

A Semiotic Analysis on The Poem October by Louise Glück using Roland Barthes' Theory: Psycholinguistic View

Siti Ithriyah

Faculty of Teacher Training and Education, Universitas Prof. DR. Buya Hamka
siti_ithriyah@uhamka.ac.id

Abstract

Meaning of denotation and connotation is part of the semiotic aspect in analyzing a text or image. Barthes' theory is the development of semiotics in the analysis of image objects. It is this reader who will bring up various perceptions of meaning. This meaning is the meaning of which exists at the first level of the semiotic system. While the meaning connotation is a subjective meaning that arises when we associate it with elements of the emotions and feelings of the readers with the cultural values they have. The meaning of this connotation is the second level of the semiotic system. To get the connotative meaning from the psychological aspect, it can also be used in analyzing a text, in this case poetry. This research uses content analysis and descriptive qualitative with describes about semiotic Barthes' theory and attempts to explore the application of sentence from the poem October by Louise Glück. Researcher will collect the data from sentences on poem and analyzed it. The analyzed with psycholinguistic view so the researcher will explain about the definition of it and the relationship between the semiotic analysis of poetry symbols and the psychology of the author in the poem entitled October.

Keywords

semiotic; roland barthes; louise
glück; denotation; october



I. Introduction

Poetry or poem is an art form in which human language is used for its aesthetic qualities in addition to, or instead of, its notional and semantic content. It consists largely of oral or literary works in which language is used in a manner that is felt by its user and audience to differ from ordinary prose. It may use condensed or compressed form to convey emotion or ideas to the reader's or listener's mind or ear; it may also use devices such as assonance and repetition to achieve musical or incantatory effects. Poems frequently rely for their effect on imagery, word association, and the musical qualities of the language used. The interactive layering of all these effects to generate meaning is what marks poetry. Then, Semiotic is a science which learns the sign, object, and its meaning, in Semiotics, there are the signifier and the signified, the signifier refers to the sign and the signified refers to the something that is signified. In this analysis the writer will focus on the Barthes's Semiotics theory which deals with the sign and its meaning on the picture or image.

Language is one of the most important things in the life of every human being. Each of them is of course inseparable from language, the first time a child gets a language that is heard directly from the father or mother when the child is born into this world. Then as time goes by and as the child grows, they will acquire a language other than the language taught by the mother and father, either in the form of a second, third, foreign language or

so on which is called language acquisition where it depends on the social environment and cognitive level possessed by these children through the learning process in their environment. (Purba, N. et al. (2020).

II. Review of Literature

2.1 Semiotic

According to Farah Hanum Isfandiyary (2017) Roland Barthes stated that Semiology „aims to take in any system of signs whatever their substances and limits like; images, gestures, musical sounds, and objects. “ (Barthes, 1968). These are as a system of significance. Roland Barthes said that semiology is the part of linguistics; to be precise; it is the part covering the great signifying unities of discourse (Barthes, 1968). Semiology is also used to analyze the image on media. Media is the important subject used in academic and empirical studies. In order to understand how the signs, work within the meanings behind the images, it needs to analyze the images semiologically (Bouzida, 2014). In line with this, Barthes uses the denotative and connotative „levels of meanings“ to analyze the signs in visual object. Barthes distinguished the analyzing of the signs into two, the verbal and non-verbal signs. The verbal sign is like the texts of the poster, such as the title, the names of the actors, the date of movie releasing and many more. The non-verbal sign are the images of the poster which support the verbal signs in order to make the poster is interesting as the package of advertisement. These are the levels of signification according to Barthes:

1) Denotation

Denotation is what all people see without relates it to their society, culture or ideology (Bouzida, 2014). In other words, denotation is the basic meaning of visual signs. This is the first level of signification. Roland Barthes states that „the denoted message bears the analogical properties and it is primary to the connotation in the process of signification (Bouzida, 2014). In simple words, denotative shows the immediate meaning or the basic meaning of the image.

2) Connotation

Connotation is used by Roland Barthes to describe the sign. It describes the interaction that occurs when the sign meets the feelings or emotion of their users and the values of their culture (Fisk, 1992). Roland Barthes stated that „connotation being itself as a system that comprises signifier, signified and as the process which unites the former to the latter (Barthes, 1968). Connotation is placed on the second level of semiotics system. The connotation meaning can be influenced by the factors of cultural and myths. In the semiotic analysis, Barthes uses Myth which concerns on the cultural values, beliefs and ideological critics. The myth can be found in some products of mass culture like the advertisement, photograph, television and many more. Because it is uneasy to analyse the myth, so the analysis of myth must be correlated with the connotation as the meaning former on the second level of semiotics system.

