CHILDREN'S UNDERSTANDING OF ENGLISH VOCABULARY THROUGH VISUAL SEMIOTICS IN THE MUSIC VIDEO OPPOSITES WORD POWER BY PINKFONG YOUTUBE CHANNEL

Maria Ulfa[1], Nuraini Rahma Putri[2]
[1,2]Universitas Al-Azhar Indonesia
Mu280903@gmail.com[1], nurainirahmapuri2907@gmail.com[2]

ABSTRACT

The lack of English language skills and understanding in Indonesian primary school children is caused by many factors such as, limited teachers, unfamiliarity, unsupportive environment, and various other things. This is a challenge for individuals to learn English and teachers as teachers. In addition to the seriousness of children in learning English, the accuracy of the teacher in choosing the learning methods given to children must also be appropriate. In the current era of digitalization, learning methods through YouTube videos can have an impact on children's knowledge and understanding of English if implemented properly. In this case, learning English can be obtained by listening to videos that apply visual semiotics in it. The application of visual semiotics can be applied in teaching English to children from a video. The form of application can be like in the music video [Opposites Word Power | PINKFONG Songs for Children]. In this music video, explaining the opposite meanings of eight English vocabularies visualized in the form of icons and symbols. This research is descriptive research using a qualitative approach. The data collection conducted by the researchers used random sampling technique with ten public elementary school children aged 8, 9, and 10 years old as respondents. The data collection activities are carried out by asking questions related to knowledge and understanding of vocabulary in the music video to each children after the researchers show the YouTube music video [Opposites Word Power | PINKFONG Songs for Children]. The result of this study is to explain the extent of understanding of English vocabulary by children through visual semiotics displayed in the video. The results show that the icons and symbols displayed in the video mostly help the children understand the meaning of the English vocabulary displayed. This research also proves that visual semiotics is a sign whose meaning is universal so that it can be used as a learning method used by educators in teaching English in public elementary schools in Indonesia.
Keywords*: Semiotics, Audio Visual Learning, Children*

ABSTRAK

Kurangnya kemampuan dan pemahaman Bahasa Inggris pada anak sekolah dasar negeri di Indonesia disebabkan oleh beberapa factor seperti, keterbatasan pengajar, ketidakterbiasaan, lingkungan yang kurang mendukung, dan beragam hal lainnya. Hal ini menjadi sebuah tantangan tersendiri bagi individu dalam belajar Bahasa Inggris dan para guru sebagai pengajar. Selain keseriusan anak dalam belajar Bahasa Inggris, ketepatan pengajar dalam memilih metode belajar yang akan diberikan pada anak juga harus tepat. Di era digitalisasi saat ini metode pembelajaran melalui video YouTube dapat bermanfaat bagi pengetahuan dan pemahaman Bahasa Inggris pada anak jika diterapkan dengan baik. Dalam hal ini belajar Bahasa Inggris bisa diperoleh dengan menyimak video yang menerapkan semiotika visual di dalamnya. Penerapan semiotika visual dapat diterapkan dalam pengajaran Bahasa Inggris kepada anak melalui video. Bentuk penerapannya seperti pada video musik [Opposites Word Power | Lagu PINKFONG untuk Anak-Anak]. Dalam video musik ini dijelaskan mengenai antonim dari delapan kosa kata Bahasa Inggris yang divisualisasikan dalam bentuk ikon dan simbol. Penelitian ini merupakan penelitian deskriptif dengan menggunakan pendekatan kualitatif. Pengumpulan data yang dilakukan peneliti menggunakan teknik random sampling dengan jumlah responden 10 anak sekolah dasar negeri berusia 8, 9, dan 10 tahun. Kegiatan pengumpulan data dilakukan dengan memberikan pertanyaan terkait pengetahuan serta pemahaman kosa kata yang ada didalam video musik tersebut kepada masing-masing anak setelah peneliti memperlihatkan video musik YouTube [Opposites Word Power | PINKFONG Songs for Children]. Adapun hasil dari penelitian ini yaitu menjelaskan sejauh mana pemahaman kosakata Bahasa Inggris oleh anak-anak melalui semiotika visual yang ditampilkan di video. Hasil penelitian ini menunjukkan bahwa ikon dan simbol yang ditampilkan dalam video sebagian besar membantu anak-anak tersebut memahami makna dari kosa kata bahasa Inggris yang ditampilkan. Penelitian ini sekaligus membuktikan bahwa semiotika visual merupakan tanda yang maknanya universal sehingga dapat dijadikan sebagai metode belajar yang digunakan pendidik dalam mengajar Bahasa Inggris di sekolah dasar negeri di Indonesia.
Kata kunci: Semiotik, Pembelajaran Audio Visual, Anak-Anak

