A SEMIOTIC ANALYSIS OF MONSTER UNIVERSITY MOVIE USING BARTHES'S THEORY

A Thesis

TRIYANI
NPM. 1911040221

Study Program: English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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A Thesis
Submitted as a Partial Fulfillment of the
Requirements for S-1 Degree

By:

TRIYANI

NPM. 1911040221

Study Program: English Education

Advisor	**: Yulan Puspita Rini, M.A**
Co-Advisor	**: Agus Hidayat, M.Pd**

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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ABSTRACT

The Monster University movie is different from other animated movies because the lives of the monsters are combined with a real world setting. Even though it is full of colorful monsters that are far from scary, in fact the director tries to insert many moral messages. About friendship, dreams and the realities of life. So it is very important to know the signs (meanings) of the Monster University movie so that people can know educational movies, through this movie it can provide inspiration for teachers about the importance of having characters who want to serve and for students, can have strong enthusiasm and determination to learn.

This research examines the analysis of signs, namely denotation, connotation and myth in the Monster University movie, especially in the scenes between teachers and students using Barthes's semiotic studies and analyzing data based on the theory of body language functions from Paul Ekman and Mark L. Knap. This research aims to find signs in the movie. This study used qualitative descriptive methods to analyze the data obtained in this research. The primary data source in this research was taken from the Monster University movie. This study used investigator triangulation to validate the results of data analysis. First step is must to watched the movie to get accurate data. After the data was collected, and began to analyze each data in the form of conversations and images using Barthes's semiotic theory. Before the analysis stage, this study use tables to store denotative, connotative and mythical signs. From the results of this research are found verbal and non-verbal signs.

Based on the result data analysis showed that the Monster University movie has a positive message to improve the relationship between teachers and students. Among the teacher and student scenes in this movie, 10 data were found which showed more forms of communication that lead to oppression and 6 data were forms of communication when the teacher appreciated his students. The results of these 10 data show that teachers still classify children into smart

and stupid, good and bad. There is a stereotype that views students as having to be good at all subjects, but from this students are also considered weak and helpless in facing their teachers. The next 6 data results are forms of communication when teachers appreciate their students. Teachers who have the habit of always giving appreciation to their students tend to be liked more by their students. Teachers cannot be perfect, but being better at all times is something that can be strived for, especially for the sake of learning.

DECLARATION

I hereby certify that this thesis entitled "A Semiotic Analysis Of Monster University Movie Using Barthes's Theory" is completely my own work. I am completely responsible for the content of this thesis. Other people or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, August 27, 2023
Declared by,

Trivani
1911040221

KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

APPROVAL

Title : **A SEMIOTIC ANALYSIS OF MONSTER UNIVERSITY MOVIE USING BARTHES'S THEORY**

Student's Name : Triyani

Students's Number : 1911040221

Study Program : English Education
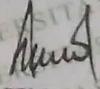
Faculty : Tarbiyah and Teacher Training

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To be defended at the Thesis Defense
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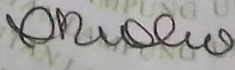Raden Intan State Islamic University of Lampung.

Supervisor,   Co-Advisor

Yulan Puspita Rini, M.A   **Agus Hidayat, M.Pd**
NIP. 198607112015032003   NIP. 198806192023211011

The Chairperson of
English Education Study Program
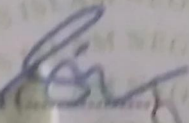
M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004

KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

ADMISSION

A research thesis entitled "A SEMIOTIC ANALYSIS OF MONSTER UNIVERSITY MOVIE USING BARTHES'S THEORY", by: TRIYANI, NPM: 1911040221, Study Program: English Education, was tested and defended in the examination session held on: Thursday, November 16th 2023
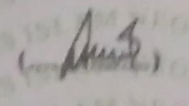
Board of Examiners:

Moderator : Prof. Dr. Moh. Muhassin, M.Hum (.................)

Secretary : Zakiyah, M.Pd (.................)

Primary Examiner : Satria Adi Pradana, M.Pd (.................)

First Co-Examiner : Yulan Puspita Rini, M.A (.................)

Second Co-Examiner : Agus Hidayat, M.Pd (.................)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988032002
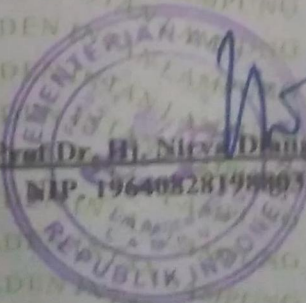
MOTTO

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۞ مُنِيبِينَ إِلَيْهِ وَٱتَّقُوهُ وَأَقِيمُوا۟ ٱلصَّلَوٰةَ وَلَا تَكُونُوا۟ مِنَ ٱلْمُشْرِكِينَ ﴿٣١﴾ مِنَ ٱلَّذِينَ فَرَّقُوا۟ دِينَهُمْ وَكَانُوا۟ شِيَعًا ۖ كُلُّ حِزْبٍ بِمَا لَدَيْهِمْ فَرِحُونَ ﴿٣٢﴾ وَإِذَا مَسَّ ٱلنَّاسَ ضُرٌّ دَعَوْا۟ رَبَّهُم مُّنِيبِينَ إِلَيْهِ ثُمَّ إِذَآ أَذَاقَهُم مِّنْهُ رَحْمَةً إِذَا فَرِيقٌ مِّنْهُم بِرَبِّهِمْ يُشْرِكُونَ ﴿٣٣﴾ لِيَكْفُرُوا۟ بِمَآ ءَاتَيْنَٰهُمْ ۚ فَتَمَتَّعُوا۟ فَسَوْفَ تَعْلَمُونَ ﴿٣٤﴾ أَمْ أَنزَلْنَا عَلَيْهِمْ سُلْطَٰنًا فَهُوَ يَتَكَلَّمُ بِمَا كَانُوا۟ بِهِۦ يُشْرِكُونَ ﴿٣٥﴾

</div>

(31) Turning unto Him (only); and be careful of your duty unto Him and establish worship, and be not of those who ascribe partners (unto Him); (32) Of those who split up their religion and became schismatics, each sect exulting in its tenets. (33) And when harm toucheth men they cry unto their Lord, turning to Him in repentance; then, when they have tasted of His mercy, behold! some of them attribute partners to their Lord. (34) So as to disbelieve in that which We have given them. (Unto such it is said): Enjoy yourselves awhile, but ye will come to know. (35) Or have We revealed unto them any warrant which speaketh of that which they associate with Him? (Q.S. Ar-Rum: 31-35)[1]

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[1] Maulawi Sher 'Ali, *The Holy Qur'an, Arabic Text and English Translation*, Present Ed (UK: Islam International Publications Ltd, 2015), p.472-473.

DEDICATION

Alhamdulillah thanks to Allah SWT for His grace. This thesis had been completed. From depth of the heart, this thesis is dedicated to:

1. My beloved parents, my father, Mr. Supriyanto and my mother, Ms. Minah who always pray for my success, become my spirit and are always there for me whenever and wherever. This thesis is completely yours. May Allah SWT glorify both in this world and in the hereafter.
2. My beloved brother and sister, Wagiri and Winarni and my beloved niece and nephew, Nasya Balqis Shareen and Muhammad Al-Khalifi, thank you very much for all the prayers, support and encouragement that are always be given.
3. My beloved lecturers and almamater State Islamic University of Raden Intan.

CURRICULUM VITAE

Triyani was born on July, 24th 2001 in Bumiarum, Pringsewu Lampung. She is the third child of Mr. Supriyanto and Ms. Minah. She has two siblings named Wagiri and Winarni. Now, she lives in Bumiarum, Pringsewu.

In academic background, Triyani accomplished her formal education at SD Negeri 1 Bumiarum in 2007 and graduated in 2013. She continued her studies at MTS Yami Al-Wustho in Podorejo, Pringsewu and graduated in 2016. Then she continued her education at SMK Muhammadiyah 1 Pringsewu majoring in Accounting and graduated in 2019. During vocational high school she was active in drumband extracurricular activities. And won 3rd place in Favorite and 2nd place in Sumatra at the Drumband Competition at Gor Saburai in 2018. After that, she continued at State Islamic University of Raden Intan Lampung in the English Education Study Program of Tarbiyah and Teacher Training Faculty.

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Finally, none or nothing is perfect and neither in this thesis. Any correction comments and critism for the betterment of this thesis are always open heartedly welcome.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Bandar Lampung, August 27, 2023
Declared by,

Triyani
NPM.1911040221

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CHAPTER I
INTRODUCTION

A. Affirmation of the Tittle

The research entitled "A Semiotic Analysis of Monster University Movie Using Barthes's Theory" The description of some of the terminology contain in the title of this research are:

Basically, semiotic analysis is a qualitative data analysis technique that aims to find or analyze symbols or signs in a text systematically. The text referred to in this connection is all forms and systems of symbols (signs) both contained in the mass media (such as various television show packages, print media caricatures, films, radio plays, and various forms of advertisements) as well as those contained outside the mass media (such as paintings, sculptures, temples, monuments).[1] Semiotics is known as a sign, which is something that describes something else.

