

THE ANALYZING OF SIGN IN EXPLORING JAKARTA TEXTBOOK, FOR CLASS 2, ELEMENTARY SCHOOL

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Abstract:

Textbooks are an important component in teaching and learning activities. At schools, language textbooks have roles to deliver the content materials and to facilitate students in producing and using the language, at the same time, textbooks can be a tool to present values and ideology through texts, dialogues, and images. The special characteristics of semiotic illustrations on the books, specifically a character of teacher in this case, can affect learners' visual perceptions. Semiotic factors in the form of illustrations in a textbook can be analyzed or studied. The purpose of this current research is to analyze picture of sign provided by the teachers on the visual illustration in the textbook Exploring Jakarta, Elementary School, and used the visual illustration as the sample for the research through a visual semiotic analysis. To collect data (markers) and visual materials in the textbook, qualitative research method was employed. Based on Peirce's semiotic theory as data analysis of material (signified), then the representamen (signifier), object (referent), and interpretant are applied.

Keywords:

EFL Textbook;
ideology value; visual
semiotic; Peirce's
semiotic theory



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INTRODUCTION

SEMIOTIKA comes from the Greek "Semeion", which means sign. Charles Sanders Pierce (1867) proposed the relationship between the elements of Sign, Interpret and Object under the name of the semiotic triangle. Semiotics is the study of signs. These signs convey information so that it is informative. This branch of knowledge originally developed in the field of language, then it was(de)developed(kan) in the field of fine art and visual communication design. Referring to Pierce's theory (Noth, 1995:45), signs in pictures can be classified into 3 forms, namely: Icons, Indexes, and Symbols.

According to Morris (1938) a sign is a unity of two fields that cannot be separated. Where there is a sign there is a system. This means that a sign (verbal non-verbal) has two aspects that are captured by our two senses, namely the first is the signifier (signifier field or form) a marker which is located at the level of expression (level of expression) which has forms such as sounds, letters, words, images and so on (Danesi, 2004). And the second is signified (significant field or concept or meaning) marker which is located at the level of content or idea (level of content) (Putri, 2021).

Peirce argued that human life has a characteristic, namely the mixing of signs and how to use them in representative activities. [1] A sign is something that is visible, refers to something, is able to represent the relationship between the sign and the recipient of the sign that is representative and leads to interpretation. The conditions for something to be called a sign are if something can be captured, pointed to something, replaced, represented, presented and has representative properties, which have a direct relationship with interpretive properties. [1] According to Peirce, a sign is something that serves to represent something else by presenting something it represents. [2] a sign may state that bringing in food where a sign is posted is prohibited, such as at a swimming pool.

The second step is that the object (reference) is the reference used by the sign as a point of view and expresses how the representamen and the signifier relate to each other (Harman, 1986). According to Peirce, objects are divided into three: (1) icons, or signs that have a comparable relationship to the object represented or intended. As an illustration, a picture of a musholla somewhere indicates that there is a musholla there; (2) index, a sign that is connected causally with the idea it represents. For example, a picture of a cigarette with crossed lines, affixed to a gas station. As a result, if you smoke in the gas tank area, it will result in a fire or explosion; (3) symbol, is a sign of the relationship resulting from mutually agreed rules. For example, the image of an arrow to the left is agreed upon as a symbol that a person may only turn left according to traffic rules. Furthermore, interpretants are the thoughts of someone who uses signs to communicate their ideas while giving significance to the item in question. There are three groups of interpreters: (1) rheme, in which the meaning of the sign is interpreted differently. In the rheme, the meaning of the sign is interpreted differently. For example, a person with a red face is perceived as embarrassed, angry, depressed, or may experience facial skin irritation; (2) dicent is a sign that reflects reality. For example, steep roads often cause accidents, so traffic signs are placed there to warn drivers to slow down; (3) an argument is a sign that contains a reason. For example, swimming on the beach when the waves are high is prohibited because it is dangerous for the safety of visitors and can result in fatalities.

Elements in Peirce's theory of triangles (triangle of meaning) reveal the problem of how visual illustration meanings on signs can be used as a communication tool and provide information for users of facilities in public places. Pictures can make it easier for people to understand something at a glance (Malamed, 2009). However, some people are reluctant to learn about the meaning of the symbols/signs that surround them, especially the symbols/signs that are on major roads and small roads. By learning to understand the meaning of symbols/signs on traffic signs it will make it easy and safe for people to drive. Each picture in the Exploring Jakarta textbook for grade 2 elementary school is very detailed and colorful so that it can generate students' interest in learning. In general, this textbook contains information about the culture of Jakarta, starting from food, games, songs, dances and education about recognizing traffic signs, bearing in mind that Jakarta is a large, busy, densely populated city that engages in many outdoor activities, especially on the roads. So that students are expected to be able to understand the meaning of each traffic sign to make it easier for them in the future.