Research results in scientific journals or the previous patent was published by Kurniawati the journal with title Analisis Semiotik Makna Musubi dalam Film Animasi Kimi No Na Wa. The journal stated the signs found are divided into 7 (seven) general categories, namely speech (words), images (images), images and sounds, speech and motion/body language, images and motion/body language, images and objects, and speech and objects. Result of the study is the signs found were divided into 7 (seven) general categories, namely speech (words), images (images), images and sounds, speech and

motion/body language, pictures and gestures/body language, pictures and objects. , and speech and objects. The number of findings obtained is 50 data which is divided into 24 (twenty-four) utterances, 4 (four) pictures, 2 (two) images and sounds, 3 (three) utterances and gestures/body language, 5 (five) pictures and gestures/body language, 7 (seven) pictures and objects, then 5 (five) words and objects.

The second journal by Cahyanti, the title is kritik sosial melalui penggambaran feminis laki-laki dalam keluarga pada iklan youtube. The research is talk about social criticism, The supporting theory used is Nurture's theory which is defined as a theory which states that differences in masculine and feminine traits are not determined by biological differences, but by social construction and the influence of cultural factors. This research is also accompanied by several concepts, such as feminism, male feminism, social criticism, and inequality of men and women in patriarchal culture. The results of the analysis show that there are criticisms conveyed through the depiction of male feminists. The connection with the journal in this research is the existence of a psycholinguistic element, namely feminism. But the researcher just analyses on psycholinguistic view.

According details from Sobcza (2020) in what is Roland Barthes Theory? the science of the way signs behaves within society. In particular, Barthes examines the arbitrariness of signs within communication systems, such as texts. Barthes' Semiotic Theory broke down the process of reading signs and focused on their interpretation by different cultures or societies. According to Barthes, signs had both a signifier, being the physical form of the sign as we perceive it through our senses and the signified, or meaning that is interpreted. Roland Gerard Barthes was an influential French philosopher and literary critic, who explored social theory, anthropology and semiotics, the science of symbols, and studied their impact on society. His work left an impression on the intellectual movements of Structuralism and Post-Structuralism.

Poetry or poem is an art form in which human language is used for its aesthetic qualities in addition to, or instead of, its notional and semantic content. It consists largely of oral or literary works in which language is used in a manner that is felt by its user and audience to differ from ordinary prose. It may use condensed or compressed form to convey emotion or ideas to the reader's or listener's mind or ear; it may also use devices such as assonance and repetition to achieve musical or incantatory effects. Poems frequently rely for their effect on imagery, word association, and the musical qualities of the language used. The interactive layering of all these effects to generate meaning is what marks poetry.

2.2 Psycholinguistic

Psycholinguistics is language, mental symptoms, and the relationship between them. Language proceeds in the human spirit that is reflected in the soul of symptoms. Language viewed from the psychological aspect, namely the language processes that occur in the brain (mind), both the speaker and the listener's brain. In line with this opinion Chaer (2015) argued that psycholinguistics trying to decipher the psychological processes that take place when someone says the words he had heard at the time of communication and how humans acquired language skills. In detail Chaer (2015) argues that the psycholinguistics tried to explain the nature of the structure of language, and how that structure is obtained, used at the time recalled, and the time to understand the sentences in the substitutions. In essence, process of communication activities to produce and understand utterances. Here are some definitions of psycholinguistics experts as understanding the material.

Psycholinguistics is directly related to understanding the process of encryption and password as the message conveyed by communication. Psycholinguistics is a combined approach through psychology and linguistics for the study of language knowledge, language use, language change, and the thing associated with it, which is not easily achieved or approached through one of the two sciences separately or individually. As a conclusion of Psycholinguistics is Psychology or language whose study mental aspects language and speech in conversation.

Semiotics allows for the identification of emerging trends, and to build empathy of different segments of the community. While a non-authorised graffiti tag may be viewed as a disgraceful and inexcusable abuse of public property, another may view it as a welcome representation of non-conformity and rebellion. While a well organised and clean city may indicate safety for some, it may indicate boring, risk adverse and unnaturally controlled to others. Language, cultural background, socio-economics and other factors influence how people read the signs that surround us.

Narrowing the themes to the key differentiators allows for a clear impression of the category or culture to be built. Reporting of the semiotic analysis may be via visual and text summarising of each key theme.