Movie is a form of visual communication that uses moving images and sound to tell a story or tell something. The information presented in the film provides new information for society and can be used strategically as a communication tool for many people. In this research, film is placed as the object of investigation.[2]

Teacher is a profession that requires special preparation to carry it out. This is not excessive, considering that the teacher is a key figure in the educational process. It is on the teachers' shoulders that the responsibility for the education of the younger generation is borne. This responsibility is not only the process of transferring knowledge, but also the character education of students.[3]

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[1] Pawito, *Penelitian Komunikasi Kualitatif* (Yogyakarta: PT LkiS Pelangi Aksara Yogyakarta, 2007), p.155-156.

[2] Fannysa Paramitha, "An Analysis Of Illocutionary Act In Main Characters' Utterance In 'Luca' Movie Script" (State Islamic University Of Raden Intan Lampung, 2021), p.1.

[3] Rulam Ahmadi, *Profesi Keguruan: Konsep Dan Strategi Mengembangkan Profesi Dan Karier Guru*, ed. Nur Hidayah, 1st ed. (Jogjakarta: Ar-Ruzz Media, 2018), p.7.

Students are actually a unity of various characteristics that are integrated within themselves. Understanding students holistically implies that the teacher must know and explore the various characteristics that exist in their students as a whole which is a unit. This is very important because the activities of students in the learning process actually involve all the characteristics they have that function in relation to one another in a unit. Ignoring one or several characteristics of students in a learning process system will result in an imbalance in the learning process that they do. As a result, they will not be able to carry out the learning process optimally. In-depth understanding of the differences of students. This will be very beneficial for teachers or educators because then they will be able to carry out the learning process wisely.

B. Background of the Problem

Teacher is one of the people who has the task of educating students with good personality, good manners, civilized, polite which is expected of every student. The teacher must be really serious in guiding and training students about the standards set so that students understand which actions are good and which are bad. We hope that these students will be useful to others both at school and in society.

Teachers should have a personality that can be an example, a role model, a reflection for their students. Rasulullah SAW is the best example ever on earth who is able to show the beauty of his morals.. Hadith From Aisha, the wife of the Prophet Muhammad, said that his morals were the Al-Qur'an. So a teacher is expected to imitate the Prophet Muhammad in educating his students.[4] But in reality, there are still teachers who are moral and virtuous and less worthy of being used as role models. Guidance that makes students have good morals and manners, as well as educators who can really be used as a source of examples, mirrors and role models

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[4] Nia Nuraeni, "Educational Implications of the Qur'an Surah Fushshilat Verses 33-35 on Teacher Duties and Responsibilities," *Prosiding Pendidikan Agama Islam* Vol.2 (n.d.): 288–89.

for their students, turns out to be still limited to expectations that are not optimal.

In addition, Allah SWT explained in Holy Quran as:

فَوَجَدَا عَبْدًا مِّنْ عِبَادِنَآ ءَاتَيْنَٰهُ رَحْمَةً مِّنْ عِندِنَا وَعَلَّمْنَٰهُ مِن لَّدُنَّا عِلْمًا ۝

قَالَ لَهُۥ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰٓ أَن تُعَلِّمَنِ مِمَّا عُلِّمْتَ رُشْدًا ۝ قَالَ إِنَّكَ

لَن تَسْتَطِيعَ مَعِىَ صَبْرًا ۝ وَكَيْفَ تَصْبِرُ عَلَىٰ مَا لَمْ تُحِطْ بِهِۦ خُبْرًا ۝

قَالَ سَتَجِدُنِىٓ إِن شَآءَ ٱللَّهُ صَابِرًا وَلَآ أَعْصِى لَكَ أَمْرًا ۝ قَالَ فَإِنِ ٱتَّبَعْتَنِى

فَلَا تَسْـَٔلْنِى عَن شَىْءٍ حَتَّىٰٓ أُحْدِثَ لَكَ مِنْهُ ذِكْرًا ۝

Meaning: Then they both met a servant from among Our servants, whom We have given mercy to him from Our side, and whom We have taught him knowledge from Our side (65). Musa said to him, "May I follow you so that you teach me (true knowledge) that has been taught to you (to be) guidance?" (66) He replied, "Really, you will not be able to be patient with me (67) And how can you be patient with something, when you do not have enough knowledge about it?" (68) He (Moses) said, "God willing, you will find me patient, and I will not oppose you in any matter." (69) He said, "If you follow me, then don't ask me about anything until I explain it to you." (70)

In surah al-Kahf verses 65-70, several lessons can be drawn, especially those concerning the pattern of teacher-student relationships. In this ever-changing era, ethical values are getting sidelined. Many students whose character began to shift away from their proper character, which was full of humility and courtesy. Through Surah Al-Kahfi verses 65 to 70 it is as if Allah reminds us again about the procedures for a student in studying, and also the approach of a teacher in carrying out his role as an educator, in other words teaching about the pattern of good teacher-student relationships according to the story of Musa and Khidhir in the teaching and learning process. In this case the teacher understands the wishes and psychological condition of the students, and

likewise the students understand the rights of a teacher which the students should pay attention to.[5]

Related to this research, movie as a learning tool/media. By looking at the series of images and sounds that are displayed, it will help the audience to more easily receive education. Information present in a film provides new knowledge to the public and can be used strategically as a communication tool for many people. In this study positioning the movie as an object to be studied. Furthermore, to analyze and describe the semiotics contained in the film entitled "Monster University" based on Barthes's theory. Semiotics is an attempt to find signs that have meaning and recognize sign systems such as language, movement, music, images and so on. For Barthes, the basic principle of the nature of signs is denotative and connotative which are a series of multilevel interpretations of symbols that make them myth. The denotative meaning is the true meaning that is socially agreed upon, the reference to which is social reality. Meanwhile, connotative meanings are formed by associating markers with broader cultural aspects, such as beliefs, attitudes, frameworks, and ideology of a social formation.[6]

The relationship between the two is also arbitrary. So that in terms of denotation it produces an explicit meaning and is the first signification system. Meanwhile, the connotative meaning produces implicit meaning and is the second system of significance.[7] Furthermore, when in the connotative sense it is accepted as normal and natural or in other words it provides justification for the dominant values that apply for a certain period as if it had been ordained by God, then this is a myth. Myth in Barthes's view is a second language that speaks of first level language. This means that the sign in the first signification (sign

[5] Ervhan Saleh Pratama, "Teacher and Student Relations in Islamic Religious Education According to Q.S. Al-Kahf Verses 65-70," *Jurnal Peradaban Islam* Vol.2 (2020): 339–40.

[6] Alex Sobur, *Semiotika Komunikasi* (Bandung: PT Remaja Rosdakarya, 2017), p.145.

[7] Vera Nawiroh, *Semiotika Dalam Riset Komunikasi* (Bogor: Penerbit Ghalia Indonesia, 2014), p.27.

and signified) that forms the denotative meaning becomes a marker in the second order of connotative mythological meaning.[8]

Monster University is an animated film directed by Dan Scanlon and produced by Kori Rae. In the film, Mike Wazowski (main role) when he was in kindergarten goes to Monster Inc. and met Scarer who graduated from Monster University, he inspired Mike to enter Monster University. Mike is willing to sacrifice many things to achieve his goal. He studied in installments. Mike kept going and did not give up easily even though many people including his lecturer said that Mike could not and believed that hard work would pay off. This animated film aimed at children is inseparable from humor and a deep and inspiring message.

In addition to telling stories about the complicated problems that the main character faces, this film also displays silliness accompanied by Disney's typical jokes at this time, and this film also requires scenes of interaction between teachers and students. In this interaction, there are signifiers and signifieds which are used to find a denotative marker which is a connotative marker. Through the film "Monster University", will try to examine analytic semiotics, namely semiotics that analyzes sign systems, normative semiotics, namely semiotics that specifically examines sign systems made by humans, social semiotics, namely semiotics that examines sign systems produced by humans in the form of symbols and structural semiotics, namely semiotics that specifically examines the sign system that is manifested through the structure of the language in the film.[9] In the following, this will describe examples of data related to the semiotic analysis contained in the title of this film itself, namely the word Monster University.

This word has a denotative meaning which is the initial meaning of a sign, text, and so on. In other words, this denotation refers to what common sense/people believe. So, according to

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[8] Ibid., p.30.

