89-104.
- Siregar, S. F. (2021). *Pengaruh Persepsi Pesan Gambar pada Bungkus Rokok Terhadap Niat Berhenti Merokok Mahasiswa Fakultas Syariah Dan Hukum Universitas Islam Negeri Sumatera Utara* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara Medan).

CHAPTER 6

ANALYSIS OF CHARACTER VALUES IN CHILDREN'S CARTOON FILMS

6.1 Introduction

Character values are principles that motivate people to act in a way that ultimately reveals their good or bad character. Character values can also be acquired through activities in the immediate environment, such as playing with friends and watching TV or YouTube, in addition to formal values. because young people readily take in and mimic what they hear and see. The study project "Character Value Analysis in Children's Cartoon Movies" employs a qualitative documentation approach to search for ideas and concepts in order to accomplish the aforementioned goals. This study's findings suggest that there are eighteen character values. According to T.Ramli (2023) character education is education that places a high priority on the nature and significance of morality in order to help shape the character of virtuous students. Character education's primary goal is to create a strong, morally upright, tolerant, and cooperative populace. Meanwhile, character education according to Zubaedi (2012) is all business planning done by instructors who have the ability to shape students' personalities and comprehend, create, and promote moral principles overall.

6.2 The 18 Character Values Include:

1. Religion

Anything that has to do with or is beneficial to the inner and spiritual man.

2. Honest

A mindset or behaviour that follows through on what is stated. Stated differently, an individual can be deemed honest if their statements align with past occurrences.

3. Tolerance

A mindset that values diversity in views, attitudes, and beliefs between people or groups and respects them mutually.

4. Discipline

A mindset and sense of duty towards principles that one feels are their own.

5. Hard work

About requiring a greater amount of energy.

6. Creative

Possessing the capacity for creation. The definition of creativity is the capacity to produce or discover something novel that differs from previous works.

7. Independent

The capacity of a person to take care of themselves alone.

8. Democracy

A manner of thinking, feeling, and doing that regards one's own and other people's rights and obligations equally.

9. Curiosity

A person's drive to always look for and investigate new facts in order to broaden their knowledge.

10. Spirit of Nationality

An attitude, manner of thinking, and behaviour that prioritises the needs of the state and country over those of the individual and their group.

11. Love for the country

A manner of thinking, feeling, and doing that demonstrates allegiance, concern, and a deep regard for the language, physical environment, social environment,

cultural environment, political environment, and economy of the country.

12. Respect for achievement

Being able to utilise one's abilities to the fullest, being appreciative of accomplishments, and appreciating the ideas, labour, and inventions of others are all aspects of this attitude and behaviour.

13. Friendly/communicative

Behaviours and attitudes that support one another's achievements and inspire oneself to create something beneficial for society.

14. Peace-loving

A disposition that makes people feel content and secure around them.

15. Love to read

A pattern of behaviour whereby a person does tasks based on readings from multiple sources rather than just one, with the goal of obtaining knowledge broadly.

16. Caring for the environment

Is a way of thinking and acting that aims to both stop harm to the surrounding environment from occurring and to restore harm already done to nature.

17. Social care

Behaviours and attitudes that are driven by a constant desire to help those in need, both individually and as a community.

18. Responsibility

Carrying out all commitments and duties with seriousness.

6.3 Film

Film is an audio-visual medium that combines words, sounds, and images to create a type of electronic mass communication. According to Effendi (1986) film is described as both a creative medium and a cultural product. Film, as a medium for mass communication, combines a

number of technologies, including sound recording and photography, visual arts, literary and architectural theatre, and music.

REFERENCES

- Agam. (2022). *Marjanis: 18 Nilai Pendidikan Karakter, Bekal Hidup Lebih Baik*.
<https://Sumbar.Kemenag.Go.Id/v2/Profile/Adminvera-5f36b013601ef>.
- Khaironi, M. (2017). Pendidikan Karakter Anak Usia Dini. *Jurnal Golden Age*, 1(02), 82.
<https://doi.org/10.29408/goldenage.v1i02.546>
- Mulyono, G. (2010). Universitas Kristen Petra Surabaya. *Dimensi Interior*, 8(1), 44–51.
- P, G. (n.d.). *Pengertian Karakter: Unsur, Pembentukan dan Nilai*. Gramedia Blog.
- Yuda, A. (2022). *Pengertian Pendidikan Karakter Menurut Para Ahli, Fungsi, Tujuan, dan Nilainya*. Bola.Com.

CHAPTER 7

MEANING OF JARGON IN ONLINE GAME

7.1 Introduction

Language is the foundation that humans have to convey messages to fellow humans in the form of speech, gestures, and signs. Based on this foundation, people can express themselves by exchanging information, adding meaning related to context. In other words, language is a tool of human communication. This allows us to understand that communication and language are social acts. Sociolinguistics is closely related to language. This is because sociolinguistics is a discipline that studies how people speak. Sociolinguistics includes the social conditions surrounding language, such as how users use the language, where to use the language, at what level the language is used, and others. Sociolinguistics studies speakers and listeners of a language, for example studying where a language is spoken, how speakers and listeners speak, as well as the type and time of speakers of various languages.

Hickerson explains in Kalangit (2016: 3) that sociolinguistics is a language development learning process that makes language diversity the main focus of learning and examines the choice of language itself in its social context.

In this case, the application of sociolinguistics leads to jargon. Jargon is a special word or phrase that is used in a limited way in a particular field of science, profession, or group. Special language can also be defined as words, phrases, abbreviations and acronyms that can only be applied and understood by certain people. Jargon can also refer to general things. Jargon can be defined as a slogan, catchphrase or slogan

that can be used by anyone and any group. My jargon usually consists of unique words that not everyone can understand. Slang is not only a special word that exists in society, but also exists in online games.

Jargon is a form of character delivery that expresses emotions according to the situation the character is experiencing. For example, choosing a hero, walking in battle, using skills, talking to the team, using strategies with the team, when the hero dies, and others. Jargon can be a link or link between players. Jargon is a special word that can increase the enthusiasm of its members to continue the game, complete the game and the spirit to win the game.

7.2. Theory

7.2.1 Sociolinguistics

According to Harimurti Kridharaksana (1978:94), sociolinguistics is a science that studies the characteristics of different languages and the relationship between different languages and these languages in society. Djoko Kentjono (1990:14) explains that sociolinguistics is a science that combines sociology and linguistics while hiding the relationship between language and society.

Sumarsono (2007:2) defines sociolinguistics as a linguistic institution that establishes a relationship between language and the people who use it. According to Abdul Chaer (2004: 2), sociology is basically a science that objectively deals with people in society, institutions and social processes that exist in society, and linguistics is a science that relates to or covers the field of language. a field of science related to linguistics.

Blum and Dickey, (eds. (1986:146) state that sociolinguistics focuses its study on the function of language in society. They also explain that sociolinguistics is a science that

seeks to explain the human ability to apply linguistic rules appropriately in different situations.

7.2.2 Jargon

- **Definition Of Jargon**

According to (Novrianti et al., 2023) , jargon is a language variant used by certain social groups or groups of workers, and its meaning is not understood by other groups. According to Luriwati (2010:5), jargon is a language that is only owned by certain groups, and language consists of two basic aspects: form and meaning. According to Chaer and Leonie Agustina (2004:68), terminology is a social variety whose use is limited by social groups. This shows that the language variety is only understood by certain groups who use it, or is confidential, and not necessarily other groups can understand its meaning and function. Terminology comes in many forms, including word phrases, abbreviations and acronyms.

- **Jargon Function**

Chaika (1982) states that jargon can be an interesting way of saying "I know." This means that jargon is a means of excluding amateurs and novices, i.e. those who do not belong to these groups. In addition, terminology is effective as an identifying signal. Terminology creates communication efficiency by avoiding the use of long phrases by using only words that are relevant to what is being conveyed.

He also mentions two situations where speech functions in opposition to the lecture participants. The first is that you know the meaning but not the actual words, and the second is that you know the words themselves but not the meaning. Therefore, the use of certain terminology within a specific group removes communication barriers as group members can understand both the meaning and the words.

Lutz and Wallraff mention several advantages of TeStrake (2001). Features of jargon use. Terminology adds precision and technical quality to language. Terminology also serves as a tool to improve communication within a group. In addition, jargon creates an atmosphere of depth, authority, and prestige for both the speaker and the audience. In other words, jargon produces effects such as.

- a) confidence due to the depth of knowledge,
- b) membership due to the limited number of people who know the terminology, and
- c) high social status due to the specific level of people who understand the terminology.

Furthermore, Allan and Burridge (2006) state that jargon is a variety of language used by people who are similar in their work and leisure time. They also add that jargon is the language of a group that serves as an effective communication tool. Allan and Burridge (2006) state that terminology has at least two functions. The first function is to provide technical or technical language for accurate and economical communication. The second function is to increase cohesion within the group and exclude people who do not use jargon.

The first characteristic of Jargon shows that Jargon is used to make communication easier and more effective. For example, in the online game Point Blank, the word "defuse" is too long to pronounce, so players pronounce it "def" to make communication easier and more effective. The second function of jargon is to convey a sense of solidarity among the people who use it. Usually people who often use technical terms are close to each other. They often use words to show familiarity and togetherness. The second function of jargon also shows that jargon can be used to describe people who do not use jargon.

- **Meaning**

According to Hornby (1995), meaning is something that is marked or indicated, for example by sounds, words, gestures, and so on. Chaer (2007:289-296) classifies meaning into six types: (1) lexical, grammatical, and contextual meaning; (2) denotative and non-denotative meaning; (3) denotative and connotative meaning; and (4) word and term meaning, (5) conceptual and associative meaning, and (6) idiom and proverb meaning. In this study, the author sets theoretical boundaries related to denotative meaning, connotative meaning, affective meaning, and contextual meaning. The relationship between the theory and this research is that the word "good" which replaces the figurative/conotative meaning has emotional value because it corresponds to the situational meaning.

According to (Novrianti et al., 2023) denotative meaning is a word that does not contain any additional meaning or emotion, or we can call it the real meaning, while connotative meaning is a word that does not contain any additional meaning or emotion, or we can call it the real meaning, is a word that has a certain meaning. There is a feeling of usefulness. Or, a certain sense value is general or has a hidden meaning in addition to its basic meaning.

7.2.4 Online Game

Surbakti (2017) states that online games are video games played over some kind of computer network using a PC or video game console. This network is usually the Internet or similar technology, but games are always used regardless of the technology used today, such as modems before the Internet and cable terminals before modems. The expansion of online gambling reflects the expansion of computer networks as a whole from small local area networks to the Internet, as well as the growth of Internet access itself.

Online games range from simple text-based environments to complex games that incorporate graphics and virtual worlds populated by multiple players simultaneously. Many networked online games work closely with online communities to make online gambling a form of social activity in addition to single-player games. Online games themselves come in a wide variety of types, ranging from simple text-based games to games that use complex graphics and form virtual worlds inhabited by many players at the same time.