According to Isfandiary (2017) in Roland Barthes stated that Semiology aims to take in any system of signs whatever their substances and limits like; images, gestures, musical sounds, and objects. These are as a system of significance. Roland Barthes said that semiology is the part of linguistics; to be precise; it is the part covering the great signifying unities of discourse. Semiology is also used to analyze the image on media. Media is the important subject used in academic and empirical studies. In order to understand how the signs, work within the meanings behind the images, it needs to analyze the images semiologically. In line with this, Barthes uses the denotative and connotative levels of meanings to analyze the signs in visual object. Barthes distinguished the analyzing of the signs into two, the verbal and non-verbal signs. The verbal sign is like the texts of the poster, such as the title, the names of the actors, the date of movie releasing and many more. The non-verbal sign are the images of the poster which support the verbal signs in order to make the poster is interesting as the package of advertisement.

Signs are taken to operate on a continuum, from 'iconic' with one strong meaning to users, through 'motivated', to the truly 'arbitrary'. They vary along this continuum as to how tightly defined they are. Most signs have strong enough connotations and associations to be at least partly 'motivated'. When they are used, they refer back to previous conventional uses. For Barthes, most signs are mediated by language. Barthes usually reads non-linguistic signs (such as fashion) through linguistic signs (such as fashion journalism). He views non-linguistic signs as carrying linguistic meanings.

Indeed, in Barthes's later work, even actions become mediated by language. Every act is at once an act (signified) and a sign of itself (signifier). It becomes hard to unpack the act from its meaning. For instance, in psychoanalysis, it's argued that a person might kill or steal to confirm in the eyes of others her or his own sense of being a guilty person. The guilty act is a means to provide a sign of itself.

III. Research Method

3.1 The Qualitative Research

The step that will be carried is the qualitative research. Fitrah and Lutfiyah cited in Mulyani, Sri, (2020), claimed qualitative research was a research method that used descriptive data in the form of written or oral words from people who were investigated.

Kuswoyo and Susardi excerpted in Handayani, E. Tri, et al, (2020), asserted qualitative research was research applying verbal interpretation of the data as its attribute. From the definitions can be taken that qualitative research is a research method utilizing verbal description of its data comprising written-or-oral words. The researcher does this step by collected the data from poetry or poem by Louise Glück and the result of this step will be analyzed qualitatively by classifying them with the indicators specified on the blueprint of the data. The aim of taking this step is to find out the language disorder by using Barthes' Theory.

The data are analyzed by classifying and analyzing the data into kinds of semiotics by Barthes' theory from poetry October by Louise Glück. The research will be found and analyzed about sentences in poem, types of semiotics symbol with Roland Bathes' theory and how the relationship between the findings of Barthes' semiotic analysis and psycholinguistics on October by Louise Glück.

IV. Result and Discussion

4.1 Description of Research Area

Semiotics is the theory and study of signs and symbols, especially as elements of language or other systems of communication. Common examples of semiotics include traffic signs, emojis, and emoticons used in electronic communication, and logos and brands used by international corporations to sell us things "brand loyalty," they call it.

Signs are all around us. Consider a set of paired faucets in a bathroom or kitchen. The left side is almost certainly the hot water tap, the right is the cold. Many years ago, all taps had letters designating the temperature of the water in English, H for hot and C for cold; in Spanish, C for hot (caliente) and F for cold (frio). Modern taps often have no letter designations or are included in one tap, but even with a single tap, the semiotic content of faucets still tells us to tilt or turn left for hot water and right for cold. The information about how to avoid being burned is a sign.

Roland Barthes is one of the most recognised names in the field of Semiotics. His Semiotic Theory has been the inspiration behind many aspiring students and teachers alike. His rise to fame coincided with the release of his 1957 book *Mythologies*, which was a collection of essays he had authored. The public was so fascinated by his ideas that his opinion was often sort in the public arena.

Signs range from speech, body language and symbols to paintings, music and Morse code. Barthes' Semiotic Theory broke down the process of reading signs and focused on their interpretation by different cultures or societies. According to Barthes, signs had both a signifier, being the physical form of the sign as we perceive it through our senses and the signified, or meaning that is interpreted.

Barthes also believed that every ideological sign is either a Denotative sign system or a Connotative sign system. A Denotative sign, which is a strictly descriptive system, is the result of the signifier image and the signified concept combining. A Connotative sign is one that has lost its historical meaning. This could be due to a number of things including: changes in culture or terminology, an event, or even just evolution.