[9] Asnat Riwu and Tri Pujiati, "Roland Barthes' Semiotic Analysis on 3 Dara Films (Semiotic Studies)," *Deiksis* Vol.10, No (2018): p.213, https://doi.org/http://dx.doi.org/10.30998/deiksis.v10i03.2809.

common people's understanding when we hear the word "Monster University" what comes to our mind is a college that is devoted to a group of very big, ugly, and scary monsters to learn how to annoy humans.

On the meaning of connotation, which is a term used by Barthes to explain one of the three ways in which signs work in the second stage of sign significance, explains the interactions that occur when a sign meets the feelings or emotions of the user and the values in their culture. When it comes to the connotative meaning, the word "Monster University" in the film is a well-known college for various forms of monsters from various parts of the monster world with various majors to achieve a better future. Barthes argues that the main factor in connotation is the signifier of the connotation sign.

Furthermore, at the stage of myth as explained by Barthes that myth is the second way of working signs in the second order. Its usual usage is words that show the user's disbelief. Myth as people who believe in it in the true sense. Myth is a story in a culture that explains or understands some aspect of reality or nature. So, the myth of the word "Monster University" in this movie itself is a college in a world of monsters full of comedy and the struggles of a group of students trying to prove themselves that they are worthy and can survive as scary students on campus.

The Monster University movie is different from other animated movies because the lives of the monsters are combined with real-world settings.[10] Even though it is full of colorful monsters that are far from scary, in fact there are many moral messages that the director tries to insert. About friendship, dreams and reality of life. Like the role of a teacher who is very vital, namely having to know the character of each student. By knowing the semiotics in the Monster University movie, people, especially teachers, will realize that every child is unique and different. They each have advantages and disadvantages. Likewise students who should respect the teacher more. This really attracts the attention

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[10] Dan Scanlon, *Monster University, Nothing Impossible With Team Work*, 2016.

about semiotics and tries to describe and analyze semiotics in a movie entitled "Monsters University"

C. Focus and Sub-Focuses of the Research

Based on the background of this problem, this research focuses on the semiotic analysis of the Monster University film. The sub focus of this research is to describe and analyze based on Barthes's theory about the meaning of denotation and connotation and the meaning of myth in the scene between the teacher and students in the Monster University movie.

D. Formulation of the Problem

Based on background above, the problem was formulated as the question below:

What are the meaning of denotation, connotation and myth contained in the scene between the teacher and students in the "Monster University" movie?

E. Objective of the Research

The objective in this research to find out the meaning of denotation and connotation as well as the myth contained in the scene between the teacher and students in the "Monster University" movie.

F. Significance of the Research

There are some benefits of the research as follows:

1. Theoretically

The results of this study can be used as a reference for the scope of language and provide information about semiotic analysis, especially by using Barthes's theory of semiotics to increase knowledge and understanding of semiotics.

2. Practically

   a) For students

   Students can understand deeply about semiotic analysis and enhance them to find meaning in a movie. This

can be especially useful for informal learning, because most people like to watch movies, therefore this paper guide is to enrich the understanding of the meaning of movies to decide whether the movie is suitable for their children or not.

b) For other Researchers

The results of this study are expected to be useful for students of English Education at UIN Raden Intan Lampung or students from other universities for similar research as other references and also hopes that the results of this study can provide more references for the development of semiotic theory, especially Barthes's semiotics.

G. Relevance Studies

Previously, there were several researchers who conducted research using semiotic analysis. However, there are some similarities and differences in this study with previous studies. These studies include:

First, the research entitled "Roland Barthes' Semiotic Analysis on 3 Dara Films (Semiotic Studies)" This journal was compiled by Asnat and Tri, Indonesian Literature Study Program, Pamulang University in 2018. In this research it can be concluded that the research includes three discussions, namely the meaning of denotation and connotations and myths. Based on the formulation of the problem in this study, the following conclusions can be made. First, the meaning of denotation is direct, namely the special meaning contained in a sign and in essence can also be referred to as a description of a signified. The meaning of denotation and connotation in this study give us an understanding that it is important to be polite and respect a woman and to anyone. Because whatever we sow in this world, be it words, good and bad attitudes towards others, we will reap it one day. Second, the myth in this study is when Affandy, Jay, and Richard visited a psychologist and the psychologist claimed that they had Gender Diasyphora Syndrome, a symptom in which a man slowly changes his attitude and behavior as a woman. The research above has something in common with this research, namely they both analyze films using

Barthes's theory. The difference lies in the object of study studied, namely this study researching children's animated films, while the research above uses adult-rated films.[11]

Second, the research entitled "Coco Film Analysis in Roland Barthes' Semiotic Theory". This journal was compiled by Alisha, Putri, Nuning, Putu, University of National Education, Denpasar in 2018. This study has the conclusion that the meaning of denotation in the film Coco, is depicted with a true meaning that can be felt with the human senses (in this case the observation of the film). While the meaning of the connotation in the Coco film is a message contained in the denotation, the connotation in the Coco film is described in more detail regarding the events that occur in a photo scene. The meaning of the myth is the relationship regarding the culture of El Dias Los Muertos to the film Coco, whose meaning is related to the beliefs and culture of the Mexican people. The research above has something in common with this research, namely they both analyze films using semiotic analysis and look for the meaning contained in the film using Barthes's theory. The difference lies in the film that is shot.[12]

Third, the research entitled "Semiotics Analysis in the Representation of Javanese People's Behavior in the Kala Film" This journal was compiled by Rionaldo, Faculty of Communication Sciences, Prof. University. Dr. Moestopo (Religious), Jakarta 2014. The author concludes several things, namely, the behavior of Javanese people in general varies, depending on references from the benchmarks of the behavior itself. From books, literature and the results of interviews conducted by the author found differences and conflicting opinions about understanding the behavior of the Javanese people. However, the author found one thing that the behavior of the Javanese people cannot be denied, namely their belief in divination, superstition or

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[11] Riwu and Pujiati, "Roland Barthes' Semiotic Analysis on 3 Dara Films (Semiotic Studies)."

[12] Alisha Husaina et al., "Coco Film Analysis in Roland Barthes' Semiotic Theory," *Jurnal Ilmiah Dinamika Sosial* Vol.2, No. (2018): 58, https://doi.org/https://doi.org/10.38043/jids.v2i2.1706.

mysticism. The Javanese elements found in this film are the language used in several important dialogues, the foundation of the film's story inspired by Javanese culture, the names of Javanese characters, and the title of the film using Sanskrit. The most dominant behavior of the Javanese people found in this film by the author is regarding belief in prophecy, superstition or mysticism. The behavior of the Javanese people represented in the film states that belief in mysticism or superstition should not be necessary. Because the 2 protagonists in this film, are told they don't believe in these things, but in the end they are portrayed as good people. In addition, the names of these 2 figures were inspired by Greek mythology, implicitly implying that nations outside Java are better than the Javanese themselves. The research above has something in common with this research, namely they both analyze films using Barthes's theory. The difference lies in the object of study studied and also the theory of symbolic interactionism and the theory of reality construction taken by the journal above.[13]

Fourth, research entitled "Deixis In Taglines: A Socio-Cultural Semiotic Analysis". This journal was compiled by Siti and Nico, Department of English Education, Faculty of Language and Art, University of Indraprasta PGRI in 2017. The aim of this research is to analyze the socio-cultural semiotics that characterized by the use of deixis in the tagline. The deictic category will be analyzed qualitatively by analyzing the socio-cultural function of Barthes's "Signified and Signified". The analysis in this research focuses on the depiction of signifiers and signifiers as well as the meaning of denotation and connotation in the use of deixis in each tagline in various advertisements. The research results show that the use of the concept of signifier and signified has several functions such as informing, challenging, emphasizing and persuading consumers as participants. The deixis categories in this study were identified into the categories of

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[13] Rionaldo Herwendo, "Semiotic Analysis of Javanese People's Behavioral Representation in the Kala Film," *Jurnal Ilmiah Ilmu Komunikasi* Vol.13, No (2014), https://doi.org/https://journal.moestopo.ac.id/index.php/wacana/article/view/151/96.

pronoun deixis (she, you, I, me), noun deixis (girl, age, the city), verb deixis (blow, drive, come, follow, let, change), adverb deixis (in her face, anywhere, Marlboro country, when you can fly), and grammatical deixis (imperative, statement, interrogative). The denotative meaning is illustrated by the use of markers and signifiers with real depictions of the products depicted into men's, women's and general product categories. Connotative meanings relate to several cultural values such as pleasure, masculinity, femininity, desire, luck, beauty, freedom, and a sense of belonging. The research above has similarities with this research, namely that both analyzes use semiotic analysis using Barthes's theory. The difference lies in the object being analyzed, where in the research above analyzing advertising posters and finding out about deixis, whereas this research analyzes a film.[14]

