SEMIOTICS ANALYSIS IN READING SIGN OF A FILM

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ABSTRACT

Film discussions cannot be separated from their functions as entertainment and educational media. Subsequently, film is influential for be concentrated as an examination object. Semiotics is one common method for film interpretation. This study centers around how semiotic hypothesis is applied or used to notice and decipher signs in films and its utilization to help individuals like understudies, addresses, and so forth, particularly the people who expect to develop their insight in humanities films, By gathering reference sources pertinent to movies and semiotics from diaries and books as information, the consequences of this writing concentrate on made sense of that movies can be deciphered by applying Barthes" semiotic hypothesis such that components in movies like scenes, plots, exchanges, characters, and so on were seen to show signifiers, meant and sign. The consequences of conversation likewise proposed that the semiotic methodology by and large considers or treats all peculiarities as signs that can address or make an importance through figuring out legends and undertones.

ABSTRAK

Diskusi film tidak lepas dari fungsinya sebagai media hiburan dan edukasi. Selanjutnya, film berpengaruh untuk dikonsentrasikan sebagai objek pemeriksaan. Semiotika adalah salah satu metode umum untuk interpretasi film. Kajian ini berpusat pada bagaimana hipotesis semiotika diterapkan atau digunakan untuk memperhatikan dan menguraikan tanda-tanda dalam film serta pemanfaatannya untuk membantu individu seperti pelajar, alamat, dan lain sebagainya, khususnya masyarakat yang ingin mengembangkan wawasannya dalam film humaniora, dengan mengumpulkan sumber referensi. Berkenaan dengan film dan semiotika dari catatan harian dan buku sebagai informasi, konsekuensi dari tulisan ini berkonsentrasi pada pemaknaan bahwa film dapat diuraikan dengan menerapkan hipotesis semiotika Barthes sehingga komponen-komponen dalam film seperti adegan, alur, pertukaran, karakter, dan sebagainya dipandang menunjukkan penanda, makna, dan tanda. Konsekuensi percakapan juga menunjukkan bahwa metodologi semiotik pada umumnya menganggap atau memperlakukan semua keanehan sebagai tanda-tanda yang dapat mengatasi atau menjadikan penting melalui pemahaman legenda dan nada.

INTRODUCTION

Watching movies (movies) is one of the activities that people frequently engage in on a daily basis. Film is now one of the most sought-after forms of entertainment due to rapid technological advancement (Rudy, 2022). It very well may be appreciated by individuals of any age and social foundations. The general public is always eager to watch new films produced by well-known Hollywood film studios. In addition, a wide range of genres, including action, detective, horror, science fiction, drama, and animation, make films a fascinating and enjoyable form of entertainment for a lot of people. Film can provide audiences with pleasure and contentment as a form of entertainment. Therefore, it should not come as a surprise that people frequently line up for movie tickets in theaters, particularly at the premieres of well-known films like Insidious, Fast and Furious, the sequels to Harry Potter, The X-Men, Fantastic Four, Black Panthers, and The Conjuring. On the other hand, it also plays a crucial role in another aspect of society.

Because they can have an effect on people's lives, movies can change many aspects of society. Human existence is now entwined with a number of social and cultural phenomena or issues. It would appear that no one is ever able to escape the social, political, economic, and cultural influences of society. Films can depict all of these. They present perspectives derived from a variety of human life experiences (Carmona, 2017). Education is one of the fields that has had a significant impact because it can broaden people's perspectives (Adi, 2011). Film and education are inextricably linked. The world of education has also changed as film has grown.

Film is important for different learning and showing exercises in formal or non-formal instructive foundations. This can really help understudies since they can get something to gain from watching motion pictures. In fact, films can be used to learn (Rudy, Hutabarat, & Samosir, 2022). Films have also been used in a wide range of humanities studies as a source of knowledge and information. In addition, films can also be used as a form of media in the field of psychology to investigate an individual's behavior or attitude (Córtes, 2000). Films are frequently used in education, especially for students of media literature and cultural studies because they are close to society and serve many purposes.

