SCHEME OF THE RESEARCH
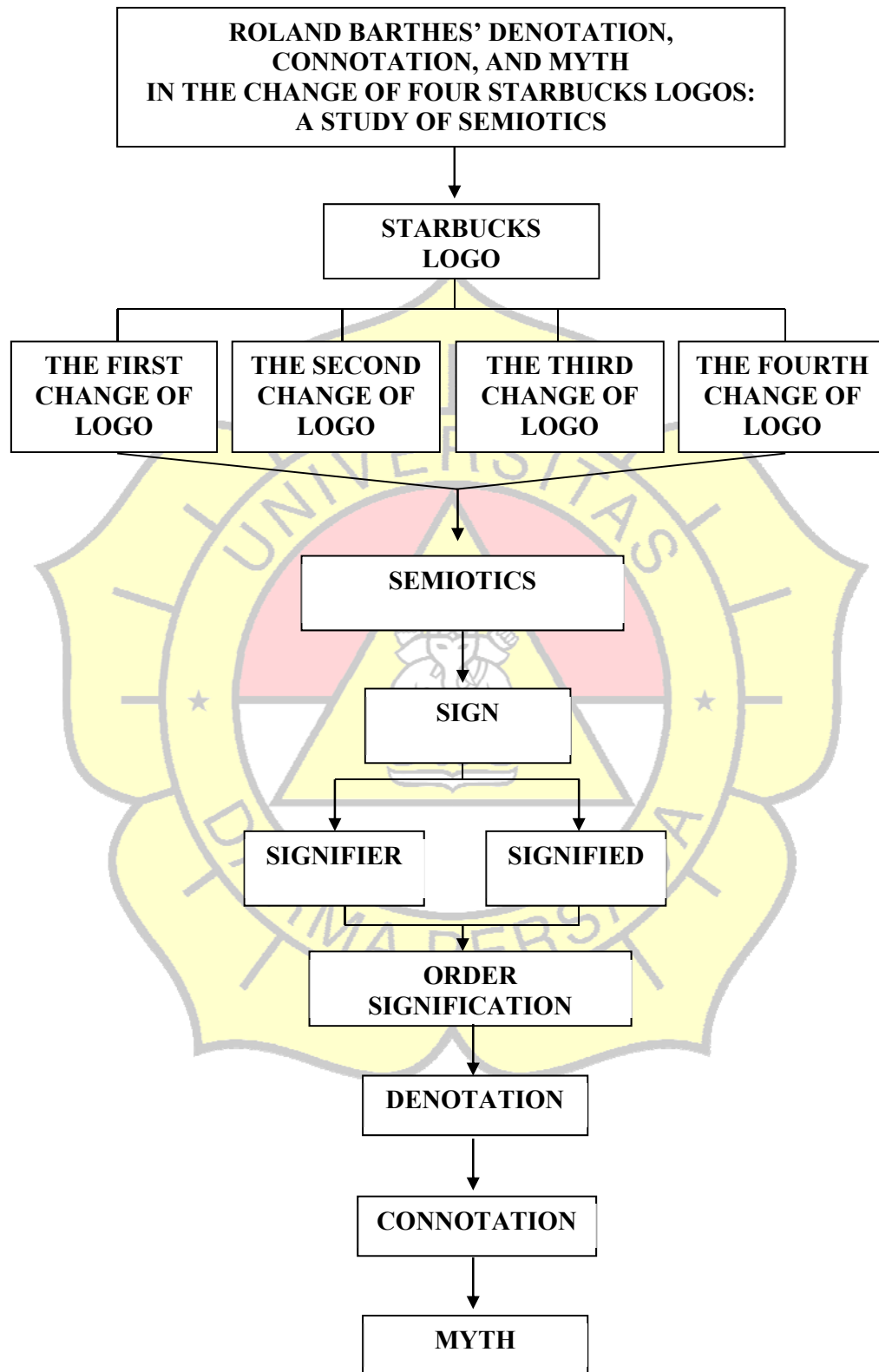
ROLAND BARTHES' DENOTATION,
CONNOTATION, AND MYTH
IN THE CHANGE OF FOUR STARBUCKS LOGOS:
A STUDY OF SEMIOTICS

STARBUCKS
LOGO

| THE FIRST CHANGE OF LOGO | THE SECOND CHANGE OF LOGO | THE THIRD CHANGE OF LOGO | THE FOURTH CHANGE OF LOGO |

SEMIOTICS

SIGN

SIGNIFIER

SIGNIFIED

ORDER
SIGNIFICATION

DENOTATION

CONNOTATION

MYTH

ROLAND BARTHES' DENOTATION, CONNOTATION AND MYTH IN THE CHANGE OF FOUR STARBUCKS LOGO:

A STUDY OF SEMIOTICS

The First Starbucks Logo

The Second Change of Starbucks Logo

The Third Change of Starbucks Logo

The Last Change of Starbucks Logo

2014130006-RIFA NADIRA

BACKGROUND

Understanding the logo of Starbuck is very interesting. The writer assumes that a customer only see the logo of Starbuck without knowing the exact meaning of the logo. Yet, analyzing logo is not easy as the writer needs to apply one of linguistics branches named semiotics to be able to analyze the logo. As we know, semiotics is the learning of signs. It relates to the phenomenon of social, society and culture are signs.