Fifth, research entitled "Representation of new values of masculinity: A semiotic analysis of the character Vaughn in the TV series "Alias". This journal was compiled by Rizki, Department of Communication, Faculty of Social and Political Sciences, Airlangga University in 2018. This research tries to analyze how new masculinity values are depicted in the TV series alias. The aim of this research is to contribute to the development of semiotic studies on films. This research uses a semiotic approach to analyze the problems the author raised above. This research uses qualitative and interpretive research because the object of analysis of this research is the interpretation of the meaning of signs. The research results show that women are depicted as more active models than male characters in films, thereby creating an atmosphere of gender equality. Sydney as the main character is a character who subdues enemies with violence, not discussion. Sydney's representation as Vaughn's deranged and uncontrollable partner who is a product of violence; he lost his fiancé, and his attitude is a sign of revenge against evil. The research above has similarities with this research, namely that they both analyze semiotics in a film. The difference is

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[14] Siti Nurani and Nico Harared, "Deixis In Taglines: A Socio-Cultural Semiotic Analysis," *Scope : Journal of English Language Teaching* 1, no. 01 (2017): 77, https://doi.org/10.30998/scope.v1i01.874.

that the research above uses the general theory of semiotics, whereas this research uses Barthes's theory.[15]

H. Research Methodology

In this study, a qualitative descriptive research method were used. As stated by Ali and Yusof, "Any investigation which does not make use of statistical procedures is called "qualitative" now days, as if this were a quality label in itself." The definition of Ali and Yusof emphasizes the absence of the use of statistical tools in qualitative research. This is of course to make it easier to distinguish the use of qualitative methods with the use of quantitative methods. Because quantitative methods depend on the use of calculations and statistical analysis procedures.

Meanwhile, qualitative methods emphasize more on observing phenomena and examining the substance of the meaning of these phenomena. The analysis and acumen of qualitative research are strongly influenced by the strength of the words and sentences used/the data used is not in the form of numbers but in the form of words. Therefore, Basri concluded that the focus of qualitative research is on the process and the meaning of the results. The attention of qualitative research is more focused on human elements, objects, and institutions, as well as the relationships or interactions between these elements, in an effort to understand an event, behavior, or phenomenon. That is, qualitative methods are used to analyze the descriptive data used in this research documentation, so that will easily analyze the movie.

As described above, this research used descriptive qualitative research because is to find a form of semiotics. In other words, the descriptive research design is consistent with the aim to describe the subject's moral values.

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[15] Rizki Yulli Indahsari, "Representation of New Values of Masculinity: A Semiotic Analysis to the Character Vaughn in TV Series 'Alias,'" *Indonesian Journal of Social Sciences* 10, no. 2 (2018): 19–33, www.foxnews.com/story/0,2933,88400,00.html.

1. Research Procedure

Research procedures are procedures that must be known and followed in conducting this research, this research procedure is as follows:

1. Pre-Field Stage

This stage is an activity that carry out before collecting data, namely:

a. Arrange the research.

b. Determine the focus of research.

c. Prepare for the theory and the method in conducting the research.

2. Field Work Stage

At this stage conducts research by:

a. Watch the movie.

b. Read a movie script.

c. Collect the data.

3. Data Analysis Phase

All data that has been collected during the research has been analyzed and the research data has been validated. The steps for this stage are:

a. Categorizing data based on theory.

b. Categorizing with tables or semiotic classification charts by Barthes

c. Make a conclusion from the research.

2. Research Instrument

The research instrument according to Suryabrata is a tool used to record in general quantitatively the state and activity of psychologists' attributes. These psychological attributes are technically usually classified into cognitive attributes and non-cognitive attributes. In this study documents and humans are used as key instruments because research analyzes a movie. Qualitative research as a human instrument functions to determine research focus, select informants as data sources, assess data quality, analyze data, interpret data and make conclusions on findings. Informants in qualitative methods

develop continuously (snowball) purposively until the data collected is deemed satisfactory or redundant. Humans are the key instrument in collecting data, must actively participate in the field. To analyze the data, Barthes's theory is used with representation consisting of sign, denotation, connotation, and myth.[16]

3. Data and Data Sources

According to Lofland "The main data sources in qualitative research are words and actions, the rest is additions such as documents and others".[17] The data used in this study are primary data and secondary data. Primary data is data obtained directly or can be referred to as primary data. While secondary data is data collected from available sources so that it can be referred to as used goods. In this study, primary data was obtained from the film Monsters University. While secondary data has been taken from documents, journals, books, internet, photos, relevant data and previous research.

4. Data Collecting Method

Data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data. Without knowing data collection techniques, this study will not get data that meets the established data standards. Data collection can be done in various settings, various sources, and various ways.[18] Data collection techniques using qualitative methods can be carried out in 3 ways, namely observation, interviews, and documentation studies and artifact analysis.[19] In addition, Sugiyono also suggests that various data collection techniques can be carried out by observation, interviews,

[16] Talha Alhamid and Budur Anufia, "Resume: Data Collection Instrument" (Sorong, 2019), p.1-3.

[17] Lexy J Moleong, *Metode Penelitian Kualitatif*, Revised Ed (Bandung: PT Remaja Rosdakarya, 2013), p.157.

[18] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*, Vol.19 (Bandung: Alfabeta, 2014), p.224.

[19] Donald Ary, *Introduction to Research in Education Eight Edition'* (United State: Wadsworth Cengage Learning, 2010), p.431.

documentation, and triangulation or a combination. In this study, data collection techniques were used through collect the data from documents or lists of evidence. Used to find an overview of data related to research from primary and secondary data.[20] Collect information from Monsters University films to find actions, signs, words, phrases or sentences that are appropriate to the research topic. When collecting data, several steps were taken, namely:

1. Must understand semiotics and its types.
2. Must watch Monsters University movie. Can watch more than once to get accurate and complete data.
3. Identify and mark every action that contains semiotics in the data.
4. Collect words in the form of sentences, scenes or actions, phrases, conversations or paragraphs, film environments that contain semiotics and record them.
5. Make a list of sentences, scenes or actions that contain semiotics in the film Monsters University.

5. Data Analysis

Data analysis in qualitative research was carried out before entering the field, during the field, and after completion in the field. In this case Nasution states "Analysis has started since formulating and explaining the problem, before going into the field, and continues until the writing of research results. Data analysis becomes a guide for further research until if possible, the theory is "grounded". qualitative research, data analysis is more focused during the process in the field along with data collection. Miles and Huberman, suggested that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated.[21] This

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[20] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2010), p.309.
[21] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*, 2014, p.246.

research uses Miles and Huberman's theory in analyzing data, there are steps that must be taken, as follows:

a) **Data Reduction**

Data reduction is the first step that must be done in analyzing this research data. Data reduction is a sensitive thinking process that requires broad and deep intelligence and insight. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. In reducing data, this study will be guided by the goals to be achieved.[22] In this study that found many types of semiotic signs and the sub focus of this research is to explain and analyze based on Barthes's theory of denotative meaning, connotative meaning and myth in the film Monster University. Miles and Huberman explain that data reduction involves selecting, focusing, simplifying, abstracting, and transforming data into field notes or written transcripts. In this research, a semiotic analysis was carried out in the film Monster University and to find out what semiotic meanings were contained in the film.

b) **Data Display**

After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, tables, charts, relationships between categories, flowcharts and the like. In this case Miles and Huberman stated that by displaying data, it will make it easier to understand what is happening, plan further work based on what has been understood. Miles and Huberman explain that what is most often used to present data in qualitative research is narrative text.[23] By presenting the data, later the data will be organized and arranged in a relationship pattern, so that it will be easier to understand. The subject of this research is an animated film entitled "Monster University". And the object of this

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[22] Ibid., p.247-249.
[23] Ibid., p.249.

research is the denotative meaning, connotative meaning and myth used in the cutscenes between teachers and students in the film Monster University. In this study, tables are used to collect and classify data. As well as analyzing the data in a descriptive form.

c) **Drawing and Verifying Conclusions**

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if strong evidence is not found to support the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when returns to the field to collect data, then the conclusions put forward are credible conclusions.[24] While verification is a series of processes that are able to explain the answers to the formulation of the problem and research objectives.

The conclusion of this study is to find out the meaning of denotation, connotation and myths contained in the film "Monster University". The data that underlies the analysis will be taken from the 2013 Monster university film. Secondary data comes from other sources, such as books, the internet, and other sources that can be identified as primary data. Here, several cutscenes and impressions from the movie "Monster University" are used to verify the basic data.