4.2 Findings

Research findings can be referred to as key outcomes of the study. It is an important fact which the researcher discovers during research or survey. The main purpose of research paper findings is to provide the reader with ease in developing a detailed

understanding of the research. Another objective of writing the findings section is to represent the research results logically.

Findings are basically the key outcome of the investigation. It is basically a key fact which you can discover during an investigation. Research findings are facts and phrases, observations, and experimental data resulting from research. It's important to note here that "finding" does not always mean "factual information" because conductive research relies on results and implications rather than measurable facts.

There is the poem October by Louise Glück:

October

Is it winter again, is it cold again,
didn't Frank just slip on the ice,
didn't he heal, weren't the spring seeds planted
didn't the night end,
didn't the melting ice
flood the narrow gutters
wasn't my body
rescued, wasn't it safe
didn't the scar form, invisible
above the injury
terror and cold,
didn't they just end, wasn't the back garden
harrowed and planted-
I remember how the earth felt, red and dense,
in stiff rows, weren't the seeds planted,
didn't vines climb the south wall
I can't hear your voice
for the wind's cries, whistling over the bare ground
I no longer care
what sound it makes
when was I silenced, when did it first seem
pointless to describe that sound
what it sounds like can't change what it is didn't
the night end, wasn't the earth
safe when it was planted
didn't we plant the seeds,
weren't we necessary to the earth,
the vines, were they harvested?

Louise Glück

(www.PoemHunter.com - *The World's Poetry Archive* 55)

The analysis about the poem above that describes the change in the natural world during October. It is the time of autumn when the earth takes a new shape. It wears the robe of new leaves and transforms into her former self again. The poet highlights the natural change at the beginning of autumn. Her voice seems confused at the sight. She cannot decide either it is the change or she is in a dream. She questions herself repeatedly and answers her musings. This chain of cause and effect somehow gives the poem a new look. Though she is talking about a conventional theme, her thoughts in October are unique.

October by Louise Glück is a poem about the autumn season. It is the season that brings a change in nature. In the poem, the poet thinks it to be the winter again. To verify the seasonal change she looks around her and starts to question herself. While describing the natural change, she also talks about the painful episodes of her past. In autumn, nature rejuvenates herself from the cold grips of winter. Like nature, she also feels the change in herself. The vines in the back garden especially catch the poet's attention. The vine has climbed the "south wall" without anyone's help. The poet implicitly compares herself with the vine. It seems that she has also grown strong like the vine without anyone's help.

Structure of October by Louise Glück is a free verse poem written in the format of question and answer. Actually, there are more questions than answers. However, each question in the poem presents an implied answer of yes or no. There are a total of 28 lines in the poem. The poet divides those lines into 13 short stanzas. Some stanzas have three lines and some have two lines in it. There are only two stanzas in the poem that have only one line in it. Those stanzas mark a shift of subject matter and emphasize a single but important idea in the poem.

There is not any specific rhyme scheme in the poem. The poet contains an internal rhyming pattern that keeps the flow of the poem steady. However, the poet asks several questions in the poem. It seems there is someone who is there with the poet. It can be the poet herself or the readers whom the poet directly welcomes into her poem. For this reason, the poem becomes an example of a dramatic monologue. There's an interesting thing to mention here. The poem doesn't contain a full stop. It reflects the continuation of the thoughts in the poet's mind. This form of writing is called the "stream-of-consciousness" technique.

Literary Devices on 'October' by Louise Glück presents some important literary devices that make the poet's voice more appealing to the readers. The main literary device used in the poem is an interrogation or rhetorical question. The poem presents the poet's idea through several questions. Likewise, to connect the lines internally the poet uses an important poetic device called enjambment in the poem. It helps the poet to maintain the flow of the poem. In the first line, the poet presents an antithesis. There is a metonymy in the phrase "spring seeds". The repetition of the "s" sound in the phrase makes it an example of alliteration.

The poet uses a metaphor in the lines, "didn't the scar form, invisible/ above the injury". Here, the "injury" refers to some kind of mental affliction of the poet. The poet uses a metonymy again in the line, "I remember how the earth felt, red and dense". Here the poet also uses personification by investing the earth with the ability of feeling. The poet uses onomatopoeia in the line, "for the wind's cries, whistling over the bare ground". There is an irony in the line where the poet talks about the "sounds" made by the air. However, "the vines" in the poem is actually a metaphor of poetic thoughts and the poet herself.

