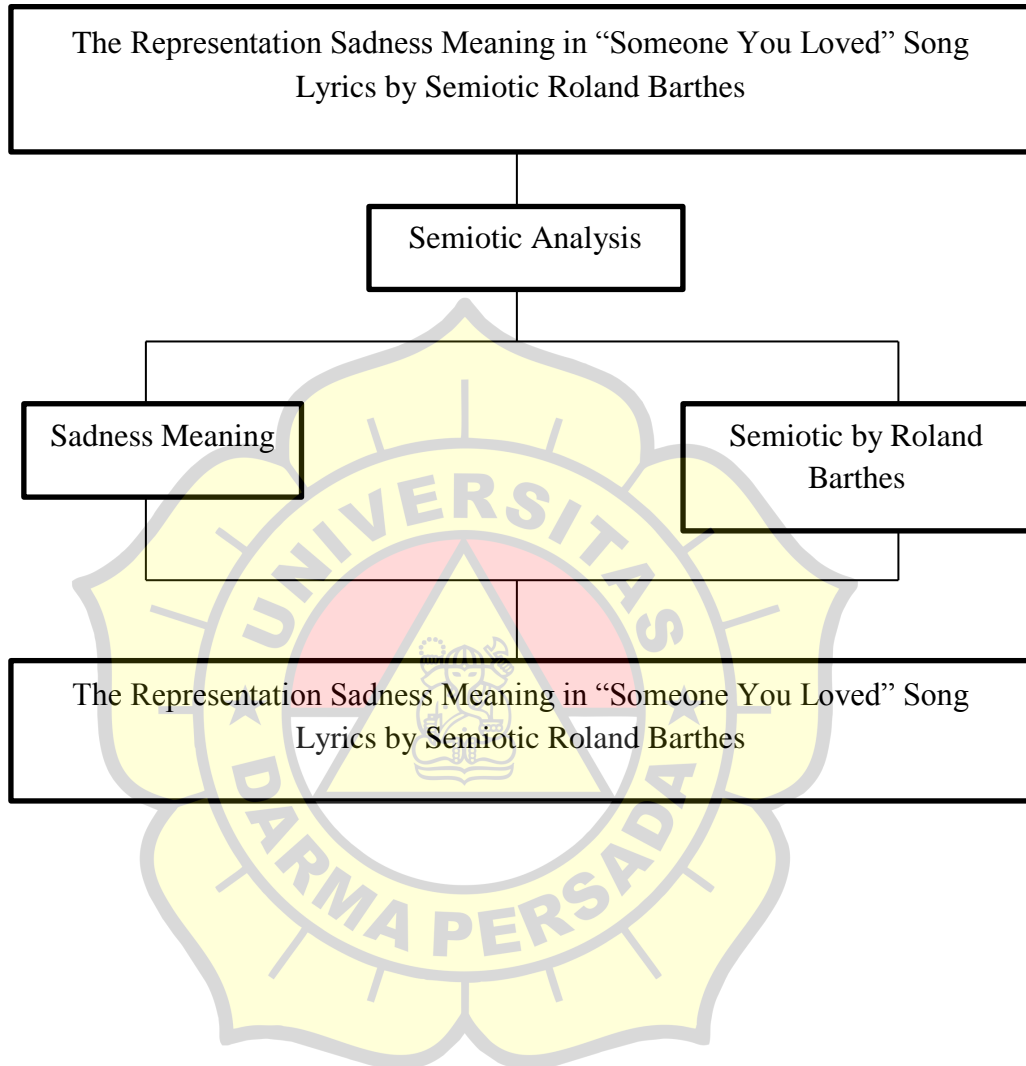


APPENDIX 1

SCHEME OF THE RESEARCH



APPENDIX 2

POSTER OF THE RESEARCH



THE REPRESENTATION OF
SADNESS MEANING BY
SEMIOTIC ROPAND BARTHES

ISMAIL

2017130019

BACKGROUND

Music is one of the expressions of someone's to convey their feelings which are poured through song lyrics using different languages, not the same as daily conversation namely figurative sentences. This research aims to analyze the representation of the meaning contained in the lyrics of the song "Someone You Loved" by Lewis Capaldi. This research is conducted using a qualitative descriptive approach. This research is conducted using the semiotic analysis technique of Roland Barthes. Roland Barthes' semiotics is used to describe the figurative sentences contained in the lyrics of the song that were chosen to represent the meaning of sadness. The object of this research is the video clip image capture and the lyrics of the song "someone you loved". In this research, there are 7 sentences of song lyrics which are analyzed through sign, denotative, connotative, and representation. This study focuses on the concept of representation of the meaning of sadness.

