

## BIODATA

### Personal Data

Name : Anastasia Ken Sayu Supraba  
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Marital Status : Single  
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Pondok

### Educations

1998 – 2003 : Elementary School at SD Kanisius 2, Wonosari, DIY  
2003 – 2006 : Junior High School at SMPN 1 Wonosari, DIY  
2007 – 2010 : Senior High School at SMAN 2 Wonosari, DIY  
2012 – 2017 : Bachelor Degree at Darma Persada University, Jakarta.  
Major: English Literature

### Achievements

2003 : First Rank on elementary graduate of Good English Course  
2009 : Finalist of “Bengkel Bahasa Yogyakarta” 2<sup>nd</sup> generation



## THE ROLE OF COCA-COLA LOGO EVOLUTION IN CREATING BRAND IMAGE: A STUDY OF SEMIOTICS

### Problem of the Research

- What is the meaning on each Coca-Cola logo evolution?
- How brand promise of Coca-Cola delivered by current logo to attract consumer?

### Example of the Coca-Cola logo Evolution



### Objectives of the Research

- 1) To find out the meaning on each Coca-Cola logo evolution.
- 2) To find out how brand promise of Coca-Cola logo evolution to attract consumer.

### Methodology of the Research

This research will analyze the logo brands using qualitative method while the data collected from articles, some books, and libraries. Through using the symbol, color, shape, and words from the design style logo brands, the writer will prove the assumption for consumer's view.

### The Analysis

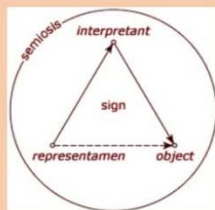
Discovering from the changes of logo conveyed from the corporation, they want something were clearly delivers the message on point. In that case, the logo were consistently used only typography (letters) for the design logo. In 2003 Coca-Cola's logo has gotten synched up in shadows touch with fake water drops; however in 2007 the logo changes slightly just with white-on-red presentation that is simpler, clearer, and stronger. High-contrast red and white could not be stronger; an effect amplified just smooth and plain without high touch.

Granted, the flash of red with white color and cursive writing is aesthetically appealing and enticing. However, the plainness makes the viewer question whether objects appearance are those images actually a reflection of deep and complex themes in reality. It provokes are a reaction in its viewer that is different than what another.

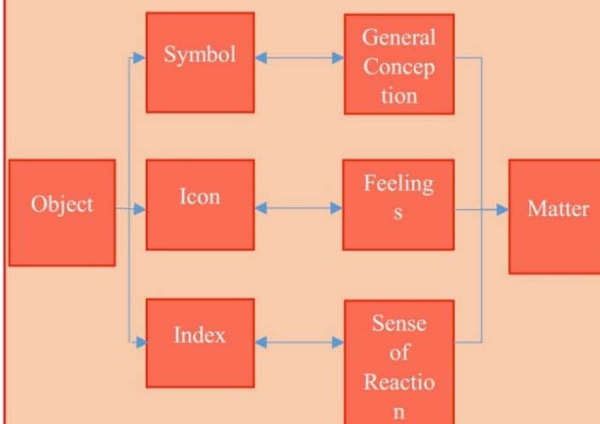
This research will examine the evolution of Coca-Cola logo used the semiotic model belonging Pierce's theory semiotic framework. It is made up of the sign itself, the object will refers to, and the viewer interpretation. Therefore, the writer curious to find out what is exactly the role on Coca-Cola logo used for consumer view.