6. Trustworthiness of the Data

The trustworthiness of the data in research is proof that the data can be accounted for. In qualitative research, the validity of a finding is data that "does not differ" between the data reported and the data that actually occurs in the object of research.[25] To obtain consistent, complete and certain data, this study use triangulation. Triangulation is defined as a data collection

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[24] Ibid., p.252.
[25] Ibid., p.267.

technique that combines various data collection techniques and existing data sources.[26] Denzin, Cohen & Manion in Alwasilah suggests several triangulation formats, namely:

1. Time triangulation

    Time triangulation is used for the validity of data related to changes in a process and human behavior, because human behavior changes from time to time. To get valid data through observation, researchers need to check, not just checking or just one observation.[27]

2. Space Triangulation

    Space triangulation is data obtained based on the setting from which the data is collected. Multiple data sources can help validate findings by investigating under different situations, when complicated.

3. Triangulation of Data Analysis

    It is described as using more than two analytical methods of the same data set for validation purposes. In addition to goal validation, analysis triangulation can be used for research completeness, through the use of more than two data analysis methods with qualitative and quantitative paradigms in one study.

4. Triangulation Theory

    Theory triangulation is the use of different theoretical viewpoints to determine hypotheses as well as to mix a set of data. The use of several theories within the same study for the purpose of supporting or disproving findings from different theories, helps researchers to view the problem at hand through multiple lenses (Denzin). Competing theories can be used in formulating hypotheses to provide for the purpose of understanding a broader and more related research problem being tackled (Banik).

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[26] Ibid., p.241-242.
[27] Bachtiar S. Bachri, "Ensuring Data Validity Through Triangulation in Qualitative Research," *Jurnal Teknologi Pendidikan* Vol.10, No (n.d.): 56.

5. Investigator Triangulation

The point is the use of several different researchers, as a way of bringing different perspectives. Here the importance of the same partnership and teamwork, in order to obtain different research backgrounds. The use of more than two researchers at one stage of research in the same study, involves the use of multiple observers, interviewers, or data analysts in the same study for confirmation purposes (Denzin).

6. Methodological Triangulation

Method triangulation is an attempt to check the validity of the data, or check the validity of research findings. Method triangulation can be done by using more than one data collection technique to obtain the same data. It can also be implemented by checking and checking.[28]

However, of the six types of triangulation above, only investigator triangulation is used. To assess whether the data is valid or not, validation checks have been carried out by expert on research related to the research.

I. Systematic Discussion

Systematics of the Research in this study are arranged in the following form:

1. CHAPTER I INTRODUCTION

This chapter contains the background of the problem, Focus and Sub-focus of the Research, Problem Formulation, Objective of the Research, Significance of the Research, Relevant Research, Research Method, Systematics of the Discussion.

2. CHAPTER II LITERATURE REVIEW

This chapter presents theories from experts to support this research which consists of Theories on Semiotics, Bhartes's Semiotic Theory, Denotation, Connotation and

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[28] Ibid., p.57.

Myth, Example of Semiotic Signs Based on Barthes's Theory, Teacher and Student, Concept of Movie, Advantages of Movie in Language Teaching and Relevance between Languages and English Language Teaching.

3. **CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT**

This chapter consists of general description of the object in the research which in this case is "Monster University" movie.

4. **CHAPTER 1V FINDING AND DISCUSSION**

This chapter presents finding and discussion. This chapter presents all the data obtained   along   with the result of the data analysis with the interpretation of the data.

5. **CHAPTER V CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of the research. This chapter presents   what can be concluded from the result of the study and provides suggestion related to the   conclusion.

CHAPTER II
LITERATURE REVIEW

A. Semiotics

1. Definition of Semiotics

Etymologically, the term semiotics comes from the Greek word, semeion which means sign. Actually, semiotics has a very long history, even from the days of Ancient Greece, through the Middle Ages and the Renaissance, to modern times. His research field is also very broad, even the boundaries are not clear, starting from the traditions of medicine, philosophy, linguistics, and other fields. Semiotics is the science of signs. Not only literary works that can be studied with semiotics, but almost all other fields of science can also be studied with semiotics.[29] The sign itself is defined as something that on the basis of previously established social conventions can be considered to represent something else. Semiotics terminologically is the science or method of analysis for studying data. Signs are the tools we use in trying to find our way in this world, among humans and with humans.

Semiology represents a very broad range of fields of study, ranging from art, literature, anthropology, mass media and so on. Those who use semiology as an approach include linguists, philosophers, sociologists, anthropologists, writers, to media and communication theorists. In simple terms, semiology can be defined as the study of signs and meanings in language, art, mass media, music, and every human endeavor that can be reproduced or represented for a person or an audience. Semiology was first introduced by Ferdinand de Saussure, the father of modern linguistics, in his book which became a classic in linguistics, *Course de linguistique* generale. Some of the basic principles used by structuralists

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[29] Okke Kusuma Sumantri Zaimar, *Semiotika Dalam Analisis Karya Sastra*, Vol.1 (Depok: PT Komodo Books, 2014), p.1.

come from the structural linguistic theory contained in the book. In fact, the structuralist method in linguistics can be applied to other fields. Saussure himself predicted a new science that would apply structuralist linguistic methods to other social sciences outside of language, which he called "semiology". Semiological analysis as an approach in the social sciences began to be used since the 1960s in France. Now, more and more researchers are using this approach to study media texts, such as advertisements, films, magazine or newspaper covers, and so on.[30]

One of the most important figures in semiology is Barthes. When he first read Saussure's book, Barthes saw the possibilities of applying semiology to other fields. But contrary to Saussure, Barthes thinks that semiology is the subject of linguistics, not the other way around. In general, with his semiology, Barthes wants to offer a method to deepen understanding of language, literature and society. In particular, Barthes focuses on non-verbal signs. His main concern is occidentalism, a critique of the French bourgeoisie which claims its culture and traditions are universal. Barthes began to study the subject of semiology (the study of signification), not as a process, but as an attitude. The important value of semiology lies in its functionality. Semiology makes it possible to debunk *petit-bourgeois* myths by analyzing the processes of meaning used by the bourgeoisie to transform cultural conflicts.[31]

2. Barthes's Semiotic Theory

Semiotics, or in Barthes's terms, semiology, basically wants to study how humanity makes sense of things. Meaning in this case cannot be confused with communicating. Meaning means that objects do not only carry information, in which case the objects want to communicate, but also constitute a

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[30] Roland Barthes, *Elements of Semiology* (New York: Hill and Wang, 1968), p.5-6.
[31] Ibid., p.7-8.

structured system of signs.[32] In this research, will uses the semiotic theory of Barthes because his theory is more critical than other semiotic theories. Barthes, thus sees signification as a total process with a structured arrangement. Signification is not limited to language, but also to other things outside of language. Barthes considers social life, whatever its form, is a separate sign system.

Barthes's theory of semiotics is almost literally derived from de Saussure's theory of language. Barthes revealed that language is a sign system that reflects the assumptions of a particular society at a certain time.[33] Furthermore, Barthes (in de Saussure) uses the theory of Signifiant-signifie which is developed into a theory of metalanguage and connotation. Significant terms become expressions (E) and significant terms become contents (C). However, Barthes said that between E and C there must be a certain relation (R) so that it forms a sign (sign, Sn). The concept of this relation creates a theory about more than one sign with the same content. This development is referred to as a metalanguage phenomenon and forms what is called synonymy. Saussure's view, Barthes also believes that the relationship between signifiers and signs is not formed naturally, but is arbitrary. If Saussure only emphasizes marking at the denotative level, then Barthes perfects Saussure's semiology by developing a marking system at the connotative level. Barthes also sees another aspect of marking, namely "myth" which marks a society.

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[32] Kurniawan, *Semiologi Roland Barthes* (Magelang: Yayasan Indonesia Tera, 2001), p.53.

[33] Alex Sobur, *Psikologi Umum* (Bandung: Pustaka Setia, 2003), p.53.

Table 2.1

Map of Barthes's Signs

1. Signifier	2. Signified	
3. Denotative Sign (*first system*)		
2. Connotative Signifier		3. Connotative Signified
4. Connotative Sign (*second system*)		

Source: Paul cobley & Litza Jansz. 1999. Introducing Semiotics. Ny: Totem Books, Pg 51. (In Sobur 2013:69

From the Barthes map above, it can be seen that the denotative consist of signifier and signified. However, at the same time the denotation sign is also a connotation signifier. In other words, it is a material element. In Barthes's concept, the connotation sign does not just have an additional meaning, but contains both parts of the denotation sign that underlies its existence. Discussing about denotation and connotation according to Barthes, there is a clear difference between the two.

a) **Denotation Meaning**

The denotation meaning is the objective first level meaning that can be given to symbols, or it can be said to be the most real meaning of a sign. Denotation in Barthes' view is the first level whose meaning is closed. The denotation level produces an explicit, direct and definite meaning. Denotation is the true meaning, which is socially agreed upon, whose reference is to reality.[34] In an image or photo, the denotational meaning is conveyed in its entirety, and the connotative meaning is the meaning created by the image components in the photo. Chandler stated that denotation and connotation are terms that describe the relationship between a signifier and its connotation. An insightful qualification is made between two types

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[34] Barthes, *Elements of Semiology*, p.128.

of meaning: denotative implied meaning and connotative meaning. Denotation tends to be described as the definitive, precise, self-evident meaning, or reasonable assessment of a sign. Implies that the denotative is what the reference word tries to convey. The characteristics of the meaning of denotation are:

1) The denotation meaning has another name, namely the straightforward meaning, because of its straightforward or literal nature.