It is necessary to link the study of films to theories that are frequently used for analysis or interpretation. There are many methodologies that one can pick. Semiotics is one of the well-known theories that is frequently used to interpret cultural phenomena or literary works. Additionally, it is a significant cultural sciences theory. Semiotics was picked for conversation in light of its particularity in deciphering signs or images. Even though the topic of semiotics in the humanities is not new, Kalelioglu (2017) asserts that semiotics can be used to explain both written and unwritten signs in a wide range of scientific fields. A number of studies have been looked at, including those by Tomaselli (981), Mudjiono (2011), Mudjiyanto & Nur (2013), Kalelioglu (2017), and Wulansari et al. (2020), all of which focus on figures, semiotics' history, and its fundamental understanding. However, Barthes' semiotic theory and its application to film analysis have not received sufficient

attention in these research articles. As a result, this study focuses on demonstrating how semiotic theory contributes to the study of films in order to further discuss film and semiotics. In cultural studies, literature, education, and other fields, a study of films and how they relate to semiotics can be used to advance theory. In addition, it serves as a useful resource for other researchers researching films or semiotics in the future.

METHODOLOGY

A descriptive literature review is the term used to describe this qualitative study. To put it another way, in order to carry out this study, it is necessary to gather as many reference materials as possible, particularly books and journal articles, to explain the topics covered. Because both involve the collection of literary sources and, as stated by Giarruso et al. (1994) and Hasan (2002), aim to collect as much information as possible from various literature to answer the research question, this type of study can also be categorized as library research. To solve the study's problem, therefore, the required data come in the form of texts from various reference sources.

RESULTS AND DISCUSSION

Film as a Research Subject The concise clarification of film that has been referenced in the past area prompts more unambiguous issues with respect to films. This study typically uses the term "film" to refer to works of art with the intention of entertaining and serving as academic study media. Consequently, the conversation doesn't cover the most common way of making movies or things connected with film creation methods, yet rather, the meaning of film in the domain of expressions, amusement media, information, and exploration. The semiotic theory and how it applies to film studies are also explained in the discussion.

The definition of the term "film" must be established before any basic discussion of films can begin. Naturally, the goal of this study is not to present all film definitions. However, in order to compile a definition of film, a collection of definitions has been compiled. According to Imanto (2007), film is a creative human product that combines sound, music, motion, and technology to produce an audio-visual work. According to Cloete Field (2017), the movie can be seen as a form of creative art that is both entertaining and realistic at the same time. In addition, Nascimento argued (2019) that the movies people watch can reflect the idea that fiction made in movies is more than just a story that is shown on a screen; it can also show some of life's realities.

Many issues and peculiarities experienced in regular day to day existence are utilized as subjects for movies of different classifications. As a result, this study provided a straightforward definition of film as a form of audiovisual entertainment that employs appropriate technology to enhance the settings, characters, sounds, movements, and colors to arouse the audience. There are many different kinds of film genres. Bondebjerg Field (2015) says that comedy, horror, melodrama, science fiction, action, musical, and crime are all examples of film genres that are often referred to as classic Hollywood film genres. Other

types of film genres include detective, police, thriller, and gangster. Despite the fact that the film is planned in an imaginary structure, numerous verifiable occasions are utilized as subjects by movie producers, which can draw in people"s consideration regarding look into the set of experiences. They are called verifiable shows. Pearl Harbor, Titanic, The Patriot, and 9/11 are a few well-known American films. Films that tell the story of historical figures like Malcolm X, Oppenheimer, Lincoln, and The King's Speech belong to a different genre called "biographical." It's possible that many people would not be aware of the historical events if it weren't made into a movie.

Films can be studied in a variety of ways depending on the researcher's field of study, which makes them interesting (Isboli, 2017). From a variety of perspectives, researchers have long studied films to learn about their history, narratives, actors, production companies, technology, and other aspects. 2003 (Turner). The film has been seriously considered a work of art and a socio-cultural trend due to the rapid development of its production in Hollywood (Schatz, 2014), particularly for researchers of new generations in the humanities. This method for amusement isn't just fictitious stories made to satisfy the public longings. It actually has the potential to open the door for people to discover something significant. Comparable to the different kinds of film classifications referenced above, individuals are allowed to watch anything that type they like. Anything class they pick can illuminate understudies, scholastics, scholars, eyewitnesses, and analysts about culture and society.

For instance, researchers and observers of popular culture would consider movie preferences to be significant data. Films play a crucial role as indicators of people's interest in something as a product of popular culture. Films are therefore viewed as a wealth of information-rich data source by humanities researchers. Aside from understanding that film is a diversion medium that is remembered for mainstream society, the film may likewise be seen as a scholarly work. A film can be considered a text if it is viewed as a literary product, and language plays a significant role in a text. This point shows that film and language are firmly associated. According to Abrams et al. (2001), film is essentially a medium that uses language to tell a story. In the field of linguistics, words, both written and spoken, are not simple. Words have different implications, understandings, positions, and so on. Films also feature all of these. College understudies from the language division, for example, can break down numerous parts of language in motion pictures, for example, the utilization of allegorical words, language styles, shoptalk, and a lot additional fascinating parts that can be investigated in regards to language in films in light of the researcher"s premium.