REFERENCES

- Adiningtiyas, S. W. (2017). Peran Guru Dalam Mengatasi Kecanduan Game Online. *KOPASTA: Jurnal Program Studi Bimbingan Konseling*, 4(1), 28–40. <https://doi.org/10.33373/kop.v4i1.1121>
- Budin, W., & YB, D. V. (2022). Sociolinguistic Analysis of Jargon Used in Extracurricular Organization of Universitas Islam Madura. *Jurnal JOEPALLT (Journal of English ...)*, 10(01), 61–70. <https://jurnal.unsur.ac.id/jeopallt/article/view/1842>
- Novrianti, F. O., Lestari, N. D., Mahdiansyah, V., Tri, L., Sembiring, A., & Bengkulu, U. D. (2023). *AN ANALYSIS OF JARGON IN THE MOBILE LEGEND*. 11(02), 107–120.
- Pratama, P. R. (2021). *An Analysis of the Use of Jargon in Online Game Point Blank*. <http://repository.umsu.ac.id/handle/123456789/16808>
- Priambodo, N. A., & Wahyu Setyawan, B. (2022). Analisis Kesalahan Bahasa Dalam Penggunaan Kata Kata Dalam Quotes Di Akun Sosial Media Instagram @Yowessory. *Paramasastra*, 9(2), 250–258. <https://doi.org/10.26740/paramasastra.v9n2.p250-258>

CHAPTER 8

AN ANALYSIS OF FIGURATIVE LANGUAGE IN THE SONG LYRICS

8.1 Introduction

Song lyrics have two meanings, namely (1) literary works (poetry) which contain an outpouring of personal feelings, (2) the composition of a song (Moeliono, Peny, 2003: 678). The word song means various rhythmic sounds (2007:624). *Lirik lagu*, or "song lyrics," are the words or text used in a song or musical composition. Song lyrics play an important role in music as a method of conveying emotions, stories, ideas, or messages to listeners. Song lyrics typically express a variety of human feelings, including love, sadness, happiness, despair, and hardship, as well as various elements of everyday life. The songs may have various literary genres, such as poetry or prose, depending on the composition and genre of music used in the song.

Music is a branch of art that discusses and determines various sounds into patterns that can be understood and understood humans (Bano.2003:288). According to Jamal (1988:1) music is something the result of a work of sound art in the form of a song or musical composition, which expresses the thoughts and feelings of its creator through the elements music, namely rhythm, melody, harmony, song form/structure and expression as one unit. In line with Jamal, according to Suharto (1992:86) The core idea behind the discipline of music is "the expression of ideas through sound". Three essential elements are melody, rhythm, and harmony. The shape, character, and color of the sound all play a role in emphasizing these elements. In the Big Dictionary Indonesian (Depdiknas,

2001) states that music is a tone or sounds arranged in such a way that they contain rhythm, song and harmony (especially those using tools that produce sound). According to Hardjana (2003:111) Music is a game of time by adopting sound as its material. Music is sound in time. In music, time is space, and sound is substance. It is in space that sound travels.

Based on the points of view above, it can be said that music is a form of art that originates from human ideas and emotions, which are expressed in the form of tones or sounds arranged in such a way as to combine the rhythm and harmony of songs.

Music is a form of art that greatly influences human life. Lyrics play an important role in music by communicating meaning, emotion, and message. One of the interesting aspects of song lyrics is the use of figurative language, such as metaphor, metonymy, simile, personification, and various other language styles, to create strong visuals and emotions. Figurative language is used to convey strong visual images and emotions in song lyrics, which can ultimately influence the listener's feelings and understanding of the song. For example, a musical poet might describe love as a "blazing fire," which presents a powerful image of the intensity of the feeling of love.

8.2 Types of Figurative Language

Figurative languages are divided into several kinds. According to Knickerbocker and Renninger (1963), there are: simile, metaphor, personification, allusion, paradox, irony, hyperbole, synecdoche, and metonymy.

Figurative language is the use of words or statements that are not meant to be taken literally in order create certain meanings, pictures, or effects. Figurative language improves the descriptive, captivating, and expressive aspects of writing and speaking by bringing color and elegance to the language. The following is a definition of several figurative language types:

8.2.1 Metaphor

A metaphor is a term or phrase that is used to describe something by implying that it is something else, usually because the two have certain associations or similarities. By drawing a connection between two seemingly unrelated things, a metaphor can provide new insight or significance.

For example, "Love is a beautiful rose, but it has sharp thorns." According to this metaphor, love is ambivalent, possessing both painful and beautiful aspects.

8.2.2 Metonymy

Metonymy is the replacement of a word with another word or phrase that is most closely related to it or is often found together. This helps in providing a broader nuance or concept without mentioning the word directly.

For example, "The boss pays the salary."

In this sentence, "boss" is used as a metonymy to refer to the company or organization where someone works. This is because, in this context, the boss is the entity that generally pays the employee's salary.

8.2.3 Simile

A simile is an explicit comparison between two unlike things using the word "like" or "as". It is used to describe similarities or comparisons between these entities.

Example: "He was strong as a lion."

This simile provides an obvious representation of the subject's bravery or strength since we already know what a lion's strength involves.

8.2.4 Personification

Personification is giving human traits or characteristics to objects or creatures that do not have these traits. This helps in making the object or creature appear alive or have human characteristics.

Example: "The wind whispered softly through the trees."

In this case, personification is used to give human characteristics to nature or non-humans, namely the wind. Personification is a form of linguistic style that gives human attributes or characteristics to objects, animals, or natural elements that do not actually have human characteristics.

8.2.5 Metaphorical Idioms

Metaphorical idioms are a group of words that have a figurative meaning that cannot be interpreted literally. They are often used in everyday language and require an understanding of their figurative meaning.

Example: "Opening the door wide" has a figurative meaning that someone is providing an opportunity or chance.

8.2.6 Hyperbole

Hyperbole is a type of figurative language that is used to make statements that are extremely overstated or excessive. The purpose of hyperbole is to make something appear more dramatic or effective by exaggerating it.

For example, "The bag weighs like a ton"

These words are excessive because they emphasize that the bag is extremely heavy, possibly exceeding reasonable limits.

8.2.7 Synecdoche

Synecdoche is a form of figure of speech that uses parts of something to represent the whole, or vice versa, using the whole to represent the parts. It involves replacing one element with another element that has a specific relationship to the first element. For example, "We need some additional heads on this project." In this context, "head" refers to the additional person or worker needed, not just the literal head.

8.2.8 Imagery

Wellek and Warren (1984: 190) state imagery is a topic which belongs both to psychology and literary studies. The songs "Rolling in the Deep – Adele. "We could have had it all, rolling in the deep. You had my heart inside of your hand." These lyrics use figurative language and imagery to describe feelings of disappointment in a relationship that has ended.

8.2.9 Irony

Irony is a statement whose real meaning is completely opposed to its professed or surface meaning. The songs "Hotel California" - Eagles: "So I called up the Captain. 'Please bring me my wine' He said, 'We haven't had that spirit here since 1969'"

8.2.10 Paradox

A Paradox is a statement or situation that appears contradictory or unreasonable but actually contains logical truth or correctness. The metaphor of paradox is used to create a contrast or incongruity effect that attracts attention and stimulates thought.

For example, "Silence is thunder." This sentence creates a paradox by describing silence as sound or noise (rumbling), which actually contradicts the meaning of silence itself.

8.2.11 Symbol

Symbol appears as a term in logic, in mathematics, in semantics and semiotics and epistemology it has also had a long history in the worlds of theology (symbol" is one synonym for creed), liturgy, the fine arts, and poetry. (Rene and Warren (1984: 193). One example is the symbol of an omen found in the song "Imagine" - John Lennon: "Imagine there's no heaven It's easy if you try No hell below us Above us only sky" These lyrics use images of heaven and hell as symbols for the concept of peace and unity in the world.

8.2.12 Allusion

Allusion is the use of a reference or allusion to a famous person, place, event, or work of art. This provides a deeper understanding or additional context for the reader or listener.

Example: "He had the intelligence of Sherlock Holmes." refers to the fictional character Sherlock Holmes, who is famous as an intelligent and sharp detective.

REFERENCES

- Knickerbocker, K.L and Willard Reninger. (1963). *Interpreting Literature*. New York: Holt, Rinehart and Winston.
- Depdiknas. (2001). *Kamus Besar Bahasa Indonesia*. Jakarta; Balai Pustaka.
- Wellek.Rene and Warren Austin. 1984. *Theory of Literature*. New York: Harcoourt, Brace and Company.

CHAPTER 9

ANALYZING CONFLICT IN HARRY POTTER MOVIE'S

9.1 Introduction

The magical world of Harry Potter, created by J.K. Rowling, has captivated audiences worldwide for decades. This captivating saga not only revolves around the heroics of a young wizard but also delves deep into the intricate web of conflicts that exist within its pages. From the pages of the books to the silver screen adaptations, Harry Potter series offers a rich tapestry of diverse and compelling conflicts. In this analysis, we will explore the multifaceted nature of conflict within Harry Potter movie franchise, examining the conflict's role in character development, plot progression, and the underlying themes of the series (Putri et al., 2019).

At the heart of the Harry Potter series lies the eternal struggle between good and evil. The conflict between Harry and the dark wizard Voldemort serves as the linchpin of this overarching theme. This epic battle, spanning seven books and eight films, encapsulates the fundamental struggle of good versus evil, light against the darkness. The conflict not only showcases the protagonist's heroism but also highlights the depths of evil that Voldemort represents.

Furthermore, Harry Potter movies delve into the notion of interhouse rivalry at Hogwarts School of Witchcraft and Wizardry. The longstanding tension between Gryffindor, Slytherin, Hufflepuff, and Ravenclaw house members adds an extra layer of conflict to the narrative. These house rivalries shape the characters' identities and actions, showcasing the role of conflict in developing the characters and their moral compass. The rivalry between Harry and Draco Malfoy, in

particular, exemplifies how these conflicts contribute to character growth and evolution (Hawley, 2020).

In addition to interpersonal conflicts, the series addresses broader societal issues, particularly the prejudice and discrimination faced by nonhuman magical creatures, such as houseelves and goblins, and Muggleborn wizards and witches. These conflicts mirror realworld social issues, encouraging viewers to reflect on themes of equality, diversity, and tolerance. The movies subtly but effectively bring these conflicts to the forefront, prompting audiences to consider their own values and biases (Sharma, 2022).

Moreover, the Harry Potter series explores inner conflicts within characters, such as the struggle Harry faces with his own identity, destiny, and the burden of fame. This internal conflict is not only relatable but also serves as a driving force behind the character's choices and actions throughout the series. Harry's inner turmoil adds depth to his character and resonates with audiences on a profound level.

As we embark on this journey of analyzing conflict in Harry Potter movies, we will uncover the layers of intricacy that make this magical world a reflection of our own. From the battle between good and evil to the personal and societal conflicts that shape the characters and their choices, the Harry Potter series provides a rich tapestry for exploration. It is through the lens of these conflicts that we can delve deeper into the themes, characters, and narratives that continue to enchant and inspire generations of fans around the world.

9.2 Theory

9.2.1 Harry Potter

Harry Potter is a highly renowned fictional character in a series of fantasy novels written by the British author J.K. Rowling. The series consists of seven books that narrate the adventures of an orphaned boy named Harry Potter who discovers that he is a wizard (Nurkolis, Rini Setyaningsih, 58

2021). Here's a brief explanation of Harry Potter and the key elements of the story:

a) Main Character Harry Potter:

An orphan who was abandoned by his parents as a baby after they were murdered by the evil wizard Lord Voldemort. Harry learns that he is a wizard at the age of 11 and is admitted to the Hogwarts School of Witchcraft and Wizardry.

b) Setting:

Wizarding World: The story is set in a parallel world hidden from the ordinary human world, inhabited by wizards and magical creatures. One of the primary locations is the Hogwarts School of Witchcraft and Wizardry.

c) Plotwist:

Resistance Against Voldemort: Harry Potter is the central figure in the conflict between good and evil. He is the only survivor of a deadly attack by Voldemort as a baby. His adventures involve efforts to stop Voldemort and his Death Eaters, who seek to control the wizarding world and the human world.

d) Magic and Sorcery:

The world of Harry Potter is filled with magical elements, such as spells, magic wands, prophecies, and magical creatures like hippogriffs, houseelves, and dragons.

e) Friendship and Other Characters:

1) Harry has close friends, Ron Weasley and Hermione Granger, who always support him in his adventures.