Analysis of October line 1-10

Is it winter again, is it cold again,
didn't Frank just slip on the ice,
didn't he heal, weren't the spring seeds planted
didn't the night end,
didn't the melting ice
flood the narrow gutters
wasn't my body
rescued, wasn't it safe

didn't the scar form, invisible
above the injury

'October' by Louise Glück presents the natural change at the beginning of autumn. The poetic persona seems to be perplexed by seeing the change. She thinks it to be the winter. The reference for winter is metaphorical here. She compares winter to suffering. The poetic persona appears to be going through mental suffering. That's why she can't believe everything is starting to be normal again.

The winter of life has hardened the poet's thought. She wants to come out of the cold grips of suffering. There is an urge for a new beginning in her voice. Somehow the past is blocking her sights. The reference to the "scar" and "injury" is the incidents of the past that pains the poet deeply. She has been bearing this pain in her heart for a long time. That's why the natural change around her seems an illusion of reality.

Analysis of October line 11-16

terror and cold,
didn't they just end, wasn't the back garden
harrowed and planted-
I remember how the earth felt, red and dense,
in stiff rows, weren't the seeds planted,
didn't vines climb the south wall

In the next section of the poem, the poet feels that the change has appeared. Still, she can't believe her eyes. That's why she goes on to ask questions to herself. The poet can see that her back garden is planted with sprouts. She has planted the seeds before. Now, the seeds have germinated in the autumn. She can see the vines climbing in the south wall of her garden.

In this section, the poet talks about the power of life. The long winters can hinder growth but it can't destroy life-force. It remains intact. When the winter fades away, there always comes autumn in life. It melts the past and helps a person to start again. In this way, the poet rejuvenated by the essence of autumn moves on with her life.

Analysis of October line 17-28

I can't hear your voice
for the wind's cries, whistling over the bare ground
I no longer care
what sound it makes
when was I silenced, when did it first seem
pointless to describe that sound
what it sounds like can't change what it is didn't
the night end, wasn't the earth
safe when it was planted
didn't we plant the seeds,
weren't we necessary to the earth,
the vines, were they harvested?

In the last section, Louise Glück refers to her lack of interest in the seasonal change. Life has taught her a lot. She is now experienced with the changing nature of life. Each change has come to her life and hardened the poet's mind. Now, the wind doesn't murmur the sweet songs of romanticism in her ears. Her attitudes towards this change has become

passive. There was a time when she was excited about such things. In the present moment, she can sense the change but it doesn't bring excitement to her heart.

In the last few lines, the poet goes through an existential crisis. She thinks about her role and importance in this world. The vines remind her of the natural growth. Change is an essential element of natural growth. Like the vines grow on their own, some changes originated in the poet's mind organically. She doesn't know if she is responsible for this change or not. However, at the end of the poem, she accepts the change inside her mind positively and moves on.

Researchers try to described to solved the problem of the following questions:

1. Is there any sentence with semiotic symbol on poem entitled October by Louise Glück?

As explained by the researcher in the previous chapter that according to Barthes, signification can be understood as a process in the form of action, which binds the signifier and the signified, and which produces a sign. In the process, the two parts of the sign are interdependent in the sense that the signified is expressed through the signifier, and the signifier is expressed by the signified. For example, the word "cat". When we integrate the "cat" marker with the "four-legged meowing" marker, then the sign language "cat" emerges. This process is referred to as marking or marking system.

So in this case, namely in the analysis of the poem, it can be seen that there are symbols in it such as first: the month of "October" which refers to entering autumn which can be seen from the transformation of beautiful leaves from green to yellow, as if humans are invited to always improve themselves to become better. Second: "seed", usually it is a small embryonic plant enclosed in a covering called the seed coat, usually with some stored food. Louise gluck wanted to convey through the seed symbol that when seeds are planted in bare ground it is not winter to get the best harvest. this symbol is like saying that what we plant is what we get if the seeds are good then the results will be good. This seed symbol symbolizes that life must be lived well from an early age.

And the last symbol is "sound". Literally, sound is noise, something you can hear if you are in the right place and loud enough. It is symbolizing that the sound is a symbolic form that represents the change of seasons or the beginning of a new season, namely autumn, besides that it is also a sign that the sound is the result of the seeds planted in poetry.

Louise Glück make the symbols in her poetry into words that make the meaning of the poem not the true meaning. Words that contain these symbols affect the meaning of sentences in poetry.