Films and documentaries that tell the story of historical events in their societies or the world may pique the interest of historians working in the department of history. In like manner, students of history who favor contrasting circumstances from one time with one more may likewise involve motion pictures as exploration material. Linguistics researchers can also look at the linguistic aspects of movie dialogs. Discoursed in movies can be viewed as a fundamental text for etymologists as study material. According to Nurjanah et al. (2018), cartoon movies, for instance, can influence children's language development. It demonstrates that movies can be used by researchers to identify linguistic issues. Movies can be utilized

as a commendable report even as far as language educating. Films also play a crucial role in the formation of ideology or social views in discourse analysis, which is frequently regarded as one of the most important linguistics studies (Goziyah et al., 2018). As a result, those who intend to study linguistics can benefit greatly from films as a source of information.

For example, people who study psychology can also look at movies to find psychology-related issues or trends in society. Films also cover topics like behavioral patterns, a person's mentality, mental health issues, and depression that are frequently discussed in psychology. For instance, Rudy et al. (2022) stated that the movie Bohemian Rhapsody is an intriguing and significant source of data for examining the psychological issue of self-discovery. Numerous specialists from the area of brain science have utilized films to figure out something for mental exploration. This demonstrates that movies can be useful sources of psychological information.

The preceding explanations confirm that when film is used in the academic field, it is viewed as research material. In this manner, Buckland (1998) has likewise underlined that since film assumes an imperative part in the public eye, it should be analyzed and concentrated on more profoundly. As a result, films can serve a variety of research purposes, such as expanding knowledge, procedures, treatment, as well as passing on messages and values (Isboli, 2017). How movies can be identified or interpreted from a semiotic perspective is a common question among college students and novice researchers. Films, like plays, tell a story about a particular character and can also be seen as acting that reflects or conveys messages (Asri, 2020).

According to Isboli et al. (2017), analyzing films requires interpreting hidden meanings using an approach that will reflect the relationship between the audience and the films because the images shown in movies contain representative meanings that cannot be seen in movies. According to Bonilla (2014), movies can be used as an entry point into various levels of semiotics and are effective at conveying meaning; the meaning and concept of what is shown in movies can be studied (Rudy et al., 2022). According to the research that was carried out by Mudjiono (2011), semiotics serve the purpose of creating meaning. If this research is applied to movies, it will demonstrate that something that is interpreted not only contains information but also forms patterns by studying the signs that are reflected in the movie. According to Vasandyka & Azeharie (2021): "A sign obtained from a film does not necessarily show the meaning as it is because it can show something else than that meaning." The preceding explanation demonstrates that semiotic theory is an appropriate approach for film analysis and interpretation. It is necessary to be familiar with the foundations of semiotics and the semiotic theory proposed by Roland Barthes, one of the world-renowned semiotic figures from France, in order to comprehend how films can signify something.

The Perspective of Barthes on Signs and Meaning Understanding what signs are and how they must be carefully observed or analyzed in order to convey an object's meaning is the most important foundation for semiotics. According to Mudjiyanto & Nur (2013), the semiotic tradition is made up of a set of theories about how signs represent things outside of the signs like ideas, circumstances, feelings, and situations. This study still focuses on the

semiotic theory that was explained by the French literary critic Roland Barthes, despite the fact that there have been several world-renowned semiotics experts, such as Ferdinand de Saussure, Roman Jacobson, and Roland Barthes, who have proposed their own semiotic theories.

In Barthes'' thought, signs plainly saw by human faculties convey belief systems or suggestive implications. His theory, which was influenced by Saussure's teaching, is regarded as a contribution to the science of signs and can be useful for analyzing media, films, culture, literature, and other forms of media. Barthes argued that understanding the "signifier and signified" and "myth and connotation" techniques is necessary to observe a sign and determine its meaning. The two hypotheses give how indications that seem impartial may characterize numerous things.

(a) Signified and Signifier

Roland Barthes also emphasized the significance of the signifier and the signified in his theory, drawing inspiration and knowledge from the foremost authority on semiotics, Ferdinand de Saussure. From Barthes' point of view, Griffin (2012) explains that in relation to sings, a physical object that is observed by people's senses is referred to as a signifier. The signifier is a subset of the sign as a whole. The accompanying table shows the job of signifier and meant in Barthes'' semiotic hypothesis.