RESEARCH FINDING

THIS RESEARCH FINDING THE MEANING OF SADNESS BY FIGURATIVE SONG LYRICS, THIS RESEARCH CAN HELP YOU KNOW THE MEANING WHICH CONTAIN IN THE SONG LYRICS SOMEONE YOU LOVED

FORMULATION OF THE PROBLEM

1. What is the denotative meaning in "Someone You Loved" song lyrics ?
2. What is the connotative meaning in "Someone You Loved" song lyrics ?
3. How is the representation of sadness meaning in "Someone You Loved" song lyrics ?

METHODS OF THE RESEARCH


This research use qualitative by collecting the object through journal, article, books.etc

CONCLUSION


THIS SECTION WILL PROVIDE THE FINDINGS FROM THE ANALYSIS THAT HAS BEEN CARRIED OUT. THE RESULT OF THIS RESEARCH IS TO INTERPRET FIGURATIVE WORDS INTO REPRESENTATIONS THAT REFER TO THE MEANING OF SADNESS, IN WHICH THE SONG LYRICS USE A DIFFERENT LANGUAGE FROM EVERYDAY LANGUAGE. TO PRODUCE THE FIGURATIVE MEANING, SEMIOTIC ANALYSIS IS NEEDED WHICH CAN DESCRIBE IN DETAIL THE MEANING CONTAINED IN SONG LYRICS AND VISUAL OBJECTS THROUGH SIGNIFICATION, DENOTATIVE, CONNOTATIVE AND METHODOLOGY.

APPENDIX 3

PRESENTATION SLIDE




THE REPRESENTATION OF SADNESS MEANING IN "SOMEONE YOU LOVED" SONG LYRICS BY ROLAND BARTHES SEMIOTIC.



ISMAIL
2017130019


ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM
DARMA PERSADA UNIVERSITY
JAKARTA 2022

IDENTIFICATION OF THE PROBLEM




Focus the problem on the meaning contained in the lyrics of Someone You Loved that is poured


Gratitude to :



The Head of Board Examiner



Examiner




Advisor

FORMULATION OF THE PROBLEM

1. Which are the lyrics of "Someone You Loved" do consist of sadness meaning theory?
2. How is the representation of sadness meaning in "Someone You Loved" song lyrics by semiotics Roland Barthes?

BACKGROUND OF THE PROBLEM



Someone You Loved becomes Lewis Capaldi's credits to explore his sadness after being someone he loves and reach, which poured in the lyrics.

FRAMEWORK OF THE THEORIES


This part consists of:

- 1. Representation
- 2. Song Lyrics
- 3. The Meaning
- 4. Sadness
- 5. Semiotic


Review of Previous Study

- Representation of surrealism in the video clip of the song Man Upon The Hill by Stars and Rabbit (2021) By Nur Dwimas Setiawan, Sri Wahyuningzih
- REPRESENTATION OF THE SONG "ANSWER LOVE MYSELF" (Discourse Analysis on Answer Love Myself Produced By Beyond The Scene) 2019 by Afa Mayara
- Representation: An Analysis of the Music, Videos and Lyrics of Janelle Monae as an Expression of Femininity, Feminism, and Female Rage (2019) by Amy Dworczyk

DATA ANALYSIS




METHOD OF THE RESEARCH



Page 10

Research Finding and Analysis




CONCLUSION

1. The lyrics of the song contain or often use figurative language.
2. To produce meaning of the figurative sentences in song lyrics, semiotic analysis is needed which can describe in detail the meaning.