2) The meaning of denotation is usually the result of observations from the five senses, namely sight, smell, hearing, feeling, or other physical experiences.

b) Connotation Meaning

The connotation meaning that is at the second level is the meaning that can be given to the symbols where the interaction that occurs when the sign meets the feelings or emotions of the reader and the values of his culture. A connotation sign is a sign whose signifier has an openness of meaning or meaning that is implicit, indirect, and uncertain, meaning that it is open to new interpretations. In Barthes's semiology, denotation is a second level signification system. Denotation can be said to be a fixed objective meaning, while connotation is a subjective and varied meaning.[35] Denotative and connotative meanings are created by words as well as by images. According to Barthes, meaning is formed by denotation and connotation. Denotation is defined as the first and simplest level of meaning of an image, while connotation is defined as the meaning that can be attributed (added) to an image beyond the obvious

[35] Nawiroh, *Semiotika Dalam Riset Komunikasi*, p.26.

level of denotation. The characteristics of connotation meaning are:

1) The connotation meaning occurs when the word has a sense value, either positive or negative. If it has no taste value, it can also be called a neutral connotation.

2) The connotation meaning of a word can differ from one community group to another, according to the view of life and norms that exist in that society.

3) Connotation meanings can also change from time to time.

c) Myth

According to Barthes in his book Mythologies, myth is a communication system; that myth is a message. A myth is a mode of signification, of being. Barthes believed that anything could become a myth. As long as the object contains a message, it will become a myth. According to Barthes, another characteristic of myth is that it is not determined by the material but by the message conveyed. Myths are not always verbal, so there are also myths in movies, paintings, sculptures, photography, advertisements, or comics. Mythology is part of semiology, a broad knowledge of signs and shapes. Mythology and semiology deal with values that are not satisfied with mere facts. Facts are signs used to define and explore other things. According to Barthes, there are three-dimensional patterns of markers, signs, and messages in myth. But myth is a unique system built from pre-

existing semiological chains.[36] The formulation of significance and myth can be seen in the following

First Order   Second Order

Reality   Sign   Culture
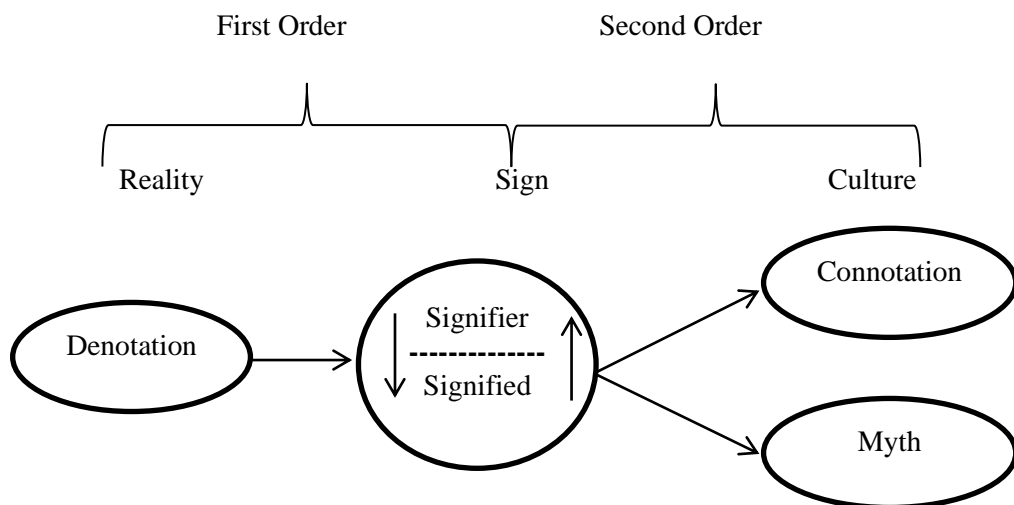
Figure 2.1
Significance and Myth Based on Barthes's Theory

From the picture above it can be explained that the significance of the first stage is the relationship between signifier and signified which is called denotation, namely the true meaning of the sign. While the second significance, the term connotation is used, namely subjective or at least intersubjective meaning related to content, work sign through myth, myth is the layer of signs and the deepest meaning.[37] Furthermore, Barthes states that there are three different ways of reading myths, namely:

1) The reader adjusts to empty markers, he lets concepts fill in forms without ambiguity, and

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[36] Manneke Budiman, *Semiotics in Literary Interpretation: Between Riffaterre and Barthes* (Jakarta: Pusat Penelitian Kemasyarakatan dan Budaya LPUI, 2001), p.28.

[37] Nawiroh, *Semiotika Dalam Riset Komunikasi*, p.30.

he will deal with simple systems. Here, the meaning is literal.

2) If the reader adjusts to the full signifier, meaning that there is already a form and meaning there and starting from the deformation that occurs in the second stage of meaning, it reveals the significance of the myth.

3) Finally, when the reader adjusts to the mythical signifier which consists of a form that is truly integrated with meaning, he finds an ambiguous meaning, he follows the mechanization of myth formation, follows its dynamic nature.[38]

d) **Examples of Semiotic Signs Based on Barthes's Theory:**

Table 2.2
Example of Semiotic Signs Based on Barthes's Theory 1

1. Signifier	2. Signified
	A single rose complete with flower stems and leaves
3. Denotative Sign (*first system*)	
2. Connotative Signifier The shape of a red rose	**3. Connotative Signified** Desire / Passion
4. Connotative Sign (*second system*) Passionate love (Myth)	

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[38] Zaimar, *Semiotika Dalam Analisis Karya Sastra*, p.22.

Table 2.3
Example of Semiotic Signs Based on Barthes's
Theory 2

1. Signifier	2. Signified	
	A group of foods, namely heart-shaped chocolate	
3. Denotative Sign (*first system*)		
2. Connotative Signifier Delicious and beautiful chocolate	**3. Connotative Signified** Expression of love and affection	
4. Connotative Sign (*second system*) Valentine's day celebration (Myth)		

Table 2.4
Example of Semiotic Signs Based on Barthes's
Theory 3

1. Signifier	2. Signified	
	A Negro in French military uniform was saluting, gallantly, his eyes fixed upward	
3. Denotative Sign (*first system*)		
2. Connotative Signifier Negroes salute the French flag and serve the country	**3. Connotative Signified** French greatness without distinction of race	
4. Connotative Sign (*second system*) French or Negro imperialism (particularly Algerian) (Myth)		

B. Verbal And Nonverbal Communication

1. Definition of Verbal and Nonverbal Communication

a) Verbal communication

Verbal communication is defined as a communication process in which symbols and messages are conveyed using one or more words.[39]

b) Nonverbal communication

Nonverbal communication is communication whose message is packaged in a form without words. In real life nonverbal communication is much more widely used than verbal communication. In almost automatic communication, non-verbal communication is also used. Nonverbal can also be interpreted as human actions that are intentionally sent and interpreted as intended and have the potential for feedback from the recipient. In another sense, every form of communication without using verbal symbols such as words, both in spoken and written forms. Non-verbal communication can be in the form of symbols such as gestures, colors, facial expressions and so on.[40]

2. Nonverbal Communication Function

According to Paul Ekman and Mark L. Knapp mentions nonverbal communication has the following functions:

a. Repetition

Nonverbal messages can repeat verbal behavior. Namely repeating the intent conveyed from verbal communication. Shaking head when saying "No" and nodding when saying "Yes" or or indicating where one should go. For example, to depict a verbal message, "Let's go" by moving the hand or head.

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[39] Tri Indah Kusumawati, "Komunikasi Verbal Dan Nonverbal," *Jurnal Pendidikan Dan Konseling* Vol.6 (2016): p.86.

