

## CHAPTER FOUR

### CONCLUSION

After analyzing the two data in the previous chapter, I come to the conclusion that LPMAK's main concern for education is basically to the elementary education in Papua. As I have discussed in the background of the study, there are many uneducated people live in Papua, especially in the Amungme and Kamoro regions. Only few of them care about getting education because there is a lack of teachers and there are parents who do not send their children to school because they need the children to help them work. Thus I can say that through the two posters, LPMAK is trying to call Papuans children to get education, especially the elementary education. That is why there are two concepts, education and calling, portrayed in both posters.

The concept of education in the two posters is found in both verbal and visual signifiers. Concerning the verbal signifiers, in both posters there are words that show the attributes of education. In the first poster, there are the words *GURU* and *SEKOLAH*; while the second poster has the word *PENDIDIKAN*. As for the visual signifiers, the two posters have the image of elementary school students, wearing elementary school attributes such as the uniform and hat.

The concept of calling is also found in both posters. In the first poster, there are verbal signifiers, the words *MEMANGGILMU* and *AYO*. While in the second poster there is no specific word that shows a call. Turning to the visual signifiers, the concept of calling in the first poster is shown by the body language and facial expression of the two girls in the poster. Similar to the first poster, the concept of calling in the second poster is also signified by the facial expression and body language of the boy portrayed in the poster.

After doing the analysis, I think the concept of calling is clearer in the first poster than in the second poster. In the first poster, the tagline *AYO SEKOLAH* speaks clearly about request to go to school. Thus, I am of the opinion that the first poster focuses more on calling than the second poster. However, concerning the concept of education, I think the second poster portrays the concept clearer because all the signifiers, such as the tagline, the model and the background are all related to education and school.

Comparing the first and the second poster, I can say that in both posters, the verbal and visual signifiers work together to communicate the concept of education and calling. What I find interesting is that even though the verbal and visual signifiers of the two posters are different, they can convey the same concepts. I believe this is so because the posters represent the mission of LPMK, which is to call Papuan children to go to school and get educated.

Through the posters, I can find that education in Papua is represented as lacking in several aspects. First, education in Papua is lacking in teachers. This is specifically shown by the tagline of the first poster. Secondly, education in Papua is lacking in students. The condition is shown through the message of the two

posters which is calling Papuan children to go to school. Third, there is also a lack of facilities for the schools in Papua. In the first poster, this is shown through the portrayal of one of the girls who goes to school wearing slippers. In the second poster, this condition is shown by the portrayal of the school building as the background of the poster.

In my opinion, the two posters also represent the condition that there is a lack of awareness of the Papuans about getting basic education. By having models wearing elementary school attributes such as uniforms and school cap, the posters show concerns for elementary education. Actually, the Indonesian government has set the role that elementary education is compulsory for school-age children. Therefore, by portraying Papuan elementary school students in the posters, it seems that the posters want to represent that education is not considered as a primary need for the Papuans.

As “education is often equated with being civilized” (micsem), then the portrayal of Papuans lacking in education makes me aware that somehow the portrayal shows a general idea of the uncivilized nature of black people. Some research of Education Recourses Information Center about the issues in the Educational Progress of black People tells that the progress of education for the black community is slow. Thus the blacks are continued to be incorrectly stereotyped as intellectually inferior (Alexander 1). I think LPMAC is using the stereotype in portraying the condition of education in Papua.

As a result, I think these two posters make use of the black people stereotype, especially concerning education to gain sympathy. As LPMAC is a foundation that provides education for the Papuans, they need some funds to do so.

By having such stereotype, people will think that just as the Blacks in general, the Papuans are lacking in resources so that it needs people's care and attention so that they can have a better life.

For further research, I think this study can be a basis to give some ideas about how education in Papua is represented. Those interested in doing the same research can try to acquire more information about LPMK. By having more information, the research can be made deeper and more critical. For those who want to make this research more global, they can try to find other sources in which Papuans are portrayed. From the sources, a bigger picture of how Papuans are portrayed in the media can be found out.

After doing a semiotic analysis, I become more aware that a poster can speak more than just what the verbal text or visual shows. I also understand more that when doing a semiotic analysis, one needs to be open for information even from the disciplines outside linguistics. In my analysis, knowledge about the condition in Papua is significant to help me find out about how education in Papua is represented in the poster. Other researcher doing semiotic analysis also will need some other theories which can be about psychology, advertising, economy, and other fields of knowledge to make their analysis thorough.

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