"Signified" is the meaning inherent in the sign and both "signifier" and "signified" are strongly related to construct a combined sign (Griffin, 2012). In Barthes'' semiotic theory, a signified can have some signifiers and this means, one may look for several images (objects) to signify something. In other words, there are a number of forms that one can use to refer to a concept (Barthes, 1957/1991). In a semiotic perspective, a film is seen as a collection of signs. Therefore, in film studies, every scene, dialogue, character, setting, etc. can be interpreted by using Barthes'' semiotic theory. The table above can be perceive as the first level of semiotic system. The sign in the table above contains more meaning if it is passed on to the second level semiotic system which will produce another sign called myth.

(b) Myth and Connotation

Barthes'' semiotic hypothesis is a clarification of legend which can likewise allude to the hypothesis of meaning. However, Roland Barthes coined the term "myth" to refer to stories about superstitions, legends, magic, bizarre occurrences, or irrationality. This means that the object can no longer be defined in the same way that a term can be interpreted in its broad sense when it is interpreted using Barthes' myth theory. It will transform into a myth with a level of significance distinct from that of the word as a whole. Myths are used in semiotics as a means of explaining historical facts (Barthes, 1957–1991).

In this part, it is fundamental to grasp meaning and implication. According to Wulansari et al. (2020), denotation is the meaning of a word, object, or event that is typically stated in a dictionary or that is consistent with eye observation. To put it another way, denotation is defined as the meaning of an object or word determined solely by observations made by the

five senses of a human being. Barthes refers to it as the denotative system of the first level semiological system. Connotation, on the other hand, is defined by Wulansari et al. (2020) as "the varied and subjective meaning of an object or event," and it typically refers to the manner in which the meaning is constructed or described." The implicit (hidden) meaning is a common name for this. The semiological system's second level is known as the connotative system. According to Griffin (2012), the ability of a semiotic expert to reveal or rearrange the meanings in the world of myth means that connotative signs can only be understood by those who have studied semiotics because signs within the scope of myth do not require explanation and do not require comment (Griffin, 2012).

According to Barthes (1957/1991) in myth, an object is defined by how it conveys a meaning and every object can be a myth because it can be open, observed and responded by people since there are no rules to limit it. In other words, any object or event can be interpreted, communicated, and used as speech to express certain meaning. More specifically, Barthes argued that within this myth theory, when one interprets an object, he will express it with meta-language to connect it to a term or overall sign that is appropriate for the myth (Barthes, 1957/1991). It provides an understanding that the mythology behind a number of signs found in a community shows the actual natural conditions that exist in the present, which appear problematic and disorderly (Griffin, 2012). The idea above shows that interpreting a sign, which occupies the level of myth in Barthes" semiotics, involves several factors, such as knowledge, background, and experience, that construct one"s perception. Regarding this, Tomaselli (1981) has long argued that the basis of interpretation comes from perception.

CONCLUSION

Film is one of the objects that can serve as research material and be studied because it contains a variety of meanings, concepts, and ideas, among other things. It is also a form of entertainment media. Semiotic theory is one method used to study movies. Beginning from Ferdinand de Saussure"s considerations about „signifiers" and „signifieds" in phonetics, semiotics was subsequently formed into a huge hypothesis for examination as well as translation in the fields of humanities and correspondences. One of the theories utilized in cultural studies is Barthes's Semiotics. According to him, all things that the human senses can clearly see are considered "signifiers," which can be denotatively defined as "signifieds" for the purpose of forming a sign with meaning in accordance with the rules of language in general. The sign with denotative meaning will take the position of a signifier if this order of signifier and signified is elevated to the next level of the semiotic system. In Barthes' semiotics, this signifier will be interpreted connotatively to form an ideological concept known as a myth. As a result, Barthes' semiotic theory can assist film scholars and students in determining the significance of dialogue, scenes, plots, characters, and other film objects.

Declarations

Author Contribution
Rasyid Dirgantara: Conceptualization, Methodology, Data Curation, Original draft preparation.

Conflict of Interest
The Author, Rasyid Dirgantara is listed immediately below certify that he has no affiliations with or involvement in any organization or entity with any financial interest (such as: honoraria:educational Grants: stock ownerships or other equity interest and expert testimony or patent licensing arrangement), or nonfinancial interest (such as personal or profesional relationship, affiliation, knowledge or belief) in the subject matter or material discussed in this manuscript.

Additional Information
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