[40] Ibid., p.90.

b. Accentuation

Accentuation is reinforcing verbal meaning by using nonverbal cues, for example, hand movements, slowed tone of voice. The communicator uses nonverbal communication to emphasize some part of the verbal message, for example, widening the eyes to emphasize a word or sentence.

c. Complement

Nonverbal communication serves to complement verbal messages. But complement is different from substitution. Verbal codes and nonverbal codes add meaning to each other. Tone of voice, and body movements can indicate a person's feelings. For example, smiling when someone tells a funny story, or shaking your head when talking about someone's ugliness.

d. Contradiction

Contradiction occurs when verbal and nonverbal messages contradict each other. This function often occurs by accident. This contradiction is usually used when someone is satirizing or doing humor. The verbal message describes one meaning, but the nonverbal message describes the true feeling. For example, winking to express what is being said is not true.

e. Substitution

Nonverbal communication functions to convey messages when someone does not use verbal language. The nonverbal message intended in the function is very clear. For example, saying "sip" with your hand without speaking. Another example, when praising just by raising the thumb.

f. Regulation

Nonverbal communication serves to control when interacting. Nonverbal gestures can signal control over verbal messages. For example, leaning forward indicates that you want to say something or indicating a

pause while speaking (for example, by muttering "umm"). Another example is when giving eye contact while talking to the other person.[41]

C. Teacher and Student
1. Teacher and Student in Education

In general, people think that the relationship between teachers and students is the relationship between those who teach and those who learn. Actually the relationship between the two is broader than just in the context of teaching. The relationship between teachers and students in carrying out teaching and learning activities can be seen from the following things:

a. Questions and answers or dialogue between teachers and students and students with students.

b. Teacher assistance to students who have learning difficulties, both individually and in groups.

c. The teacher is always in a teaching-learning situation as a learning facilitator.

d. There is an opportunity to receive feedback on an ongoing basis from the learning outcomes obtained by students.[42]

The relationship between teacher and student is a relationship that educates and is educated, namely the teacher is considered as a more mature person who helps lead students towards maturity. The teacher and student relationship is not just knowledge but there are several aspects in it, including: spiritual, feelings, behavior, personality of the teacher and students themselves.

In Indonesian culture, the teacher-student relationship does not only occur when carrying out assignments or during the provision of educational services. Even if a teacher is not carrying out their duties, or has left their duties for a long time

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[41] Deddy Mulyana, *Ilmu Komunikasi: Suatu Pengantar* (Bandung: Remaja Rosdakarya, 2017), p.349.

[42] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: PT Remaja Rosdakarya, 2016), p.61-62.

(purna bhakti), the relationship with their students (former students) is relatively maintained. Even in certain circles of society there is still an "obedience to teachers" (in psychology, teachers exist as a "reference group"). Even though formally, they are no longer carrying out teacher duties, the spiritual relationship between the teacher and their students is still relatively strong, and the students are still trying to carry out everything their teacher teaches them. In daily life we see the tendency of a teacher when meeting their students who have not seen each other for a long time. In general, the teacher will continue to display teacher attitudes and behavior, although in a different form from when they were still under their care. Support and compassion will be shown. Various advice, proverbs will slide from their mouths. Likewise with the student, even though he has achieved success in life that far exceeds their teacher, whether in position, wealth or knowledge, in his heart there will be respect, which is expressed in various forms, for example: smiles, greetings, kissing hands , nodding his head, to give certain gifts that are definitely not calculated from the value of money. This is one of the joys of a teacher, when you can still see the children of their students achieve success in life. The respect of the students does not appear automatically but instead is built from the attitude and professional behavior displayed by the teacher when they are still in charge of providing educational services to their students.

There is a conclusion that the teacher-student relationship is not only packaged in professional language but also in a cultural context.

2. Position and Role of Teacher

The presence of the teacher in the learning process still plays an important role. The role of the teacher in the learning process cannot be replaced by machines, radio, tape recorders, computers, the internet, even sophisticated information and communication technologies. There are still

too many human elements such as attitudes, motivations, emotions, value systems, habits or characters that are expected to be learning outcomes that cannot be achieved using these learning tools or media. The teacher is one of the human components in the learning process that plays a role in efforts to develop potential human resources as an investment in the field of development through thought, heart, feeling, sports. In every specific sense, it can be said that the teacher has the responsibility to guide and direct his students to a certain level of maturity or level of maturity. The teacher is a person who gives knowledge to students.

Teachers in the view of society are people who carry out education in certain places which do not have to be in formal educational institutions, but can also be in mosques, prayer rooms, taklim assemblies, at home and so on. In article 1 paragraph (1) of Law Number 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, education elementary and secondary education.

In society, the teacher still occupies a respectable position with the authority inherent in the teacher, so that society gives confidence and trust that the teacher is still seen as a human being who should be admired and emulated. In addition, the community views teachers as figures who can provide education, learning and training for students so that they become people who have knowledge, skills, personality and noble character. With the trust given by the community, the shoulders of teachers are burdened with heavy duties and responsibilities. The teacher's responsibility is not only limited by the four walls of the school, but also outside the school. Guidance provided by the teacher is not only carried out classically, but also individually. This requires teachers to always pay attention to the development of the attitudes and behavior of their students both at school and outside of

school.[43] Teachers as learners in their role as facilitators must have at least the following seven mental attitudes.

1) Not excessive in defending opinions and beliefs or less open.
2) Willing and able to accept students' innovative, creative, even contradictory ideas.
3) More attention to the relationship with students.
4) Can receive feedback both positive and negative in nature and accept it as a constructive view for himself.
5) Tolerate the mistakes made by students during the learning process.
6) Appreciate the achievements of students even though students already know the achievements they have achieved.[44]

3. Definition of Student

In the provisions of Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, which states that students are members of society who seek to develop their potential through learning processes that are available in certain paths, levels and types of education. According to Jalaluddin, students are targets (objects) and at the same time as subjects of education.[45] According to the UPI Educational Administration Lecturer Team, students are people who have the choice to pursue knowledge in accordance with the ideals and hopes of the future; students are people or students who get educational services in accordance with their talents, interests and abilities so that they grow and develop properly and have satisfaction in

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[43] Sholeh Hidayat, *Pengembangan Guru Profesional*, ed. Nita Nur M, Vol.1 (Bandung: PT Remaja Rosdakarya, 2017), p.1-2.

[44] Ibid., p.7.

[45] Jalaluddin Rakhmat, *Psikologi Komunikasi* (Bandung: PT Remaja Rosdakarya, 2003), p.142.

receiving the lessons given by their educators.[46] According to Arifin, In a psychological perspective, students are students who are in the process of growth and development both physically and psychologically according to their respective nature, so they need consistent guidance and direction towards optimal abilities of their nature.[47]

Based on some of the above understandings, it can be concluded that students are essentially individuals as members of society who seek to develop various potentials through the process of education or learning to become human beings in accordance with the expected educational goals.

4. Characteristics of Students

Reciprocal communication relations must take place independently, without any pressure on each party. Teachers feel comfortable teaching students. While students themselves feel free to learn. Free to learn here means having the freedom to exploit and explore subject matter so that it belongs to the student. Such communication relationships will be established if social relations between teachers and students run harmoniously. Harmonious social relations can actually save teacher energy in enforcing learning discipline. Students' deviant behavior during learning can be suppressed as small as possible. However, if the social relationship between teacher and student is the other way around. The teacher's energy will be consumed only to uphold student learning discipline. Advise or scold students only. As a result, whatever the teaching strategies and methods, it is very doubtful that they will produce results unless they are simply written in the teaching tools made by the teacher. The relationship between teachers and students must be mutualism, mutually reinforcing and giving each other

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[46] Tim Dosen Jurusan Administrasi Pendidikan, *Pengelolaan Pendidikan* (Bandung: Jurusan Administrasi Pendidikan Universitas Pendidikan Indonesia, 2010), p.205.
[47] Dirman and Cicih Juarsih, *Karakteristik Peserta Didik*, ed. Hairun Nufus, Vol.1 (Jakarta: PT Rineka Cipta, 2014), p.5-7.

positive energy. If these two components establish a strong bond in learning, then it is certain that effective learning objectives will be achieved. Fun and meaningful teaching for teachers is important because giving pleasure and meaning to students will increase learning enthusiasm, form positive perceptions about learning and more than that students make learning a fun activity.

To make teacher and student relations better, in conducting learning there are many things that must be done, one of which is to understand the characteristics of each student. It is important for Smart Teachers to be able to recognize and understand the characteristics of students. One of the benefits when the teacher recognizes and understands the character of students is that the teaching and learning process goes better. Characteristics of students are the will, interests and learning styles possessed by students. Each student has their own characteristics.[48] In understanding students, teachers or educators need to know the basic characteristics of students as follows.