### Framework of the Research

#### Semiotics Theory by Charles Sanders Pierce



#### Pierce's Theory of Symbol-Icon-Index



### Conclusion

This research brings me to a conclusion that logo is one of the most important elements in a corporate identity or brand identity. A company should have a clear and effective brand identity therefore reflect the company's values. Coca-Cola has changed and evolution in logo brand, yet the consistently used typography letter. The evolution in brand is proved important for company development. Develop and maintain the company especially a brand logo is necessary for follow consumers will. The trend design in a logo is really important to study. The last, the logo Coca-Cola brand is definitely representing the brand.

|                            |                            |                  |            |                                  |
|----------------------------|----------------------------|------------------|------------|----------------------------------|
| Anastasia Ken Sayu Supraba |                            | <b>LISTENING</b> |            | <b>TOTAL SCORE</b><br><b>635</b> |
| Name                       |                            | Your score       | <b>350</b> |                                  |
| 3403036005920001           | 1992/05/20                 | 5                | 495        |                                  |
| Identification Number      | Date of Birth (yyyy/mm/dd) |                  |            |                                  |
| 2017/07/21                 | 2019/07/21                 | <b>READING</b>   |            |                                  |
| Test Date (yyyy/mm/dd)     | Valid Until (yyyy/mm/dd)   | Your score       | <b>285</b> |                                  |
|                            |                            | 5                | 495        |                                  |
|                            |                            |                  |            |                                  |

Client/Institution Name: PT. Putra Pratama Raya

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| LISTENING  |    | READING  |    |
|--|----|--|----|
| <p>Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.</li> <li>They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.</li> <li>They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.</li> <li>They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text.</li> <li>They can understand details when the information is slightly paraphrased.</li> </ul> <p>To see weaknesses typical of test takers who score around 300, see the "Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.</p> |    | <p>Your scaled score is between 250 and 350. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>They can make simple inferences based on a limited amount of text.</li> <li>They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.</li> <li>They can sometimes connect information within one or two sentences.</li> <li>They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.</li> <li>They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.</li> </ul> <p>To see weaknesses typical of test takers who score around 250, see the "Proficiency Description Table. If your performance is closer to 350, you should also review the descriptors for test takers who score around 350.</p> |    |
| <p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p>0%  100%</p>  |    | <p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p>0%  100%</p>  |    |
| Can infer gist, purpose and basic context based on information that is explicitly stated in <b>short spoken texts</b>  | 68 | Can make inferences based on information in written texts  | 43 |
| Can infer gist, purpose and basic context based on information that is explicitly stated in <b>extended spoken texts</b>   | 76 | Can locate and understand specific information in written texts  | 60 |
| Can understand details in <b>short spoken texts</b>  | 77 | Can connect information across multiple sentences in a single written text and across texts  | 54 |
| Can understand details in <b>extended spoken texts</b>   | 69 | Can understand vocabulary in written texts   | 60 |
|  |    | Can understand grammar in written texts  | 69 |

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

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**Percent Correct of Abilities Measured:**

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**Note:** TOEIC scores more than two years old cannot be reported or validated.

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|--|----------------------------|------------------|------------|--------------------------------------|
| Anastasia Ken Sayu Supraba   |                            | <b>LISTENING</b> |            | <b>TOTAL SCORE</b><br><br><b>515</b> |
| Name   |                            | Your score       | <b>270</b> |                                      |
| 2012130047   | 1992/05/20                 | 5                | 495        |                                      |
| Identification Number  | Date of Birth (yyyy/mm/dd) |                  |            |                                      |
| 2016/08/05   | 2018/08/05                 | <b>READING</b>   |            |                                      |
| 2016/08/05   | 2018/08/05                 | Your score       | <b>245</b> |                                      |
| Test Date (yyyy/mm/dd)   | Valid Until (yyyy/mm/dd)   | 5                | 495        |                                      |
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| LISTENING   |  | READING  |  |
|---|--|--|--|
| <p>Your scaled score is between 200 and 300. Test takers who score around 200 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can understand short (single-sentence) descriptions of the central idea of a photograph.</li> <li>• They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.</li> <li>• They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.</li> <li>• They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.</li> </ul> <p>To see weaknesses typical of test takers who score around 200, see the *Proficiency Description Table. If your performance is closer to 300, you should also review the descriptors for test takers who score around 300.</p> |  | <p>Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can make simple inferences based on a limited amount of text.</li> <li>• They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.</li> <li>• They can sometimes connect information within one or two sentences.</li> <li>• They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.</li> <li>• They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.</li> </ul> <p>To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table.</p> |  |
| <b>ABILITIES MEASURED</b>   | <b>PERCENT CORRECT OF ABILITIES MEASURED</b> | <b>ABILITIES MEASURED</b>  | <b>PERCENT CORRECT OF ABILITIES MEASURED</b> |
|   | 0%  100%                                     |  | 0%  100%                                     |
| Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts  | 44   | Can make inferences based on information in written texts  | 44   |
| Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts   | 58   | Can locate and understand specific information in written texts  | 42   |
| Can understand details in short spoken texts  | 72   | Can connect information across multiple sentences in a single written text and across texts  | 47   |
| Can understand details in extended spoken texts   | 50   | Can understand vocabulary in written texts   | 55   |
|   | 0%  100%                                     | Can understand grammar in written texts  | 76   |
|   | 0%  100%                                     |  | 0%  100%                                     |