Textbooks have a significant impact on the learning process as a means of communication in character building (Amalia, 2014). The role of textbooks with visual illustrations in conveying written intentions is very important to support the effectiveness of teaching materials. Textbooks are an indispensable component of teaching and are designed for use in the classroom, carefully prepared by experts in their fields, and equipped with appropriate teaching tools (Zulia, et al., 2009).

Based on the pictures in the text of Exploring Jakarta, not all pictures have the same meaning as the signs/symbols according to Pierce. Their semiotic analysis from the same point of view. Therefore, this research was conducted to analyze the image of traffic signs in visual semiotics in the textbook Exploring Jakarta, Class 2 SD which adopted Peirce's theory and was used as the research sample.

METHOD

Research Design

Sampel dari buku teks menggunakan metode penelitian kualitatif dengan analisis teks media visual. Menurut teori Charles Sanders Peirce, objek gambar dalam buku teks didasarkan pada konsep trikotomi, sehingga model triadik terdiri dari representamen, objek, dan interpretan (Setiawan, et al., 2017).

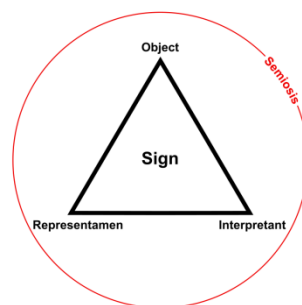


Figure 1 Peirce's model of Trichotomy (Bergman & Bergman, 2016)

Unit of Analysis

The object of research on material illustrated in textbooks has an important role to convey content material to students, containing ideological values. This textbook was written by Gumanti N. Rahayu and Kenneth W. Ament entitled Exploring Jakarta. It was further explained that the book was part of the DKI local content 2018 curriculum which focused on character education for each student. This means that the character education given to students must also be imitated by the teacher through the teacher's pedagogical competence. To achieve learning objectives, pedagogical competence can be implemented in analyzing pictures and signs in books using visual illustrations as research samples. which starts from one's intellect and is assisted by the teacher to encourage students to be more confident. There are 16 lessons and 135 pages in this book which are divided into the first and second semesters.

Data Collection and Data Analysis

Exploring Jakarta which is used as a textbook for formal education is a Class II, elementary school book that was selected and analyzed by the researcher in this paper. Each topic is explained using a combination of visuals and prose with semiotic system sections, namely illustrations and visual books that interest students while studying. The

use of symbols that are significant to the subject matter in the contents of textbooks can be studied using semiotics. The data analysis technique in the exploring Jakarta textbook collects research data from visual semiotics with documentation techniques and evaluates the content analysis of signs and images. This analysis is a qualitative research method with visual media text analysis. According to Charles Sanders Peirce's theory, image objects in textbooks are based on the concept of trichotomy, so that the triadic model consists of representamen, objects, and interpretants (Usman, 2017).

RESULTS AND DISCUSSION

Results

Pedagogic Value in the Meaning of Peirce's Semiotics in English Textbooks

Based on research data collected and analyzed in the English textbook exploring Jakarta for class II Elementary School using semiotic analysis with Charles Sanders Peirce's triadic theory of meaning, three general themes are produced to describe the pedagogical values given by teachers in visual illustrations: mastery of learning theory and educational learning principles, educational learning activities, and introduction to student characteristics. According to Peirce's theory, the three sign elements consist of the signifier (representamen), the object (reference), and the interpreter.

Discussion

Mastering learning theory and educational learning principles

Chapter 1

Activity 1



Sign Traffic Sign : Crosswalk
 Type of Theory Sign Theory

Textual Description/Explanation

Another term for a crosswalk is a "pedestrian crossing," a path for people to use when they cross the street. Some crosswalks are simply painted lines on the road, while others have traffic signals that show you when it's safe to cross. The earliest, 18th century version of a *crosswalk* was a path in a garden that cut across other paths, and by the 1850s it meant "pedestrian crossing."

Chapter 1

Activity 1



Sign Traffic sign : STOP
Type of Theory Sign Theory

Textual Description/Explanation

A **stop sign** is a [traffic sign](#) designed to notify drivers that they must come to a complete stop and make sure the [intersection](#) is safely clear of vehicles and pedestrians before continuing past the sign.^[1] In many countries, the sign is a red octagon with the word *STOP*.

Chapter 1

Activity 1



Sign Traffic Sign : Turn Right Ahead
Type of Theory Sign Theory

Textual Description/Explanation

This sign directs the driver to turn right only, there could be any reason for it but obeying this signal would lead to safety and hassle free drive.

Chapter 1

Activity 2



Sign Traffic Sign : No Parking

Type of Theory Sign Theory

Textual Description/Explanation

A No Parking sign tells drivers that they may not park in the area indicated by the sign. In some states additional pavement markings (usually yellow or white diagonal stripes) are used to inform motorists of parking restrictions.

Chapter 1

Activity 2



Sign Traffic Sign : No Stop

Type of Theory Sign Theory

Textual Description/Explanation

No stopping signs mean no dropping people off or picking them up, and no loading/unloading trucks. You're not supposed to be here unless you're moving.

