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ABSTRACT

Since 1918, infographics have been used to communicate health and safety measures. They contain text, images and other signs that provide information to people reminding them to wear face masks, sanitize their hands and observe social distancing. While many studies were undertaken to analyze the content and context of various infographics as perceived by young people, this study specifically discussed the meaning of COVID-19 infographics as perceived by Senior High students and analyzed their perceptions vis-à-vis Roland Barthes' theory on myth and connotation.

Using the mixed method, the quantitative research design was employed to tabulate the participants' profile, as well as the frequency, ratio and rank of their responses. On the other hand, the qualitative methods, specifically thematic and semiotic analysis were utilized to explain their perceptions and interpretations, the corresponding semiotic levels and the factors that prompted them to make inferences. Results show that participants construct denotative and connotative meanings through their literal understanding of the infographics' verbal and non-verbal signs and the associated meanings of the signs with the participants' past experiences, present circumstances, and other biases.

Keywords: Semiotic analysis, perception and interpretation, COVID-19 infographics, denotative and connotative meaning