2) During his time at Hogwarts, Harry encounters various characters, including Professors Dumbledore, Snape, McGonagall, and many friends and foes.

- f) Central Themes:
Harry Potter series explores themes such as friendship, courage, tolerance, and the importance of choosing what is right over what is easy. It also underscores the significance of fighting against evil forces and discrimination.
- g) Film Adaptations and Popularity:
The series was adapted into highly successful commercially and critically acclaimed films. Harry Potter has become one of the most wellknown franchises in the history of literature and cinema.

9.2.2 Conflict in Harry Potter Movie's

Here are some conflicts found in Harry Potter films :

1. Harry Potter and the Sorcerer's Stone (Philosopher's Stone)
 - a) External Conflict: The battle between Harry and Voldemort through the soughtafter and famous Sorcerer's Stone, which would grant its possessor immortality.
 - b) Internal Conflict: Harry's struggle to understand his identity as a wizard, especially when he learns about his family heritage and the significance of the inscription "The Descendant of Godric Gryffindor" on a ring (Potter & Stone, 2022).
2. Harry Potter and the Chamber of Secrets:
 - a) External Conflict: Something is threatening students at Hogwarts, and Harry must uncover the mystery behind the Chamber of Secrets, including the attacks by the monster within.
 - b) Internal Conflict: Harry grapples with guilt over people being harmed by the monster, which may be related to him.
3. Harry Potter and the Prisoner of Azkaban:
 - a) External Conflict: Harry tries to protect himself from

- the escaped prisoner, Sirius Black, who is believed to want to kill him.
- b) Internal Conflict: Harry must confront his internal conflicts as he learns the truth about his parents and family and comes to terms with his own identity.
4. Harry Potter and the Goblet of Fire:
- a) External Conflict: Harry is reluctantly forced to participate in the dangerous Triwizard Tournament, placing him in external lifethreatening situations.
 - b) Internal Conflict: Harry grapples with confusion and anger about why his name was chosen and how to confront it (Chowdhary, 2020).
5. Harry Potter and the Order of the Phoenix:
- a) External Conflict: The conflict between the Order of the Phoenix and the Death Eaters, as well as Harry's confrontation with Voldemort at the Department of Mysteries.
 - b) Internal Conflict: Harry struggles with anger, despair, loneliness, and feeling betrayed by many people.
6. Harry Potter and the HalfBlood Prince:
- a) External Conflict: The hunt for Horcruxes and the final confrontation between Dumbledore and Snape.
 - b) Internal Conflict: Harry seeks to understand the secret of the Horcruxes and grapples with guilt over the death of Sirius Black.
7. Harry Potter and the Deathly Hallows:
- a) External Conflict: The search for Horcruxes, the final battle against Voldemort, and the quest for the Deathly Hallows.
 - b) Internal Conflict: Harry must come to terms with his destiny and understand his pivotal role in defeating Voldemort.

9.3 Conclusion

In the analysis of conflict within the Harry Potter film series, it becomes evident that conflict is a central element driving both the plot and character development. The series masterfully combines complex external and internal conflicts, creating tension and drama that underpins the story's strength and allure. The primary conflict between Harry and Voldemort embodies the overarching theme of the eternal struggle between good and evil. Additionally, the rivalry among the various houses at Hogwarts adds another dimension to character development, especially in the relationship between Harry and Draco Malfoy. The series also delves into broader social conflicts, such as discrimination against magical creatures and Muggle-born witches and wizards. These conflicts mirror real-world social issues, prompting viewers to contemplate values such as equality, diversity, and tolerance. Furthermore, the exploration of inner conflicts within characters, particularly Harry's struggle with identity, destiny, and the burden of fame, adds depth to the characters and resonates profoundly with the audience. As a whole, the analysis of conflict in Harry Potter films reveals how conflict serves as a key element that enriches and deepens the storyline, characters, and themes that continue to inspire generations of readers and viewers worldwide.

REFERENCES

- Chowdhary, A. (2020). Magic Realism: A Study On Harry Potter's Philosopher's Stone And Goblet Of Fire. *Mass Communication Navrachana University*.
- Hawley, J. (2020). "The Rivalry is Hot:" Shakespeare, Harry Potter, and the Magic of Fanfiction. *Undergraduate Research Journal for the Humanities*, 4(1), 4–13. <https://doi.org/10.17161/urjh.v4i1.13479>
- Nurkolis, Rini Setyaningsih, F. R. (2021). Jurnal Administrasi Pendidikan. *Jurnal Administrastrasi Pendidikan*, 27(1), 42–52. https://www.researchgate.net/profile/Silmi-Amrullah-2/publication/352678331_Efektivitas_Evaluasi_Diri_Program_Studi_Studi_Kasus_Analisis_Swot_dan_Perencanaan_Strategis/links/60d2c71992851c34e07cecb4/Efektivitas-Evaluasi-Diri-Program-Studi-Studi-Kasus-Anal
- Potter, O. F. H., & Stone, T. H. E. P. S. (2022). *CULTURAL REPRESENTATION IN THREE VARIOUS COVER DESIGNS*. 2(2), 39–68.
- Putri, Ramendra, & Swandana. (2019). an Analysis of Speech Act Used in Harry Potter and. *International Journal of Language and Literature*, 3(2), 3–6. https://www.researchgate.net/publication/335675420_A_N_ANALYSIS_OF_SPEECH_ACT_USED_IN_HARRY_POTTER_AND_THE_GOBLET_OF_FIRE_MOVIE
- Sharma, M. S. (2022). *A STUDY OF GOOD AND EVIL IN JK ROWLING'S HARRY POTTER SERIES* Ms. Swati Sharma Research Scholar, Amity University of Rajasthan, Jaipur. 34, 327–331.

CHAPTER 10

AN ANALYSIS OF MORAL VALUES IN MOVIES

10.1 Introduction

The global community has been profoundly impacted by developments in communication media technologies, particularly in light of the rise of popular cultural jargon that encourages individuals to lead instantaneous, opulent lives. Naturally, this has a significant impact on how eastern culture is expressed and how its moral standards have changed.

Muslims can most effectively use the variety of communication media available to them to strengthen their faith and piety. Media can also be used to spread moral teachings that are both found in Islam and those that are only accepted by society. As a result, da'wah practitioners must be creative in their use of alternative media to spread Islamic truth and moral principles throughout society. Like movies, moral lessons should be presented in a holistic manner. One technical product that is presently quite essential in communication operations is film. Everything pertaining to the media is referred to as a "film. Beyond the press, radio, and television, film is a mass entertainment tool that spreads information and different messages on a large scale.

A lot of people are drawn to movies among these other forms of media because they have the ability to blend sound and vision.

Aside from that, movies are a type of cultural creation that are becoming commonplace in people's daily lives. Movies give society a place and are successful in presenting visuals that

are more true to life, giving the impression that the audience is witnessing the action unfold before them. As a result, movies are an effective means of communication for both complete media and comprehensive educational material in addition to providing amusement. Due of the subtle and heartfelt lessons that are conveyed to the public without coming across as condescending. Where the topic of the tale diverges from real-world occurrences, the facts in the movie are presented in an abstract manner; furthermore, the story is creatively told in the film.

The human spirit is greatly influenced by films. The social psychology concept of "psychological identification" in which individuals identify with the portrayed character and experience the same emotions as the character relates to this.

Film serves as a vehicle for communication in which messages are conveyed through many means, including social, moral, and religious themes. It is necessary for movies to have religious and moral themes as movies serve as both a medium for moral instruction and education and as a critique of the moral apathy of the country.

Films that contain moral values are films whose stories concern aspects of social life, contain teachings about good behavior, they will be easily accepted by the viewing public because films provide space for thought for people to accept or reject the message conveyed.

One of the advantages of films, whether shown on television or the silver screen, is that films are able to show the second reality of human life. The stories shown can be better than real everyday conditions or vice versa, they can be worse.

More and more feature films are being shown in cinemas, television, even on VCD and they are very popular and most of them tell the world of glamor. only and lacks moral values. These new entertainment films tend to create dreams

and indulge the imagination of the audience. Most films today are produced solely for business purposes based on materialism which prioritizes profit over education for society. This is indirect duping of the nation's future generations. This is different from the situation in Indonesian films in the past which still raised themes of struggle and education which had a strong basic culture set in the social space of Indonesian society.

10.2 Writing Ethics

A. Definition of Movie

In Law Number 33 of 2009 concerning film, Chapter 1 Article 1 states, what is meant by movie is a work of cultural art which is a social institution and mass communication media that is made based on cinematographic rules with or sound and can be performed.

Movies are pictures in *frame*, where *frame by frame* is projected through the projector lens mechanically so that on the screen the image looks alive. Movies move quickly and alternately providing continuous visuals.

So it can be concluded that the movie is a work of art and culture in the form of a series of moving images that can be shown through visual media.

B. Moral Value

Value is derived from the Latin *vale're*, which signifies valid, competent, helpful, and capable. According to a person's or a group's ideas, value is defined as anything that is nice, beneficial, and most right. Values are inextricably linked to decency, kindness, and nobility. Anything that someone values will be something they respect, cherish, and work toward in order to feel fulfilled.

Value, in Steeman's view, is that which provides life with a sense of direction, significance, and a frame of reference. Upholding values can influence and motivate people's behavior. Ethics and values are closely related because values are more than just views; they also always include thought and behavior patterns.

Value is something that has importance in life that is sustained, believed in, and realized as a person's activities, according to the above-mentioned opinion.

Moral values are those that need to be distinguished from other values. Any value that is related to other values will have quality. As an illustration of a moral value, honesty has no relevance if it is not combined with other virtues. Economic value is a human-thing relationship. The thing is required due to its use. Purpose value and economic worth are related. Although loyalty is a moral virtue, it must be used in conjunction with other universal human values, such as a husband and wife's love. There are therefore four moral worth attributes.

10.2.1 Effective

A message should ideally be written effectively. Effective means that the message written is captured well by the reader. Writing effective sentences is actually quite easy. Writers are advised to use perfect sentences regularly.

10.2.2 Efficient

According to Indonesia Big Indonesia Dictionary (KBBI), the word efficient means doing work correctly and being able to carry out tasks carefully and efficiently.