APPENDIX 4

TOEIC CERTIFICATES



**LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT**

<p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p>	Email Name	LISTENING Your score 340 5 ————— 495	TOTAL SCORE 565	
	Identification Number: 3175061304980005	Date of Birth (yyyy/mm/dd): 1998/04/13		READING Your score 225 5 ————— 495
	Test Date (yyyy/mm/dd): 2022/07/16	Valid Until (yyyy/mm/dd): 2024/07/16		
	Client/Institution Name: Putra Pratama Raya, PT			

PT International Test Center, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kav. 47, Jakarta, Indonesia, 12930
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This score report is intended for use only by the institution which sponsored the test administration.

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"> They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult. They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase. They can understand details in short spoken exchanges when easy or medium-level vocabulary is used. 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. They can understand details when the information is slightly paraphrased. <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 close to 250. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> They can make simple inferences based on a limited amount of text. 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. They can sometimes connect information within one or two sentences. They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary. 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. <p>To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table.</p>
PERCENT CORRECT OF ABILITIES MEASURED Your Percentage 0% ————— 100%	PERCENT CORRECT OF ABILITIES MEASURED Your Percentage 0% ————— 100%

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	78 0% ————— 100%	Can make inferences based on information in written texts	68 0% ————— 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	74 0% ————— 100%	Can locate and understand specific information in written texts	57 0% ————— 100%
Can understand details in short spoken texts	76 0% ————— 100%	Can connect information across multiple sentences in a single written text and across texts	61 0% ————— 100%
Can understand details in extended spoken texts	69 0% ————— 100%	Can understand vocabulary in written texts	56 0% ————— 100%
		Can understand grammar in written texts	29 0% ————— 100%

* Proficiency Description Table can be found on our web site, 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.

APPENDIX 5
CERTIFICATES




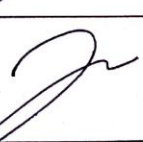
APPENDIX 5
CERTIFICATES



APPENDIX 6

TERM-PAPER COUNSELING FORM

Student Name : Ismail
Advisor Name : Juliansyah
Term Paper Title : The Representation of Sadness Meaning in "Someone You Loved" Song Lyrics by Semiotic Roland Barthes.
Date Begin : 16 Mei 2022
Academic Year : 2021/2022

NO.	DATE	REVISION NOTE	ADVISOR SIGNATURE
1.	16 Mei 2022	Perubahan Judul skripsi	
2.	30 Mei 2022	Revisi pada Identification of the problem, limitation of the problem, Formulation of the problem. Pada bab 1	
3.	17 Juni 2022	Penambahan teori dan sumber sumbernya pada bab 2	
4.	24 Juni 2022	Revisi penambahan kutipan penelitian deskriptif, pengurangan bagian dalam data analysis technique pada bab 3	
5.	8 Juli 2022	Revisi pada data analisis pada bab 4	
6.	13 Juli 2022	Revisi pada kesimpulan pada bab 5	
7.	18 Juli 2022	Pengecekan semua pembahasan dan bab	

Jakarta, July 19 2022

Menyetujui :

Dosen pembimbing



(Juliansyah, S.S, M.Pd.)

Mengetahui :

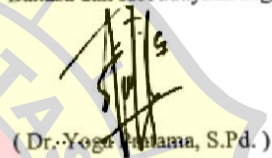
Pembimbing Akademik



(Prof. Albertine Minderop, MA.)

Ketua Program Studi

S-1 Bahasa dan Kebudayaan Inggris



(Dr. Yoga Pratama, S.Pd.)



APPENDIX 7
CURRICULUM VITAE

ISMAIL

ENGLISH LANGUAGE AND CULTURE DEPARTMENT



EDUCATIONAL

2014 - 2017

SMK NEGERI 49 JAKARTA
MARKETING


2017 - 2022

DARMA PERSADA UNIVERSITY
ENGLISH LANGUAGE AND CULTURE
STRATA 1

SKILL

- Public Speaker
- Sport Instructur

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EXPERIENCE

- Staff Tata Usaha Badan Pertanahan Negara (2015)
- Cashier 49 Mart (2015)
- Organisasi UKM BOLA BASKET Jabatan ketua (2020)