FORMULATION PROBLEM

1. How is Starbucks logo and how does it change?
2. What are denotation, connotation and myth that disclose in four Starbucks logos?

OBJECTIVES

1. To identify the Starbucks, Starbucks logo and its change
2. To identify denotation, connotation and myth that disclose in four Starbucks logos

CONCLUSION

The writer concludes the change of four Starbucks logo such as the factors and elements is affected by the company needs. The use of Siren figure as main character in Starbucks logo changes into four times because it is considered of inappropriate culture condition. Not only that, the elements like shape, color, and name is changed by time. The using of Semiotics of Barthes is selected because Semiotic is a study of signs.

ABOUT THE WRITER

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Nationality: Indonesian

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Formal Education

2001 - 2007:   SDN Harja XVII, Bekasi

2007 – 2010: SMP Taman Harapan, Bekasi

2010 - 2013:   SMKN 1, Bekasi. Multimedia.

2014 - present :University of Darma Persada, Jakarta.

ETS. TOEIC.

LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT

Rifa Nadira

Name

2014130006	1995/11/24
Identification Number	Date of Birth (yyyy/mm/dd)
2018/01/19	2020/01/19
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)

LISTENING

Your score (360)

5 ▓▓▓▓▓ 495

READING

Your score (330)

5 ▓▓▓▓▓ 495

TOTAL SCORE

(690)

KNOW ENGLISH.
KNOW SUCCESS.
KNOW ENGLISH.
KNOW SUCCESS.
KNOW ENGLISH.
KNOW SUCCESS.
KNOW ENGLISH.
KNOW SUCCESS.

Client/Institution Name: PT. Putra Pratama Raya

This score report is intended for use only by the institution which sponsored the test administration.

Detach Here

LISTENING

Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:
- 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.

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.

READING

Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths:
- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED		ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	Your Percentage 0% ▬ 100%			Your Percentage 0% ▬ 100%
Can infer gist,purpose and basic context based on information that is explicitly stated in short spoken texts	80 0% ▓▓▓▓ 100%		Can make inferences based on information in written texts	53 0% ▓▓▓ 100%
Can infer gist,purpose and basic context based on information that is explicitly stated in extended spoken texts	73 0% ▓▓▓▓ 100%		Can locate and understand specific information in written texts	68 0% ▓▓▓▓ 100%
Can understand details in short spoken texts	65 0% ▓▓▓ 100%		Can connect information across multiple sentences in a single written text and across texts	45 0% ▓▓▓ 100%
Can understand details in extended spoken texts	75 0% ▓▓▓▓ 100%		Can understand vocabulary in written texts	77 0% ▓▓▓▓ 100%
			Can understand grammar in written texts	80 0% ▓▓▓▓ 100%

* Proficiency Description Table can be found on our web site, www.ets.org/toeic

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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 : Rifa Nadira

Dosen Pembimbing I : Mr. Juliansyah M.Pd

Dosen Pembimbing I : Mr. Tommy Andrian, S.S. M.Hum.

Judul Skripsi : Roland Barthes' Denotation, Connotation and Myth in the change of Four Starbucks Logo : A Study of Semiotics

Mulai Bimbingan : 25 - Sept - 2017

Tahun Akademik : 2014

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	25-09-17	Mengulas Judul.	
2.	16-10-17	Chapter 6 I	
3.	25/10/17	Memberi hasil revisi Chapter 1	

4.	18/12/17	Chapter I	
5.	28/11/17	Revisi chapter I dan Catas chapter III	
6.	13/12/17	Bahas - Chapter III	
7.	4/01/18	Revisi terakhir	
8.	13/01/18.	Checking grammar	
9.	15/01/18	Revisi terakhir	

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10.		

Jakarta, 16 Januari 2018

Menyetujui :

Pembimbing I

(...................)

Pembimbing II

(...................)

Mengetahui :

Pembimbing Akademik

(... Yoga Pratama ...)

Kajur Inggris S-1

(...................)

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