REFERENCES

- Adisusilo, Sutarjo. (2013). *Pembelajaran Nilai Karakter*. Jakarta: PT Raja Grafindo Persada.
- Almeida, J., Daniel, A. D., & Figueiredo, C. (2021). The future of management education: The role of entrepreneurship education and junior enterprises. *International Journal of Management Education*, 19(1).
- Arsyad, Azhar. (2006). *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Caputo, N. M., & Rouner, D. (2011). Narrative Processing of Entertainment Media and Mental Illness Stigma. *Health Communication*, 26(7), 595–604.
- Chen, S., Cai, M., & Bao, Y. (2020). The two- to three-second time window of shot durations in movies. *PsyCh Journal*, 9(4), 516–518.
- Evy Tri Widyahening, C., & Eko Wardhani, N. (2016). Literary Works and Character Education. *International Journal of Language*, 4(1), 176–1

CHAPTER 11

A SEMANTICS ANALYSIS OF CONNOTATIVE MEANING ON SONG LYRICS

11.1 Introduction

The process of connecting syntactic structures from the level of phrases, clauses, sentences, and paragraphs to the level of writing as a whole, to the level of meaning that is independent of language, is known as semantic analysis in linguistics. It also entails the elimination of elements peculiar to certain linguistic texts and cultural situations. Semantic characteristics of words in the text, Semantic functions of instructions in the text, and Lexical relationships between IDs in the text are the three fundamental levels at which semantic analysis is assessed. Word choice and usage are taken into consideration while doing text analysis. It is sage to refer to red as "semantic features" while referring to the projection speaker in front. jobsds, These words serve "semantic roles," which are roles and functions that are fulfilled in the text. When specific words in the text are related to other terms used in the project text in a way that is known as lexical relationships

11.2 Semantic

The study of meaning is called semantics. It addresses the literal meaning of words as well as the meaning of their combinations, which when considered collectively constitute the essence of meaning, or the foundation upon which the entire meaning of a given utterance is built (Kearns, 2011: 1). It is generally accepted that the field of linguistics that examines the connection between linguistic signs and the objects they denote—that is, linguistic domains that investigate meaning or meaning in language—is referred to as semantics. Experts' Interpretation of Semantics. (RAHMAH, 2018)

11.2.1 The following are several semantic meanings according to experts, consisting of:

- a. According to Ferdinand de Saussure (1966)

Putting out the proposal for semantics, which is composed of two parts: (1) components that are tangible and interpret language sounds; and (2) components that are interpreted, or the meaning of the components that come first. These two elements are signs or symbols, whereas the item being marked or symbolized is something distinct from what is spoken and is typically referred to as a referent or thing designated.

- b. According to Verharr (2001: 384)

Grammatical semantics and lexical semantics are the two categories into which it can be separated. Linguists use this semantic phrase to designate a particular area of language research that deals with meaning or linguistics that investigates meaning.

- c. According to Chaer (2009: 6-11)

The four levels or parts of language that are the subject of semantics research are as follows: (1) lexical semantics, a subset of object semantics The study is a language's vocabulary. Semantic meaning is a type of semantics that is investigated by using language style elements like metaphor, irony, litotes, and so forth. Semantic syntax is a type of semantics that depends on things related to syntax. Grammatical semantics is a type of semantics whose research object is grammatical meanings from the morphological level.

11.2.2 Type of Meaning

Chaer (1994) asserts that meaning can be distinguished using a variety of standards and viewpoints. Lexical meaning and grammatical meaning can be differentiated based on the semantic type. Meaning can be classified as either referential or non-referential depending on whether a word or lexeme has a sense value or not. This is determined by the presence or

absence of a referent in the word or lexeme. Based on the precision with which words and terms are understood, or on their general and specific meanings, it is possible to distinguish between denotative and connotative meanings. Then, additional points of view—such as associative, collocative, reflective, idiomatic, and so forth—can be mentioned in accordance with the criteria.

- a. Lexical Meaning and Grammatical Meaning
- b. Referential and Nonreferential Meaning
- c. Denotative and Connotative Meaning
- d. Meaning of words and meaning of terms
- e. Conceptual Meaning and Associative Meaning
- f. Idiomatic and Proverbial Meaning
- g. Figurative meaning

11.3 Denotative and Connotative Meaning

When denotative meaning is explained as a meaning that is in line with the findings of observations based on sight, smell, hearing, sensation, or other experience, it is essentially the same as referential meaning. Thus, objective factual knowledge is the subject of this denotative meaning. Consequently, "meaning actually" is a common term used to describe denotational meaning (Chaer, 1994). 'Adult humans, not men' is the meaning that both the terms "female" and "feminine" have, for instance. A word is considered to have a connotative meaning if it possesses a positive or negative "taste value". It is said to have no connotation if it has no flavor value. However, one may argue that it has a neutral meaning. Connotative meanings are subject to alter as well. For instance, the word *lecture* used to signify "talkative," which gave it a "negative" connotation. However, today, it has a positive meaning.

11.4 What is a Song?

For as long as humans have existed—if not longer—song has been a comical companion. Songs are very expressive. others symbolize one's ambitions and ideals, others tell a poignant and memorable story, some reminisce about the bygone era, while still others transmit love and feelings. Themes and emotions abound in songs, leaving a lasting impression on the student.

1. song's primary social purpose is:

- a. To amuse the audience.
- b. To impart moral principles via song lyrics.
- c. To offer a method for handling the relationship that exists between our emotional lives in public and private.
- d. To convey cultural values and sentiments of the individual.
- e. To enable someone to have an emotional connection that is unattainable through any other means, in addition to sharing their feelings with others.

2. Lyric

The use of rhythms, conversational discourse, and poetic language define lyrics. (Shen, 2009)

REFERENCES

- Rahmah, F. (2018). *A Thematic Roles Analysis Of Webtoon Orange Marmalade In*. Surakarta: Universitas Muhammadiyah Surakarta.
- Shen, C. (2009). Using English Songs: an Enjoyable and Effective Approach to ELT . *English Language Teaching*, 2(1), 88.

CHAPTER 12

ANALYSIS OF GENDER DISCRIMINATION IN FILM

12.1 Introduction

Literature is a work that represents the expression and movement of human creativity in the form of art, creating high aesthetic value. Literature is a simple way that people can learn about the world around them through their imagination (Jones, 1968).. In this way, the person who talks about a work in relation to the author's emotions, imagination, experiences and thoughts is all literary.. Likewise, in general, literature can be understood as a written work of art composed by a particular author (Arafah & Kaharuddin, 2019).

Literature is also known as a mirror that reflects society (Marliana, Arafah & Abbas, 2018). It cannot be denied that what is written in literary works is a reflection of real life and can be known by describing some of the evidence given in the literary works created (Arafah, Abbas, & Hikmah, 2021). Based on this, it can be concluded that human life depicted through literary works in the form of fiction sometimes corresponds to the reality of human life. However, this does not mean that literary works reveal the truth. Everything presented and summarised in literary works is always related to the phenomena of human life, both individual and group. Simply put, literature reflects society, both its good and bad values.

There are four types of literary works that are enjoyed by the public, such as fiction which consists of novels, novellas and prose, poetry, drama, and film (Klarer 2004). This time the

scope of discussion is film. Film can be interpreted as a mass communication medium to convey messages from stories made by the author (Ghassani and Nugroho, 2019). Films have many different genres. Genre is a term to denote variety, which is divided into certain forms of art or speech according to criteria appropriate to the form. Genre refers to a group of films of similar devices in terms of theme, story, content, style, and realism. The aim is to make it easier for the audience to know the picture of the film (SuryaTirta 2019). According to Ardianto (Fatimatuzzahra and Setiansah, 2021), there are various types of films from their characteristics and benefits, namely: 1). Story films, which have stories in the form of fictional stories (modifications of true stories), 2). News films, films that contain realities that really happen based on news value, 3). Documentary films, the result of individual interpretations of reality such as humanistic, biographical, autobiographical, and others, 4). Cartoon films, intended for entertainment and educational purposes, usually for children but can also be for adults depending on the format. Films have many different genres. Genre refers to a group of films of similar devices in terms of theme, story, content, style, and realism. The purpose is to make it easier for the audience to know what the film is about (SuryaTirta 2019). Although there are many different types and genres, films always have a message, wisdom, mission or value presented in different ways.

Gender is a social and cultural construct that refers to the roles, behaviours, activities and expectations deemed appropriate for men and women in a society. It shapes a person's personal experiences, relationships, opportunities and social interactions. Discrimination is a form of attitude and behaviour that violates human rights Ihromi (2007; in Unsriani, 2014). Attitudes and behaviours that include discrimination include harassment, restriction, or exclusion of individuals on the basis of race, religion, or gender (Unsriani, 2014). Discriminatory treatment of women is a manifestation of gender inequality and a strong patriarchal culture. Patriarchal

culture has an impact on the gender inequality experienced by women. As a result, women are vulnerable to discriminatory behaviour in society. Zulhayatin (2013; in Yusalia, 2014) describes discrimination against women in five forms, namely stereotyping, subordination, marginalisation, undue workload, and violence.

Discrimination based on one's gender is called "sex discrimination". In terms of education, career, economic advancement and political influence, women often face discrimination and are not treated equally with men (Pan, Lu, & Zhang, 2021). This is a form of prejudice that is common around the world, especially in developed countries. An employee stating that their manager only promotes male employees and places women in low-level positions is an example of sex discrimination or sexual harassment that can be protected by law.

12.2 Influential figures who contributed to the theory of Analysis Of Gender Discrimination

A comprehensive analysis of gender discrimination involves consideration of multiple contexts and methods. In the workplace, gender discrimination can have negative consequences on job satisfaction and employee health. Systematic analyses of literature and media can help understand gender discrimination in high-end dining establishments and its impact on women's representation. Regarding women's employment in urban areas, studying cases in non-governmental economic units can reveal the different forms of discrimination women face and propose solutions. When analysing gender discrimination, researchers should consider factors such as historical context, socio-economic factors, legal and policy frameworks, cultural and societal norms, intersectionality, and empirical data. Understanding these aspects can help identify patterns, barriers and gaps that

contribute to gender inequality. By applying this knowledge, policymakers, researchers and advocates can develop effective strategies to promote gender equality and social justice.

12.2.1 Bell Hooks

Bell Hooks is a feminist activist and author who has written extensively on issues of gender discrimination and intersectionality. Here are some of her main thoughts on gender discrimination.

- The Intersection of Oppression: Hooks explores how sexism, racism, homophobia and all forms of oppression intersect and impact women's everyday experiences, including economic insecurity, gender-based violence, and jobs and careers. This taught me what it reflects. Anxiety creates creative oppression and devalues our lives and contributions. As all forms of oppression have conspired to oppress us, we must also work together to achieve true freedom.

- Focussing on black women: Feminism must centre on the needs of black women and others who are most oppressed by society and culture. We must strive to find solutions for people of all genders. Our movement must reject a scarcity mentality based on fear of white supremacy. This idea tries to trick us into thinking that we only have a limited number of seats, and tries to divide us with the lie that we have to pick our battles. This is something that must be done.

- Intersectionality: Hooks's work avoids wordiness and is written in easy-to-understand prose. She did this so that women from all social classes and educational backgrounds could easily understand and participate in her work. She ensured that her work was not just limited to elite scholars, but was also accessible to those who needed to read it the most. In this way, his populist writing style promoted intersectionality along the class axis.

- Exploitation and Discrimination: Feminism should not only encompass the plight of white middle-class women. Feminism should include all those who are exploited, discriminated against and oppressed.

- A clear definition of Feminism: Fuchs challenged the existing feminist discourse at the time by pointing out the lack of a clear definition of feminism and the dominance of privileged white feminists in the movement. Fuchs proposed a new definition of feminism in her book *Feminist Theory: From the Periphery to the Centre*. It is not just a struggle for equality between women and men (of the same class), but a movement to end oppression and exploitation without ignoring other forms of oppression such as racism, classism, and imperialism.
- Overcoming Sexism: Hooke argued that patriarchal ideology brainwashed men into believing that control over women was beneficial, when it was not. He believed that both boys and men had rights over women's bodies and labour. Hooks called for the need to address master and slave relationships even within groups living in situations of brutal oppression.

In conclusion, Bell Hooks' work emphasises the need to recognise the intersectionality of oppression and focus attention on the needs of the most oppressed. She calls for a feminism that strives to end sexist oppression and exploitation without neglecting other forms of oppression such as racism, classism, imperialism, and others.