Chapter 1

Activity 2



Sign Traffic Sign : No Left Turn Sign
 Type of Theory Sign Theory

Textual Description/Explanation

The no left turn sign is a turn prohibition sign that is designed to prevent an accident from occurring by informing drivers that turning left is prohibited. Usually found at intersections, stop signs, yield signs, or other locations where drivers intend to make a left turn.

Chapter 1

Activity 2



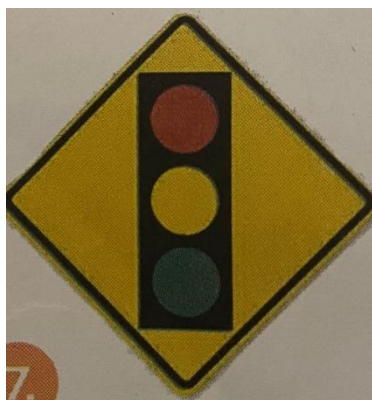
Sign Traffic Sign : Do Not Enter
 Type of Theory Sign Theory

Textual Description/Explanation

The do not enter sign is a regulatory sign. Drivers encountering a do not enter sign must not enter the road, off-ramp, exit ramp, or crossover where the sign is posted. Do not enter signs usually indicate opposing traffic, meaning that the traffic will be coming towards the driver. Drivers must not enter the designated lane of traffic as there is a serious risk of collision.

Chapter 1

Activity 2



Sign Traffic Sign : Traffic Lights/Signals
Type of Theory Sign Theory

Textual Description/Explanation

Traffic lights (or traffic signals) are lights used to control the movement of traffic. They are placed at road intersections and crossings. The different colors of lights tell drivers what to do.

Chapter 1

Activity 2



Sign Traffic Sign : Parking
Type of Theory Sign Theory

Textual Description/Explanation

Parking sign means a sign, within the public right-of-way or adjacent thereto, that directs motorists to parking facilities.

Chapter 1

Activity 2



Sign Traffic Sign : Cycle Track Sign
Type of Theory Sign Theory

Textual Description/Explanation

This sign indicates that the route is to be used by pedal cyclists only where such a route is provided along side a route for other vehicular traffic the cycles must use the cycle route.

Chapter 1

Activity 2



Sign Traffic Sign : U Turn Prohibited
Type of Theory Sign Theory

Textual Description/Explanation

No U-turn signs are posted at intersections to indicate the driver is not legally allowed to make a U-turn (a turn in the road to go the opposite direction).

Chapter 1

Activity 2



Sign Traffic Sign : Stight Ahead Sign
Type of Theory Sign Theory

Textual Description/Explanation

Straight-ahead sign means a specific service information sign that provides additional directional guidance to a location, route, or building located straight ahead on a roadway, and that is located before a junction that is a major decision point.

Chapter 1

Activity 2



Sign Traffic Sign : Bus Stop Sign
Type of Theory Sign Theory

Textual Description/Explanation

BUS STOP SIGN means a sign indicating a place at which public transit buses may stop and allow the ingress and/or egress of passengers.

Chapter 1

Activity 2



Sign Traffic Sign : Bus Stop Sign
 Type of Theory Sign Theory

Textual Description/Explanation

BUS STOP SIGN means a sign indicating a place at which public transit buses may stop and allow the ingress and/or egress of passengers.

CONCLUSION

This time's research on ideological values given by the teacher in visual illustrations in exploring Jakarta is guided by Peirce's triangle theory. The analyzed textbooks depict learning-oriented illustrations to stimulate students understanding through walking by influencing cognitive development. From collecting data in the form of visual illustrations, three themes were produced to describe the ideological values given by the teacher, such as mastery of learning theory and educational learning principles, educational learning activities, and knowing student characteristics. . The special characteristics of semiotic illustrations in books, especially the teacher's character in this case, can influence students' visual perceptions. Semiotic factors in the form of illustrations in textbooks can be analyzed or studied. The aims of the current study were to analyze the sign pictures given by the teachers to the visual illustrations in Exploring Jakarta textbooks for grade 2 SD, and to use the visual illustrations as samples for the study through visual semiotic analysis. To collect data (markers) and visual material in textbooks, qualitative research methods were used. Based on Peirce's semiotic theory as an analysis of material data (signified), the representamen (signifier), object (referent), and interpretant are applied.

Furthermore, data is collected through the method of Peirce's triangle theory where several icons, indices, symbols, and illustrations are used to link perception with visual perception and thus make lessons more understandable and relevant to students. The images listed also receive special attention in their depiction, how the image or illustration or icon and others have characteristics, visible signs, and have special regulations or codes that apply. In these rules, a teacher must be able to help him. So students focus more on meaning in text or picture illustrations and provide a better introduction to context with pictures, colors, shapes, and the like, which gives points of interest to the final result of the collected data.

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