\* Proficiency Description Table can be found on our web site, [www.ets.org/toeic](http://www.ets.org/toeic)






**HOW TO READ YOUR SCORE REPORT:**  
**Percent Correct of Abilities Measured:**  
 Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.  
**Note:** TOEIC scores more than two years old cannot be reported or validated.

## I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN  
SKRIPSI SARJANA

Nama Mahasiswa : Anastasia Ken Sayu Supraba  
 Dosen Pembimbing I : Tommy Andrean  
 Dosen Pembimbing II : Feidolini  
 Judul Skripsi : The Impact of Pop Art on Coca-Cola Logo Evolution: A Study of Semiotics  
 Mulai Bimbingan :  
 Tahun Akademik :

| No. | Hari & Tanggal      | Catatan Pembimbing   | Paraf   |
|-----|---------------------|--|---|
| 1.  | 12-06-2017<br>Senin | Bimbingan I<br>Evaluasi keseluruhan skripsi  |   |
| 2.  | 12-06-2017<br>Senin | Bimbingan I<br>Evaluasi Grammar  |  |
| 3.  | 12-06-2017<br>Senin | Bimbingan II<br>- Cek tahun, abstrak skripsi<br>- Pertanyaan isi skripsi dimana brand theory di aplikasikan<br>- Pemahaman isi bab 3 > bab 2 |  |

|    |                     |   |   |
|----|---------------------|---|---|
| 4. | 14-06-2017<br>Rabu  | Bimbingan III<br>- konsultasi isi skripsi<br>- Perubahan judul skripsi:<br>"The Role of Coca-Cola Logo Evolution<br>in Creating the Brand Image: A study<br>of Semiotics" |    |
| 5. | 11-07-2017<br>Senin | Bimbingan IV<br>Cek Bab III dan cek grammar   |    |
| 6. | 13-07-2016<br>Rabu  | Bimbingan V<br>Cek Bab III dan cek<br>grammar   |    |
| 7. | 14-07-2016<br>Jumat | Bimbingan I<br>- Cek Grammar Bab 2<br>dengan Pembaca.   |  |
| 8. | 15-07-2016<br>Sabtu | Bimbingan III<br>- Cek Grammar Bab 2 &<br>Bab 3 dengan Pembaca  |  |
| 9. |                     |   |   |


|     |  |  |  |
|-----|--|--|--|
| 10. |  |  |  |
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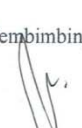
Jakarta, .....

Menyetujui :

Pembimbing I

Pembimbing II

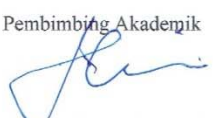
  
(.....)

  
(.....)

Mengetahui :

Pembimbing Akademik

Kajur Inggris S-1

  
(.....)

  
(.....)