12.2.2 Kimberlé Crenshaw

Kimberly Crenshaw is an American critical racial justice scholar who coined the term "intersectionality" in 1989. Intersectionality refers to the double discrimination of racism and sexism that black women face, according to Crenshaw, and critiques the "uniaxial framework that encloses antidiscrimination." She is an anti-racist law, feminist theory and politics scholar. "It is law, feminist theory, and anti-racist politics."

- Crenshaw argues that the law seems to forget that black women are both black women and women, and are therefore discriminated against on both counts. She points to cases where women are forced to choose between claiming race

discrimination, sex discrimination, and not saying that they have been discriminated against because of the combined effects of race and sex. Crenshaw's research focuses on the conceptual limitations of single-point analyses of how the law responds to racism and sexism.

- Crenshaw's critique of uniaxial frameworks emphasises the marginalisation of bearers and obscures claims that cannot be understood as resulting from individual sources of discrimination. Her work highlights the importance of understanding how one's social identity intersects with and can enhance experiences of discrimination. Intersectionality is a lens through which we can see where forces come together and collide, where they converge, and where they intersect.

In sum, Kimberly Crenshaw's work on intersectionality critiques the dominant uniaxial framework in antidiscrimination law, feminist theory, and racist political antidiscrimination theory. She argues that these frameworks marginalise people who face multiple burdens and obscure claims that cannot be understood as resulting from individualised causes of discrimination. Her work with Crenshaw emphasises the importance of understanding how a person's social identity intersects and can lead to increased experiences of discrimination.

12.2.3 Karl Marx

Marxist gender theory essentially focuses on analysing the relationship between class exploitation and gender inequality. According to Marx, the division of labour between men and women is the root of all inequality; the oppression of women is the means by which capitalists control labour power for their benefit, and by shifting responsibility for social welfare from the state and collective institutions into the "privacy" of the family, capitalists discriminate against women.

Although Marx's work contains elements of Victorian ideology, a strong interest in gender and the family is demonstrated throughout his work. Marx argued that the position of women in society could be used as a measure of the

development of society as a whole. Although Marx's theory is still evolving in terms of explanations that include gender as important for understanding capitalism, his categories still allow for the isolation of historically specific elements of patriarchy.

This leads to a systematic critique of patriarchy as manifested in capitalism. From the more generalised forms of women's oppression that have existed throughout most of human history.

12.2.4 Judith Butler

Judith Butler is a philosopher and gender theorist who has written extensively on the topic of the relationship between gender and social norms. Her work challenges essentialist views of gender that assume that masculinity and femininity are naturally or biologically given, and instead, gender arises from and is determined by social norms. She claims that gender is a mutually reinforcing and amplifying act. She shares some highlights of her work.

- **The Problem of Gender:** This book is supposed to be a critique of heterosexual assumptions in feminism, but it turns out to be about gender categories. Butler argues that categories of women can and do change, and must change to ensure greater freedom for women. The historical meaning of gender can change as its norms are reproduced, rejected, or reinvented.

- **Gender Performativity:** This is the most influential concept in Butler's work. It challenges the idea that masculinity and femininity are natural or biologically given, arguing that they are performed repeatedly based on social norms. Butler's work on gender performativity has been refined over the decades, most directly discussed in *Gender Trouble*, *Bodies that Matter*, and *Undoing Gender*.

- **Intersectionality:** Butler's work extends beyond gender into other areas such as exclusion and political oppression. The underlying theme of much of her recent work is a concern with the intersection of various forms of oppression, including racism, sexism, and homophobia. Butler's work has influenced

feminist and queer studies and has been used as a basis for conceptualising gender by experimental social psychologists. She argues that feminism is gaining strength as an inclusive movement not only for women's equality, but also for broader gender equality.

12.3 Types of Gender Discrimination

Gender discrimination is any form of exclusion or restriction based on sex that creates barriers for girls, boys, women and/or men to the full and equal recognition, enjoyment or exercise of their human rights. Gender inequality is discrimination based on sex or gender, where one sex or gender is always favoured or privileged over the other.

There are many forms of gender discrimination, including:

a. Direct discrimination:

This happens when someone treats people of the same gender worse. For example, a nightclub offers free admission to women, but charges admission to men.

b. Indirect discrimination:

This happens when an organisation has certain policies or practices that apply equally to both sexes, but disadvantages someone because of their sex. For example, an employer changes an employee's work schedule so that they finish at 5pm instead of 3pm. Workers who have childcare responsibilities may be disadvantaged if their new work schedule prevents them from picking up their children from school or daycare.

c. Sexual Harassment:

This is unwanted sexual attention or behaviour that makes someone feel uncomfortable, threatened or offended. It can take the form of verbal comments, gestures or physical actions and can happen at work, school or other places.

d. Implicit bias/implicit sexism:

This is prejudice and discrimination that can be described as a form of intergroup bias. It includes stereotypical thinking about the nature and roles of women and men, trivialising what is perceived as "women's work", and a lack of understanding of the social and economic realities of women's gender.

e. Regional discrimination:

This is discrimination that occurs when a person is at risk of multiple forms of discrimination, including racial/ethnic discrimination.

Discrimination based on sex is prohibited in most human rights treaties, including international laws governing equality between men and women, as well as specific laws dedicated to achieving women's rights. In the United States, federal, state and local laws also protect individuals from sex discrimination and gender inequality.

12.4 Conclusion

Gender discrimination is unequal treatment between men and women that affects a person's life experience. Gender discrimination often happens to women. There are many factors that cause this phenomenon to occur, including sex and gender differences. Differences in roles and functions between men and women often lead to discriminatory behaviour towards a group. Many people experience gender injustice in the workplace, on campus, or even within their own families. Gender discrimination is evident in the world of work. For example, one form of gender discrimination is when some companies knowingly and deliberately pay male employees more than female employees. There are several impacts of gender discrimination, including impacts on mental and physical health, poverty, career advancement, violence and harassment, and social impacts.

REFERENCES

- Apriliandra, S., & Krisnani, H. (2021). Perilaku Diskriminatif Pada Perempuan Akibat Kuatnya Budaya Patriarki Di Indonesia Ditinjau Dari Perspektif Konflik. *Jurnal Kolaborasi Resolusi Konflik*, 3(1), 1. <https://doi.org/10.24198/jkrk.v3i1.31968>
- Bell Hooks. (2020). In *Writing Appalachia* (pp. 708–712). <https://doi.org/10.5810/kentucky/9780813178790.003.0102>
- Biana, H. T. (2020). Extending bell hooks' feminist theory. *Journal of International Women's Studies*, 21(1), 13–29.
- Feminist and queer studies: Judith Butler's conceptualisation of gender — Anglais.* (n.d.). <https://cle.ens-lyon.fr/anglais/civilisation/domaine-americain/feminist-and-queer-studies-judith-butlers-conceptualisation-of-gender#section-7%0Ahttp://cle.ens-lyon.fr/anglais/civilisation/domaine-americain/feminist-and-queer-studies-judith-butlers-conceptu>
- Gleeson, J. (n.d.). Judith Butler: 'We need to rethink the category of woman' | Life and style | The Guardian. In *The Guardian*. <https://www.theguardian.com/lifeandstyle/2021/sep/07/judith-butler-interview-gender>
- Gurieva, S. D., Kazantseva, T. V., Mararitsa, L. V., & Gundelakh, O. E. (2022). Social Perceptions of Gender Differences and the Subjective Significance of the Gender Inequality Issue. *Psychology in Russia: State of the Art*, 15(2), 65–82. <https://doi.org/10.11621/pir.2022.0205>
- Huet, S., Gargiulo, F., & Pratto, F. (2020). Can gender inequality be created without inter-group discrimination? *PLoS ONE*, 15(8 August), 1–25. <https://doi.org/10.1371/journal.pone.0236840>

- Humm, M. (2021). Liberal Feminism. In *Feminisms* (pp. 201–212). <https://doi.org/10.4324/9781315835204-16>
- Intersectional feminism: what it means and why it matters right now* / UN Women – Headquarters. (n.d.). <https://www.unwomen.org/en/news/stories/2020/6/explainer-intersectional-feminism-what-it-means-and-why-it-matters>
- Iqbal, M. F., & Harianto, S. (2022). Prasangka, Ketidaksetaraan, dan Diskriminasi Gender dalam Kehidupan Mahasiswa Kota Surabaya: Tinjauan Pemikiran Konflik Karl Marx. *Jurnal Ilmiah Ilmu Sosial*, 8(2), 187–199. <https://doi.org/10.23887/jiis.v8i2.52926>
- Manzi, F. (2019). Are the processes underlying discrimination the same for women and men? A critical review of congruity models of gender discrimination. *Frontiers in Psychology*, 10(MAR), 1–16. <https://doi.org/10.3389/fpsyg.2019.00469>
- Szorenyi, A. (2022). Judith Butler: their philosophy of gender explained. In *The Conversation*. <https://theconversation.com/judith-butler-their-philosophy-of-gender-explained-192166>
- United Nations Independent Expert on Protection Against Violence and Discrimination Based on Sexual Orientation and Gender Identity - IESOGI. (2021). *Reports on Gender: The Law of Inclusion & Practices of Exclusion*. 1–8. <https://www.ohchr.org/EN/Issues/SexualOrientationGender/Pages/ReportGenderTheory.aspx>

CHAPTER 13

PSYCHOLOGICAL ANALYSIS IN NOVEL

13.1 Introduction

Literature is an imaginative work produced by someone to convey a message to everyone. According to Wellek and Warren 22, literature can create itself as a product of unlimited imagination. With literature, people can imagine and express feelings, ideas and even experiences in producing interesting literary works and can enjoy the literary works produced. Literary works are creative expressions that raise social and humanitarian issues through written or spoken language. Literary works are the author's expressions based on experiences and thoughts in life. Ratna (2011: 16) literary works and other activities are not born through emptiness, creative activities go through the roots of problems, through a literary creation, it can be created in this way and enjoyed. Poetry, prose, drama, and fiction are some of the many forms work can take. Prose is a form of literary expression that is different from poetry because it does not follow a particular pattern or rhythm. Novels are a genre of literary works that are written in prose and have a complex narrative structure. Explores various themes, characters and conflicts in a deep and immersive way.

Literature and psychology have a functional relationship because they both study human psychology, and where is the difference: literature studies human psychology in imaginative literary works, while psychology studies real human psychology. Psychoanalytic theory is concerned with human mental function and development. This science is a part of psychology that provides great benefits and was created for human psychology over time. Psychoanalytic theory is a theory

that discusses the nature and development of human personality and the main elements are motivation, emotions and other aspects of personality. Literary psychology is a literary study that sees psychology as a creation that cannot be separated from the psychological aspects of authors, readers and literary texts. According to Minderop (2011: 54²55), literary psychology is the analysis of literary works which are believed to reflect psychological processes and activities. Psychological fiction is a term used to describe a novel that contains a lot of emotional and mental emotions in the characters in the story by using more character than events in the story, according to Menderop, (2011:53). Psychoanalysis basically has two sides of work: clinical work and academic work. Lineal work is carried out on patients who experience problems ranging from phobias, phobias, anxiety to hallucinations. Academic work is carried out with the aim of studying spiritual life in general, which also includes library studies, social sciences, and other scientific disciplines.