2. What the types of semiotic symbol Roland Barthes' theory on October by Louise Glück?

On chapter II researcher have explained how Barthes views in terms of semiology and what are the important points that have become the reference for so many previous studies. Based on this, it can be seen that the semiotic symbol by Roland Barthes contained in the poem entitled October is the symbol itself is the dot next to the icon and the index. Semiotic analysis begins by collecting signs from:

1. Categories (eg brand logos, advertisements and other communications from fast food, insurance, beverages, banking, etc.);
2. Culture (eg multiple photos, digital, print and other media from different geographic areas and/or cities) can provide rich data to identify patterns; and/or
3. Art, literature, film and others.

So, the poem or poetry included in point number three, namely literature that can be analyzed in sign. Semiotic symbol or connotation in Barthes Theory. Connotation is used by Roland Barthes to describe the sign. It describes the interaction that occurs when the

sign meets the feelings or emotion of their users and the values of their culture. Roland Barthes stated that „connotation being itself as a system that comprises signifier, signified and as the process which unites the former to the latter. Connotation is placed on the second level of semiotics system. The connotation meaning can be influenced by the factors of cultural and myths. In the semiotic analysis, Barthes uses Myth which concerns on the cultural values, beliefs and ideological critics. The myth can be found in some products of mass culture like the advertisement, photograph, television and many more. Because it is uneasy to analyze the myth, so the analysis of myth must be correlated with the connotation as the meaning former on the second level of semiotics system.

The result:

No.	Non-Verbal Signs	Connotation
1.	October	Which refers to entering autumn which can be seen from the transformation of beautiful leaves from green to yellow.
2.	Seed	A small embryonic plant enclosed in a covering called the seed coat, usually with some stored food
3.	Sound	noise, something you can hear if you are in the right place and loud enough. It is symbolizing that the sound is a symbolic form that represents the change of seasons or the beginning of a new season, namely autumn, besides that it is also a sign that the sound is the result of the seeds planted in poetry.

3. How is the relationship between the findings of Barthes' semiotic analysis and psycholinguistics on October by Louise Glück?

Based on from chapter II, psycholinguistics trying to decipher the psychological processes that take place when someone says the words he had heard at the time of communication and how humans acquired language skills. The relationship between the findings of Barthes' semiotic analysis and psycholinguistics in October by Louise Glück is that it can be said that entering autumn usually people will talk about abundant harvests or good results, but in this October poem it is said that there are still doubts about the harvest because the main character said he could not hear a sound and there was an upheaval in the seeds that had been planted whether the yield was good or not. It is very clear that in the poem the theme is nature and the meaning is a wait and hope from an abundant and good quality harvest. Louise Glück is also known as a mythical poet who talks a lot about life and death. She changes individual things to be more universal.

V. Conclusion

The result of this research is the answer from some questions. About the symbols, it can be seen that there are symbols in it such as first: the month of “October” which refers to entering autumn which can be seen from the transformation of beautiful leaves from green to yellow, as if humans are invited to always improve themselves to become better. Second: “seed”, usually it is a small embryonic plant enclosed in a covering called the seed coat, usually with some stored food. Louise gluck wanted to convey through the seed symbol that when seeds are planted in bare ground it is not winter to get the best harvest. this symbol is like saying that what we plant is what we get if the seeds are good then the results will be good. This seed symbol symbolizes that life must be lived well from an early age. And the last symbol is “sound”. Literally, sound is noise, something you can hear if you are in the right place and loud enough. It is symbolizing that the sound is a

symbolic form that represents the change of seasons or the beginning of a new season, namely autumn, besides that it is also a sign that the sound is the result of the seeds planted in poetry. Louise Glück make the symbols in her poetry into words that make the meaning of the poem not the true meaning. Words that contain these symbols affect the meaning of sentences in poetry. The result of question number two is explanation of symbols represented by connotation meaning based on Barthes theory. There are October, seed and sound.

And the last result is the relationship between the findings of Barthes' semiotic analysis and psycholinguistics in October by Louise Gluck is that it can be said that entering autumn usually people will talk about abundant harvests or good results, but in this October poem it is said that there are still doubts about the harvest because the main character said he could not hear a sound and there was an upheaval in the seeds that had been planted whether the yield was good or not. It is very clear that in the poem the theme is nature and the meaning is a wait and hope from an abundant and good quality harvest. Louise Glück is also known as a mythical poet who talks a lot about life and death. She changes individual things to be more universal.

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