1) Students are in a state of being empowered to use their abilities, wills and so on.
2) Have a desire to grow towards adulthood
3) Students have different backgrounds.
4) Students explore the natural surroundings with their basic potentials.
5) Do not yet have a moral adult personality so it is still the responsibility of the teacher.
6) Still perfecting certain aspects of maturity so that it is still the responsibility of the teacher.
7) Has basic human characteristics that are developing in an integrated manner, namely biological, spiritual, social, intelligence, emotion, ability to speak, limbs for work,

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[48] Aan Whiti Estari, "The Importance of Understanding Student Characteristics in the Learning Process," *National Workshop on Strengthening Elementary School Teacher Competence* Vol.3 (2020): 1439.

social background, biological background, and differences in students.

8) Students have unique physical and psychological potential, so they are unique creatures.
9) Learners need guidance and humane treatment.
10) Learners have the ability to be independent.
11) Weakness and powerlessness.
12) Students want to be themselves.
13) Learners have early behavior and academic and social background.
14) Each student has different abilities and characteristics.[49]

These are things that show the typical characteristics or conditions of students whose implications are very important to be understood and implemented by teachers for the benefit of effective and educative education services. By understanding or mastering the characteristics of students, teachers are expected to be able to plan and carry out learning using appropriate, efficient, and appropriate learning strategies for students. By mastering the characteristics of students, teachers are also expected to be able to organize learning processes that help various aspects of student development which include cognitive aspects, psychomotor aspects, affective aspects, aspects of creativity, emotional aspects, aspects of special talents, aspects of social relations, aspects of independence, aspects of language, and moral aspects.[50]

D. Movie

1. Concept of Movie

Movie is a medium of education that can demonstrate to the human audio-visual so that people with such a device would be easier to accept education. Movie media can describe an object that moves together with a natural sound or appropriate sound. The ability to paint vivid images and sound gives it a special charm. In general, films are used for

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[49] Dirman and Juarsih, *Karakteristik Peserta Didik*, p.18-20.
[50] Ibid., p.20.

entertainment, documentation and educational purposes.[51] In a film there are positive values, so it is very good to serve as an example. Value is something that is abstract, not only a matter of right or wrong but regarding the appreciation that is liked and disliked.[52] Culture has traditional values which are part of the wealth of a society. Value is something that is seen as good and useful for everyone.[53] In a movie, it can convey a good message and contain moral values. There are three types of movies, namely documentary movies, fictional movies and experimental movies. This division is based on the way of delivery, namely story and non-story. Fiction movies have a clear story structure, while documentary and experimental films don't have a clear structure.[54] Pratista explained the types of films are as follows.

1. Documentary Films are films that deal with real people, characters, events and locations. Documentary films do not create an event or events but record events that really happened or are authentic. Documentary films also do not have an antagonist or protagonist.

2. Fiction film is fiction tied to the plot in a film story. In terms of story, fictional films often use fictional stories outside of real events and have a scene concept that has been designed from the start. Film structure is usually tied to causality. Stories also usually have characters (characters) such as antagonists and protagonists, clearly very different from the type of documentary film.

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[51] Zulvia Trinova and Nini, "Utilization of Film as a Learning Media for the History of Islamic Culture (SKI) at MTsN Model Padang" (UIN Imam Bonjol Padang, n.d.), p.510.

[52] Nurla Isna Ainullah, *Pendidikan Karakter* (Jogjakarta: Laksana, 2011), p.98.

[53] Sutarjo Adisusilo, *Pembelajaran Nilai-Karakter* (Jakarta: PT. Raja Grafindo Persada, 2012), p.56.

[54] Lenny Apriliany and Hermiati, "The Role of Film Media in Learning as a Form of Character Education," *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 2021, 194–95.

3. Experimental film is a type of film that is different from documentary and fiction films. Experimental films do not have a plot but still have a building structure. Structure in experimental films is strongly influenced by subjective feelings, for example ideas, ideas, emotions, and inner experiences felt by the characters involved in a movie.

Experimental movies are generally abstract and not easy to understand.[55] This is because they use personal symbols that they create themselves. This opinion shows that there are 3 (three) types of films that differ structurally in the way they are delivered. The three types of movies are documentary films, fiction films, and experimental films. Documentary movies and fictional movies are delivered narratively (stories), while experimental movies are delivered non-narratively (non-stories)[56]

There are many kinds of movies. That are action movies, adventure movies, comedy, horror, musicals and etc. Action movies are a movie genre where action sequences, such as fighting, stunts, car chases or explosions, take precedence over elements like characterization or complex plotting. Second is an adventure movie. These movies are usually exciting stories, with new experiences or exotic locales. It is very similar to or often paired with the action movie genre. They can include traditional swashbucklers, serialized movies, and historical spectacles, searches or expeditions for lost continents, "jungle" and "desert" epics, treasure hunts, disaster films, or searches for the unknown. Comedy film is a movie that inside of a movie is deliberately designed to amuse and provoke laughter (with one-liners, jokes, etc.) by exaggerating the situation, the language, action, relationships and characters. There are several forms of

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[55] Himawan Pratista, *Memahami Film* (Yogyakarta: Montase Press, 2017), p.34.
[56] Apriliany and Hermiati, "The Role of Film Media in Learning as a Form of Character Education," p.194-195.

comedy through cinematic history, including slapstick, screwball, spoofs and parodies, romantic comedies, etc. Horror movies are designed to frighten viewers. It is often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience. They are often combined with science fiction when the menace or monsters are related to the corruption of technology, or when Earth is threatened by aliens.

The fantasy and supernatural movie genres are not usually synonymous with the horror genre. There are many sub-genres of horror films, these slasher, teen terror, serial killers, zombies, Satanic, Dracula, Frankenstein, etc. And the last is about musical films. Musical film is a film with cinematic forms that emphasize full-scale scores or song and dance routines in a significant way (usually with a musical or dance performance integrated as part of the film narrative), or they are films that are centered on combinations of music, dance, song or choreography. Major subgenres include the musical comedy or the concert movie. Of the many types of movies, watching animated movies can be both entertainment and learning for the audience. This film is one type of film that is commodified by animation. Watching this animated movie will make children's imagination wide open and get a lot of new things from watching this film "Monster University".

2. Benefits of Movie in Language Teaching

Good learning media is learning media that can stimulate students' interest in the learning process. One of the media that is very appropriate in supporting the formation of character education is movie because movie media can be accepted in society as a well-known and widely known audio-visual media. favored by the public. Movie s that can be used as learning materials are of course films that have many character values that should be emulated and used as guidelines in life. The story in a film is very closely related to

events that often occur in everyday life. The next role is that film media can be used in the learning process meaning that in the learning process a teacher can direct students to listen and observe the movie given so that after that the teacher can explain to students the meaning of the message contained in the film which is used as learning material. After listening and seeing the films used as teaching materials in the learning process, students can apply the values contained in the films as forming character education so that life becomes better.[57]

Movie media is a very interesting learning media because it is able to express beauty and moving facts with sound, image and motion effects, films can also be played repeatedly according to needs. In addition, some of the advantages of film as a learning medium are:

a. Lack of reading skills or mastery of language mastery can be overcome by using films that are very appropriate to explain a process

b. Can present theory or practice from general to specific or vice versa

c. Movie can bring in an expert and bring his voice to the forefront

d. Movies can be more realistic, abstract things can be seen more clearly

e. Movies can also stimulate student motivation.[58]

3. The Use of Semiotics in the Teaching and Learning Process

The success in running English educating and learning handle within the classroom depends on different components, one of which is the dialect utilized by the teacher. Celce-Murcia in Sri Meiweni Basra states pointed out that language utilize connected within the classroom influence students prepare and advance of learning. As English teacher

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[57] Ibid., p.196-197.
[58] Trinova and Nini, "Utilization of Film as a Learning Media for the History of Islamic Culture (SKI) at MTsN Model Padang," p.510.

they usually produce expressions in doing interaction with understudies within the classroom. Generally, teacher connected and communicate with the student in arrange to create a great relationship between teachers and students. It moreover makes the students are utilized in tuning in and talking through English particularly within the English lesson. The expressions delivered by teacher accepted can make certain implies and capacities. In addition, a few experts accept that articulations which are created by teacher are sorts of speech act. Searle states mandates discourse acts such as command, arrange, exhortation, ask, caution and so forward are the speech act for the most part utilized by instructors in classroom interaction with the students. Teacher as facilitator and the central of learning have a duty to exchange and share information or data to the students. Teacher can utilize motion picture as learning media. Motion picture can be a great media for educating and learning handle. Since the utilize of watching movie in educating and learning handle can offer assistance create students" tuning in and communication abilities. By studying the theory of Semiotics in movie, it provides several benefits for students. As a communication learner, it turns out that signs can also be a tool in communicating. That the sign also has a very useful meaning for human life. As communication learners, studying semiotic theory will strengthen our knowledge that signs in their various implementations can practically be applied in various things in human life. So the teacher should consider giving a good film as a teaching medium

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