13.2 Literature Riview

According to Endraswara, 2013: 89, literary works are reflections of life in the form of real events in society. There are four types of literary works that people enjoy, for example fiction which consists of novels, prose, poetry, drama and films (Klarer 2004). Literary works are artistic creations that use different styles and language structures to evoke aesthetic, emotional, or intellectual responses from readers. Literary works often raise universal themes such as love, life, death and justice, and invite exploration of conflict between humans. Reflecting the social, political, and cultural context of the time, literary works offer in-depth observations of the human condition. Through imaginative and creative language, these works allow readers to access deep emotions, perspectives and concepts.

According to (Nurgiantoro, 2012) prose is a form of free writing. It is used to convey a narrative, story, or idea in a more natural and unrestricted way. Prose can take many forms, including novels, short stories, essays, and biographies, and allows writers to explore complex ideas and develop characters and plots. Fiction prose captivates readers through longer sentences and paragraphs, while nonfiction prose conveys facts and arguments. Prose is a widely used and versatile form of writing, used in both literary and non-literary contexts, including journalism and academic work. This gives writers the freedom to express themselves more broadly and deeply.

Novel literary works were created by authors with the aim of being understood, enjoyed and utilized without forgetting that literature is part of expressing life problems, psychology and philosophy (Darma, 1983: 52). Novels provide writers with ample scope to investigate human thoughts, emotions, and experiences. They can cover a variety of genres and use literary devices to create an engaging reading experience. Novels have the ability to explore complex social, political, philosophical and psychological issues through the use of diverse characters and conflicts. They are considered a powerful medium in literature to depict various aspects of human life and convey deep messages. According to Tripungkasi, the 2013 novel has very interesting diction to arouse someone's interest in reading, especially children, to practice reading.

Language activities do not just take place mechanically but take place mentally, okay, therefore in relation to literature learning, literary studies need to be complemented by interdisciplinary studies, namely literature and psychology, Chaer (2009). Literary psychology is a field that views literary works as a reflection of psychological activity. In this way, the depiction of characters in literary works is the result of a process of the author's psychology. According to Endraswara (2013:96), literary psychology is the study of literature which

considers work as a mental activity. And basically literary psychology pays attention to psychological problems in fictional shops in literary works, Ratna (2003:343)

According to Endraswara (2008: 194), one branch of psychology is psychoanalysis. The theory of psychoanalysis was first discovered by Sigmund Freud around the 1890s. Freud suggests that childhood experiences have quite a big influence on a person's personality until adulthood (Minderop, 2011:11). Psychoanalytic theory relates to human mental function and development. This science is part of psychology which provides great benefits and was created for human psychology during this time. Psychoanalytic theory is a theory that discusses the nature and development of personality forms possessed by humans and the main elements are motivation, emotions and other aspects of personality. The basis of psychoanalytic theory is that personality can develop when there are conflicts from the psychological aspects themselves. Psychological analysis is a valuable tool for understanding the intricacies of character, plot, and themes in a novel. This analysis examines elements such as characterization, internal conflict, character development, motivation and behavior, relationships between characters, emotional tension, and psychological characterization. By examining these aspects, readers can gain a deeper understanding of the characters' motives, emotions, and behavior and their relationship to the overall plot. Psychological analysis also allows for the exploration of the protagonist's emotions, personality traits, mental health conditions, relationships between characters, as well as symbolism and themes in the novel. Ultimately, this type of analysis provides insight into the human experience and enhances the reader's understanding of the novel.

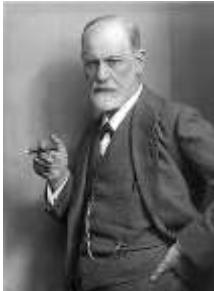
This text discusses several influential figures who have contributed to the theory of psychological analysis in literary works. Sigmund Freud, known for his theory of psychoanalysis, Carl Jung a student of Freud, Jacques Lacan a French

psychoanalyst, Karen Horney a neo-Freudian psychoanalyst, and lastly, Mikhail Bakhtin, a Russian literary theorist. The works and theories of these figures have helped readers and critics understand the motivations, conflicts, and complex development of characters in literary narratives.

13.3 Influential figures who contributed to the theory of psychological analysis in literary works

Psychological analysis emerged at the beginning of the 20th century with the development of psychoanalytic theory by Sigmund Freud. Freud's focus on psychotherapy and psychiatry extended to literature, with concepts such as the id, ego, and superego influencing the analysis of literary works. Freud's books, such as "The Interpretation of Dreams" and "Three Essays on the Theory of Sexuality," laid the foundation for understanding psychology in literature. Other psychoanalysts, including Carl Jung, Alfred Adler, Karen Horney and Jacques Lacan, further developed psychological theories that contributed to the analysis of literary works. Psychological analysis has become an important approach to understanding complex characters and motivations in literature, explaining the influence of emotions, motivations, and inner conflict on character and plot development. The works and theories of these characters have provided a solid foundation for psychological interpretation in literary works, helping readers and critics understand motivations, inner conflicts, and complex character development in the context of literary narratives.

13.3.1 Sigmund Freud



Sigmund Freud was an Austrian neurologist and founder of psychoanalysis, using a clinical method in evaluating and treating pathologies originating from conflicts in the soul through dialogue between psychoanalyst and patient and a special theory of the mind and human agency that was handed down by him. The

psychoanalyst theory of personality put forward by Sigmund Freud is very closely related to literary works. According to this theory, subconscious drives and motivation play an important role in human behavior. In creating a literary work, the author is often influenced by subconscious factors that shape the creation of the work. Freud's contributions to the fields of psychology and psychoanalysis had a major impact on literary interpretation. The psychoanalytic method is often used to analyze and understand the characters, conflicts and motivations contained in literary works.

Several key concepts from Freud's psychoanalytic theory are often used in literary analysis. One of these concepts is the unconscious, which Freud believed controls most human behavior. When studying literary characters, this concept can be used to explore the reasons underlying their actions and decisions. Another important concept is Freud's personality structure, specifically the id, ego, and superego. These elements represent various aspects of the psyche, with the id reflecting primitive drives, the ego representing adaptive processes, and the superego representing social and moral norms. By applying this framework, literary analysts can better understand the internal conflicts experienced by characters.

Freud's theory of repression is also often used in literary analysis. According to Freud, thoughts or impulses that cannot be accepted by the conscious mind will be suppressed into the subconscious. Analysis of repression in literature helps explain the psychological conflicts faced by characters. In addition, Freud's concept of defense mechanisms provides insight into how characters in literary works deal with inner conflict and anxiety. These defense mechanisms, such as denial, destruction, or distraction, offer deeper insight into a character's motivations and actions. His works, including "The Interpretation of Dreams" and "Introductory Lectures on Psychoanalysis", laid the foundation for psychological understanding in literature.

Lastly, Freud's stages of psychosexual development can be related to the growth and development of characters in literary works. These stages comprise important periods in an individual's development, and when applied to literary analysis, they provide insight into a character's psychological development. Using these concepts, Freud's psychoanalytic interpretations provide insight into the motivations and behavior of literary characters. They reveal the hidden psychological layers underlying the stories and characters in the works of authors such as William Shakespeare, Fyodor Dostoyevsky, and Virginia Woolf, among others. This approach allows for a richer understanding and interpretation of literature, revealing the deep psychological aspects that shape stories and characters.

13.3.2 Carl Gustav Jung



Carl Gustav Jung was a Swiss psychiatrist and psychoanalyst who founded analytical psychology. Carl Gustav Jung, famous psychoanalyst and student of Sigmund Freud, made important contributions to the study of psychology and literature. His psychological approach to literary analysis includes concepts such as archetypes, collective unconscious, personality and shadow, individuation, and synchronicity. These concepts help identify universal motifs, understand hidden aspects of character, explore themes that transcend culture, and analyze meaningful coincidences in literary works.

Archetypes are universal patterns or innate images that exist in the human collective unconscious. Jung used these archetypes to identify and understand universal motifs that appear in stories and characters. The collective unconscious, unlike the individual unconscious, contains universal symbols and behavioral patterns inherited from culture. This concept

helps identify themes and motifs across cultures and eras. Meanwhile, Jung's concept of characters and shadows is used to understand the hidden aspects of characters in literary works. Characters represent the image a person presents to the world, while shadows represent their darker, hidden aspects. According to Jung, the individuation process is a journey towards the realization of wholeness and self-integration. In literary analysis, this concept can be used to understand a character's journey towards a deeper understanding of himself and unity with aspects of his subconscious.

Synchronicity, one of Jung's concepts, refers to psychologically meaningful coincidences. In literary analysis it can be used to understand important events that occurred in history and their relationship to each other. By using these concepts, Jung's psychological interpretation of literary works provides a deeper understanding of the story aspects, characters and themes that appear in them. Jung also developed the theory of analytical psychology, which states that the soul has two levels: conscious and unconscious. He emphasized the importance of the subconscious and believed that a person's life is a story of subconscious consciousness. Jung's theory also includes the transmission of motivation from one generation to another.

Analytical psychology is used in psychological analysis to study human personality and explore the psychological aspects of individuals. It covers areas such as art, education and psychology of religion. Many reviews and research discuss Jung's theory and its application in the field. Overall, Jung's contributions to psychology and literature continue to be influential and provide valuable insights into human psychology. Jung's work on analytical psychology, including "Psychological Types" and "Archetypes and the Collective Unconscious", has influenced psychological interpretations of literary works.

13.3.3. Jacques Lacan



Jacques Marie-Émile Lacan or better known as Jacques Lacan is a French psychoanalyst, he developed Sigmund Freud's psychoanalysis based on semiotics. His main research focus was the unconscious, which had previously been introduced by Freud. Lacan re-explored this unconscious by using Saussure's language model and focusing his research on conversations between analysts (psychiatrists/psychologists) and patients. According to him, conversation is a series of signals and these signs are dreams, neurotic symptoms, bad actions and so on. Jacques Lacan made important contributions to the fields of psychoanalysis and literature. Lacan's psychological approach to literary analysis includes several key concepts, such as the mirror stage, the symbolic order, the real, the imaginary, and the symbolic, desire and lack, and the phallus.

The reflective stage is a concept that emphasizes the importance of personal identity which is formed through self-reflection. In literary analysis, this concept can be used to understand how a character's identity is formed and the conflicts that arise from feelings of incompleteness. The symbolic order shows that humans are shaped by the symbolic order of language and culture. In a literary context, this concept helps analyze how language and symbols shape understanding of characters and plot. The Lacanian division between the real, the imaginary, and the symbolic helps us understand the complexity of human identity. In literary analysis, this concept can be applied to examine character construction, representation of reality in stories, and subjective understanding of the fictional world. Furthermore, Lacan's

understanding of desire and lack recognizes that human desire is inextricably linked to a persistent and never fully satisfied sense of lack. This concept can help understand character motivations and conflicts that arise from unmet needs or dissatisfaction.

The phallus is a concept used symbolically by Lacan to emphasize the role of power, authority and desire in the human soul. In literary analysis, it can be used to reveal the power dynamics between characters in a story. Using these concepts, Lacan's psychological interpretation of literary works offers insight into identity, language, and the complexity of the human mind in narrative. Lacan's psychoanalytic theory argues that the human subconscious is always in a state of lack, which is expressed as a longing for something that is considered lost. This theory also suggests the existence of three basic concepts: real, virtual, and symbolic order. Furthermore, Lacan argued that language, as a system of expression, can never fully reveal the truth. Therefore, psychoanalytic theory is often used in psychological analysis to study human personality and psychological aspects.

There are numerous reviews and studies exploring Lacan's psychoanalytic theory and its applications in various fields, including literature, art, and psychology. Works such as Gustave Flaubert's "Madame Bovary" and Virginia Woolf's "At the Lighthouse" are often analyzed from a Lacanian perspective. Overall, Lacan's contributions to the understanding of psychoanalysis and literature have provided valuable insights into the complex relationship between identity, language, and the human psyche. His works such as "Essays" and "Four Basic Concepts of Psychoanalysis" made important contributions to the psychological understanding of literature.

13.3.4 Karen Horney



Karen Horney was a renowned psychologist and one of the leading thinkers of her socio-psychoanalytic theory in the field of neurosis, believing that human personality is shaped by cultural and social influences and childhood experiences. Horney's approach to psychology was Freudian, although he was not one of the three major figures of Freudian psychology. In contrast to Sigmund Freud's emphasis on instinct, Horney argued that humans are also motivated by the need for security and satisfaction. His socio-psychoanalytic theory is widely used in psychoanalysis to study the psychological aspects of human behavior. Horney's ideas have been discussed in various journals and studies, exploring their applications in fields such as literature, education, and psychology.

Although Horney's work is not specifically applied to literary analysis, his principles can be used to analyze characters and their motivations in literary works. The main concept introduced by Horney is the basic idea of fear and defense. This concept helps us understand how the behavior and actions of characters in literary works can arise from underlying anxieties. By exploring the characters' experiences of anxiety and the defense mechanisms they use, readers can better understand their motivations. Another important concept put forward by Horney is understanding personality through three main orientations: personal orientation, self-orientation, and world orientation. This concept allows literary analysts to examine character motivations and the dynamics of relationships between characters. By determining the

character's direction, readers can better understand their behavior and the dynamics of their interactions in the work.

Horney also emphasized the importance of healthy personal development in preventing neurosis. This concept can be applied to literary analysis to explore a character's journey and how his past experiences influence his actions and decisions. Understanding a character's personal development and the impact his past has on his current behavior can increase the reader's understanding of the complexity of that character's psychological makeup. Although there are not many specific examples of literary works analyzed using Horney's psychoanalytic framework, his concepts can provide valuable insight into the psychological complexity of characters and their motivations. By applying Horney's framework, readers can develop deeper interpretations of the underlying conflicts, motivations, and psychological drives that drive characters in literary works. Horney's works, including "The Neurotic Personality of Our Time" and "Our Inner Conflicts", discuss the impact of social conditions on individual psychology, which can be applied to analyzing characters in literary works.

13.3.5 Alfred Adler



Alfred Adler is an Austrian psychologist and psychiatrist, founder of the school of individual psychology. Adler was greatly influenced by Sigmund Freud, but he later developed views that differed from Freud's psychoanalysis. He emphasized the importance of feelings of inferiority, which were considered an important factor in the development of theories of individual

psychology. Alfred Adler viewed humans as individuals and not as a collection of elements. Adler was the first to emphasize the importance of social factors in regulating individual processes

and introduced psychiatry into the community of psychologists. A survey conducted by the Journal of General Psychology ranked Adler 69th among the most cited psychologists of the 20th century.

Several important points in Alfred Adler's psychological theory are the principle of the unity of living things. Adler emphasized the importance of understanding the individual as a whole and not just the parts. He believes that humans must be understood in the context of their social environment. In addition to inferiority, one of Adler's main concepts is the inferiority complex, which can arise from feelings of physical or social inferiority. According to Adler, this feeling of inferiority can motivate individuals to achieve excellence, which is known as superiority motivation. Following this inferiority complex, Adler believed that an inferiority complex can trigger compensatory behavior in which individuals attempt to overcome feelings of inferiority by developing new abilities or certain skills. Furthermore, regarding lifestyle, Adler introduced the concept of "lifestyle" which refers to patterns of thought, actions and habits that create a person's unique way of facing the world and its problems. This lifestyle can be formed from childhood and maintained consistently throughout life. Regarding social influences, Adler emphasized the importance of cultural and social factors in shaping individual personalities. He believes that society and the social environment have a major influence on the development of each individual. Furthermore, in individual psychology, Adler rejected Freud's view which emphasized sexual desire as the main driver of individuals. Instead, he proposed that a person's primary motivation is to overcome feelings of inferiority and achieve positive personal goals. And therapeutically, Adlerian therapy focuses on developing self-awareness, understanding the client's lifestyle, and transforming negative thought patterns into more adaptive and positive thought patterns. Adler also advocated a holistic approach to therapy, taking into account the client's social environment.

Adler's theory made a major contribution to the development of individual and social psychology and is still widely used in modern psychotherapy. This approach views individuals as socially integrated entities and emphasizes the importance of understanding individuals' resources to realize their full potential.

REFERENCES

- Claresta, T.D. and Mada, U.G. (2023) 'Hasrat Gypsy Blanchard dalam The Act: Kajian Psikoanalisis Jacques Lacan', (August). Available at: <https://doi.org/10.13140/RG.2.2.19303.42400>.
- Dina, I.F. (2023) 'Gangguan Kesehatan Mental Tokoh Novel Stigma Karya Hindhi Astina Saraswati: Kajian Psikologi Sastra', *Innovative: Journal Of Social Science Research*, 3, pp. 5231–5248. Available at: <http://j-innovative.org/index.php/Innovative/article/view/2710>
%0Ahttp://j-innovative.org/index.php/Innovative/article/download/2710/1930.
- hidayat fahrul, D. (2023) 'No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析 Title', (2017), pp. 31–41.
- Lacan, J. *et al.* (no date) *Psychoanalysis*.
- Lester, D. (2019) 'Theories of Personality', *Theories of Personality* [Preprint]. Available at: <https://doi.org/10.4324/9780429026027>.
- Neurotik, K. *et al.* (no date) 'Kecenderungan Neurotik Tokoh Utama dalam Novel', pp. 1–13.
- Nizar, M. (2023) 'Hasrat Haifā' Bīṭār Melalui Tokoh Aku Dalam Cerpen Kafanu Al - Ustāẓi Dalam Antologi Cerpen Gurūbun Wa Kitābah: Kajian Psikoanalisis Lacan', *Metahumaniora*, 13(2), p. 106. Available at: <https://doi.org/10.24198/metahumaniora.v13i2.45904>.
- Psikoanalisis, K. *et al.* (no date) 'HASRAT TOKOH ALINA DALAM NOVEL HATI SUHITA KARYA KHILMA ANIS'.

- Syaebani, M.I., Yuwono, U. and Ekosiwi, E.K. (2023) 'What is love? An interpretation of love in Freudian and Lacanian psychoanalysis', *Psikologia: Jurnal Pemikiran dan Penelitian Psikologi*, 18(1), pp. 14–26. Available at: <https://doi.org/10.32734/psikologia.v18i1.9760>.
- Wakhid, Z.A. (2019) 'Tipe Kepribadian Ekstrover dalam Novel Seri Anak: Kajian Psikologi Sastra Carl Gustav Jung', *Madah: Jurnal Bahasa dan Sastra*, 10(1), p. 37. Available at: <https://doi.org/10.31503/madah.v10i1.830>.
- Wikipedia (2023a) *Alfred Adler*. Available at: https://id.wikipedia.org/wiki/Alfred_Adler.
- Wikipedia (2023b) *Carl Jung*. Available at: https://en.wikipedia.org/wiki/Carl_Jung.
- Wikipedia (2023c) *Jacques Lacan*. Available at: https://en.wikipedia.org/wiki/Jacques_Lacan.
- Wikipedia (2023d) *Karen Horney*. Available at: https://id.wikipedia.org/wiki/Karen_Horney.
- Wikipedia (2023e) *Sigmund Freud*. Available at: https://en.wikipedia.org/wiki/Sigmund_Freud.

CHAPTER 14

AN ANALYSIS OF SWEARING WORDS IN MOVIS

14.1 Introduction

Swear words are expressions for emotional connection and frequent use of taboo or abusive words and generally rough. Swear word forms can be words, phrases, and clauses. Swearing or cursing can be found in the form of the name of the animal, spirit, thing, body part, relationship, activity, profession, and supersegmental.

Swear words may often be encountered in everyday life. In addition, it is easy to find in environments that are often less educated, such as markets, terminals, and other places. Swear words are influenced by social status. In fact, not only in real life, we can also find swear words indirectly, such as in novels, short stories, social media, movies and much more.

Movie is an audio-visual communication medium that allows a message to be conveyed to a group of people gathered at a certain location. Movie is also considered a powerful mass medium for its target audience. Due to its audio-visual nature, movies can tell many stories in a short period of time. When watching a movie, the audience seems to have the ability to travel through time and space, can tell life stories and even influence the audience.

14.2 Movie

Movie in Indonesian large dictionary, has the meaning of a thin membrane made of celluloid that serves as a place for negative images (to be made portraits) and positive images (which will be played in theaters). In addition, film is also interpreted as a play (story) of living pictures. As one of the elements of industry, movie is also intended as part of the economic production of a society and movie must be considered in relation to other products. Movie is also part of communication, the most important element of the system used by individuals and groups who send and receive messages.

Literally a movie is a cinematographie. Cinematographie comes from the word cinema which means "motion". Tho or phytos has meaning (light). Therefore, movie can also be understood as a moving image that uses light. Furthermore, the movie also serves as a sociocultural document that helps convey the era in which the movie was made, although the movie was never intended for that purpose. So, the definition of a movie is a series of videos that form a story. In addition, as an audiovisual media consisting of visual fragments assembled as a whole, capable of capturing social and cultural realities, it is natural that cinema can convey the messages contained in it in the form of visual media.

14.3 Swearing

14.3.1 Definition

Swearing is a linguistic activity that involves the use of taboo words. Swearing can also serve as a powerful tool and can be used for various purposes. Most of us agree that swearing is mainly used to express negative emotions such as anger, frustration, and annoyance. We often use bad language when we cannot control our emotions. However, swear words can also be used for other purposes that are not necessarily

negative. Apart from expressing politeness, swear words also have other functions, such as swearing to show harmony or unity, or even used to create humor.

14.3.2 Types of Swearing

1. Bodily Function
Example: ndasmu, matamu, etc.
2. Animal
Example: asu, jangkrik, etc.
3. Mother in Law
Example: bajingan, lonthe, mbahmu, etc.
4. Sex
Example: anjir, busyet, etc.
5. Death
Example: bangke, mati o, etc.
6. Excretion
Example: tai mu, etc.
7. Religious Matter
Example: dakjal, etc.

14.3.3 The Function of Swearing

1. Swearing are ways to express anger. This word can be used by speakers to express their feelings of anger at the treatment of others. The words spoken are usually spoken with emphasis.
2. One way to convey animosity is by swearing or aspersion. Similar to how the speaker expresses anger, it is typically used when the speaker is disturbed. Swear word typically has a strong intonation and pitch.
3. One way to communicate disappointment is to swear or act irrationally. A feeling of discontent with something or someone when something sought feels out of line with one's expectations is called disappointment. A person who is typically disappointed will use derogatory language or insults to express their disappointment.
4. Regrets can be expressed by aspersion or swearing.
5. Wonder can be expressed with a swear word.

6. One way to convey disrespect or embarrassment is through swearing. When someone doesn't like something, they frequently discard offensive swearing.

REFERENCES

- Asri, R. (2020). Membaca Film Sebagai Sebuah Teks : Analisis Isi Film. *Jurnal Al Azhar Indonesia Seri Ilmu Sosial*, 1(2), 74–86. <https://media.neliti.com/media/publications/327015-membaca-film-sebagai-sebuah-teks-analisi-0fcef4fb.pdf>
- Cahyani, P. D., & Setiawan, T. (2019). *Swearing Words on Yowis Ben Movie by Fajar Nugros and Bayu Skak*. 297(Icille 2018), 282–287. <https://doi.org/10.2991/icille-18.2019.58>
- Muhammad Ali Mursid Alfathoni, M.Sn., Dani Manesah, M. S. (2020). *Pengantar teori film*. Deepublish.
- Pluszczyk, A. (2015). An analysis of swearing from a positive perspective (Análisis del habla soez desde una perspectiva positive). *Alfinge*, 27, 103–127.
- Asri, R. (2020). Membaca Film Sebagai Sebuah Teks : Analisis Isi Film. *Jurnal Al Azhar Indonesia Seri Ilmu Sosial*, 1(2), 74–86. <https://media.neliti.com/media/publications/327015-membaca-film-sebagai-sebuah-teks-analisi-0fcef4fb.pdf>
- Cahyani, P. D., & Setiawan, T. (2019). *Swearing Words on Yowis Ben Movie by Fajar Nugros and Bayu Skak*. 297(Icille 2018), 282–287. <https://doi.org/10.2991/icille-18.2019.58>
- Muhammad Ali Mursid Alfathoni, M.Sn., Dani Manesah, M. S. (2020). *Pengantar teori film*. Deepublish.
- Pluszczyk, A. (2015). An analysis of swearing from a positive perspective (Análisis del habla soez desde una perspectiva positive). *Alfinge*, 27, 103–127.

CHAPTER 15

LINGUISTIC PERCEPTION OF THE 2024 CAMPAIGN POSTER LANDSCAPE A STUDY OF LANGUAGE DRAWS ATTENTION ON CAMPAIGN POSTERS IN BENGKULU

15.1 Introduction

In the era of modern democracy, political campaigns have become a battleground involving efforts to win votes and gain public sympathy and support. Campaign posters, as one of the most striking visual media, can play an important role in shaping public opinion. This research uses a semiotic approach to analyze visual devices in the context of the 2024 General Election. This election is considered an important stage where candidates compete to gain the trust and support of the people.

The focus of this research is mainly placed on the analysis of the use of language in campaign posters. The goal is to understand how word choice, style, and grammar can influence people's perceptions of candidates and issues. A campaign poster is not just an attractive image but a verbal and visual expression of a political platform.

This research attempts to bridge the gap in the literature by exploring how linguistic elements in campaign posters create unique political narratives, especially with a semiotic approach. As a study focusing on the 2024 General Election, it is hoped that the findings from this study will provide insight into the linguistic dynamics involved in creating political images and building public opinion.

Through semiotic analysis, this research aims to reveal the language strategies used by candidates or political parties in their efforts to win the hearts and minds of voters. In this way, it is hoped that this research will make a valuable contribution not only to the linguistic understanding of campaign posters but also to a broader understanding of the way language is used in political contexts to shape perceptions and opinions.

15.2 Theory

The term semiotics refers to the study of the human capacity to produce and interpret various types of signs; from simple physiological marking systems to complex symbolic structures. Barker (2004) defines semiotics as the process of exploring meaning in texts obtained through the arrangement of signs through the use of cultural codes.

In linguistic studies, semiotics became known through the figure of Ferdinand de Saussure who introduced the term semiology. The word semiology comes from the Greek word; semeion which means "sign". Saussure defined semiotics as the science that studies signs in people's lives. In this case, language plays a very important role in influencing the meaning of signs. He introduced two elements of coding about signs, namely the signifier *and* the *signified* . *The* signified is realized by the signifier , and conversely the signifier *realizes* the *signified* .

Another term semiotics appears in the writings of Charles Sanders Peirce, who defines semiotics as the study of signs and everything related to the signs themselves (Peirce in Innis, 1986: 4). Pierce saw that signs in semiotics are always related to human logic and reasoning. Three components of a sign according to Charles Sanders Peirce, namely:

1. Representation is something that is physical and can be felt by the five senses (showing the form of a sign).
2. Interpretation is the meaning that emerges from a person's perception or the meaning that comes from the sign itself.
3. Objects are sign references (abstract or concrete).

15.3 Methods

This research uses a qualitative-descriptive method. In this paper, the analysis is carried out by describing text-oriented data contained in several campaign posters for legislative candidates. The campaign posters were found at several roadside points in Bengkulu City.

15.4 Research Findings

On every campaign poster found at several points on the road, there are many "produced" signs. These signs are in the form of movement signs or gestures, and verbal signs are in the form of words, written letters and numbers. In this section, explanations of signs on campaign posters found at several road points will focus on verbal signs, and are presented with the help of tables. On campaign posters, various types of persuasive sentences are found whose meaning is determined based on form, social context and history.

TABLE 1



Figures 1 and 2

Signifier	Signified
Muda	Denotes groups, classes, generations, young people who live for a certain period of time and are tasked with continuing the development of their nation, or are usually called the nation's successors
Kreatif	The ability to generate new ideas or create new combinations of existing ideas
Inovatif	Doing something in a new or different way, which provides added value and can be replicated by other parties.
Berani	Feelings of no fear and great self-confidence to face existing dangers and difficulties

In Table 1, the verbal sign found on several posters is the word young. The word Muda on several campaign posters is always followed by other words to explain the meaning, such as brave, creative, courageous or innovative. This word implicitly

shows the characteristics that young people generally have to have, which means that young people who are the successors of the nation are synonymous with high fighting spirit with several characteristics that show this.

TABLE 2

 Figures 3 and 4	
Signifier	Signified
Wajah baru	something never seen before
Negara adidaya baru	new areas whose abilities will have a big impact

From Table 2, the verb sign "wajah baru" which appears on several posters means that there is a legislative candidate who is running for office for the first time. However, the message that the new candidates want to convey is that their presence will bring new changes, even the "negara adidaya baru" narrative is used to show that these new changes will be quite significant in terms of physical buildings and changes in creative ideas.

TABLE 3



Figures 5, 6, and 7

Signifier	Signified
<i>Kito (us)</i>	First person plural pronoun, which can mean possession (in Bengkulu regional language)
<i>Bang/Wan</i>	Greeting words, usually used to greet older people

In the campaign poster Table 3, the use of regional languages and everyday greetings that are often used by the community are legislative candidates' efforts to form social bonds through interaction. Through the use of these words,

legislative candidates try to build relationships with local communities to bond emotionally.

TABLE 4

 Figures 8 and 9	
Signifier	Signified
Kerudung putih	a symbol of the bride's purity and modesty
Putri/putra/anak dari bapak..dan ibu..	someone who is related by biological, social or cultural descent

Based on Table 4, the verbal signs found carry the meaning of the identity of the legislative candidate concerned. Kinship identity and group membership can build an individual's position and character, especially if the previous family or group has a good track record in the eyes of society. Therefore, the community's expectations and trust that are built towards legislative candidates will appear to be the same as those of previous families or groups.

TABLE 5



Figure 10

Signifier	Signified
Demi/untuk rakyat	Willing to give everything he has in various aspects and scientific fields to others

The verbal signs on several campaign posters in Table 5 are democratic slogans which are generally often found to show the definition of a democratic country; of the people, by the people, for the people. The verbal sign "for the sake of/for the people" means that the presence of legislative candidates is expected to uphold the principles of democracy based on the people. This is also in line with people's expectations regarding the characteristics of the ideal people's representative who will come.

15.5 Conclusion

The emergence of campaign posters as a tool to seek sympathy from potential voters in this general election began with the emergence of democratic countries which handed over

decisions regarding leadership to the people. Through campaign posters, someone carries out political communication by conveying information to the audience (Tabroni, 2015). This information is conveyed using language that is easy to understand, as well as popular slogans to attract the public. Apart from conveying political information, the narrative conveyed in this campaign poster also plays a role in shaping the political image, encouraging public opinion, and influencing public perception as is the aim of political communication itself (Ardial, 2010).

REFERENCES

- Ardial. 2010. Political Communication. Jakarta: PT Index.
- Barker, C. 2004. *Cultural studies: Theory & practice* . Discourse Creation.
- Fiqri, NM, & Marsudi, M. 2021. SEMIOTIC STUDY OF THE "CITIZEN FIGHTING COMPETITION" POSTER TERROR WORKS. BARIC, 2(1), 196-209.
- Hidayat, EW (2020). Roland Barthes' Semiotic Analysis of Prevention Campaigns Spread of Covid-19. Journal of Communicate Volume, 6(1).
- Rokhman, MA 1999. Semiotics as a Reading Theory and its Problems; A Note Short. Humanities, 11(2), 66-73.
- Tabroni, Roni. 2015. Soekarno's Political Communication. Bandung: Rosdakarya Youth.

BAB 16

ANALYSIS OF RELIGIOUS VALUES IN CHILDREN'S FILMS

16.1 Introduction

Religious values are an important foundation in life. Religious values must be instilled from an early age. To develop this aspect, of course, appropriate learning strategies and models are needed at school or at home. As we already know, film media is now quite powerful because films can be seen directly, the movements and behavior of the actors, so the possibility of being imitated will increase. Easier for children.

As parents, you must be able to choose and process what your children watch so that they don't make mistakes in modeling what they watch. According to Sadiman et al. Mentioning that film is a medium that has enormous capabilities in helping the teaching and learning process (Sadiman & et al., 1990). Meanwhile, the goal of development

According to Rizki Ananda, religious and moral values are preparing children as early as possible to develop attitudes and behavior that are based on religious and moral values so that they can live in accordance with the norms adopted by society. (Ananda, 2017).

16.2 Definition of Film

Film is a literary work in the form of audiovisual and part of the communication media used to describe social life in society. Film is also an effective means of delivery

There are 8 types of movies namely Drama, Romantic, animation, comedy, action, documentary, horror, and thriller. In children's films usually often use the type of animated film so that children are more happy to watch it and more easily understand the contents of the film. There are several types of children's animated films that are popular among children, such as nussa and rara films, upin-ipin and other films.

16.3 Understanding Religious Values

Values are a set of beliefs or feelings that are believed to be an identity that gives a special style to patterns of thoughts, feelings, relationships and behavior. However, it would be different if values were linked to religion, because values are very closely related to human behavior and traits, so it is difficult to find boundaries, so various meanings arise, including:

- a. In the Indonesian Dictionary, values are qualities or things that are important or useful for humanity."
- b. According to Drs. KH. Muslim Nurdin et al Nilai is a device of belief or feeling that is believed to be an identity that gives a special pattern to patterns of thoughts, feelings and behavior.
- c. Values are a set of beliefs or feelings that are believed to constitute an identity that gives a special style to patterns of thinking, feelings, attachments and behavior."

From this description, it can be understood that the values of the Islamic religion are a number of rules that serve as guidelines for humans so that in all their behavior they are in accordance with the teachings of the Islamic religion so that in

their lives they can achieve physical and spiritual safety and happiness in the world and the hereafter.

REFERENCES

- Nurwita, S. (2019). Analisis Nilai-Nilai Agama dan Moral Anak Usia Dini dalam Tayangan Film Kartun Upin dan Ipin. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(2), 506-517.
- Ramadhini, F. (2021). Analisis Nilai-Nilai Moral dan Agama Anak Usia Dini dalam Tayangan Film Kartun Nusa dan Rara. *Darul Ilmi: Jurnal Ilmu Kependidikan Dan Keislaman*, 9(1), 53-68.
- Khodijah, S., Kamal, M., & Sahal, Y. F. D. (2020). Analisis nilai-nilai pendidikan islam dalam film serial anak upin & ipin season ke 10. *Tarbiyat Al-Aulad: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1).