BACKGROUND OF THE STUDY

One of the most popular entertainment media in today's digitalization era is YouTube. This audio-visual media provides easy access, so all ages can enjoy it. We often find children watching music videos as entertainment and learning media that they use in their daily lives. Using YouTube as a teaching and

learning media is not new in the interaction of teaching and learning activities in schools. Research by Brillianing and Hapsari (2020) shows that teachers in the classroom can utilize YouTube videos as learning media to make learning more interesting. With the variety of video content on YouTube, this learning media can also be utilized not only in the classroom, but student guardians can also apply this at home. One example of a YouTube video that can be used as a learning medium for children is the music video [Opposites | Word Power | Pinkfong Songs for Children] which we used as a subject in this study. This research discusses the effectiveness of the YouTube music video [Opposites | Word Power | Pinkfong Songs for Children] in terms of visual semiotics in the video for elementary school children.

In this study, researchers used semiotic theory from Charles Sanders Peirce approach as a tool to analyze the understanding of English vocabulary by children through visual semiotics in the Opposites | Word Power | Pinkfong Songs for Children music video. To find out the children's understanding of the YouTube video about the opposite of the English word, the researchers analyzed what aspects of the sign helped the speakers understand the English vocabulary displayed in the video. These signs aspects include song lyrics, writing, images, and sounds presented in the Opposites | Word Power | Pinkfong Songs for Children music video.

According to Peirce (1839-1914), a sign is something that functions to represent something else by presenting something that it represents. Peirce divides the sign system (semiotics) into three elements that have been contained in the triangle theory, namely the sign (sign), a sign is something physical that is accepted by the five human senses and can represent something else outside the sign itself. Signs according to Peirce consist of symbols, icons, and indices. The reference of the sign is called the object which is the reference of the sign or something that the sign refers to. Last, interpretant is the concept of thought of the person who uses the sign and gives meaning to the object a sign refers to.

In this research we use sinsign, one of the second trichotomy from Peirce semiotics theory for knowing is audio-viusal learning effective for children. Sinsign is the existence and actuality of an object or event regarding a sign. Something that has been formed and can be considered a representation but does not yet function as a sign (Pierce, 1839-1914). The sinsign in the video showed is a depiction of words antonym, Up vs Down, Big vs Small, Fast vs Slow, and Loud vs Quiet through the audio and visualization. In the video the creator creates a visualization through audio and visual for the word's antonym Big vs Small with the sinsign by comparing two different animals of contrasting sizes, *big* is orange animal with a fat body size, and *small* is a purple animal with a smaller size, with the music and lyrics along describe the words, "Big and small, conga, everybody conga". This also applies to other antonyms in the video.

To prove the success of visual semiotics in the music video, the sample chosen by the researchers is public elementary school children considering their limited English language skills. The lack of English proficiency in public elementary school children can be seen in the infrequency of communication in English by public elementary school children compared to private or international elementary school children in general. Another indication can be seen in the inappropriate English learning system that public elementary school children receive at school. The results of this interdisciplinary research can potentially help teachers, parents, and similar content creators gain a deeper understanding of how media platforms such as YouTube can help improve language development in children.
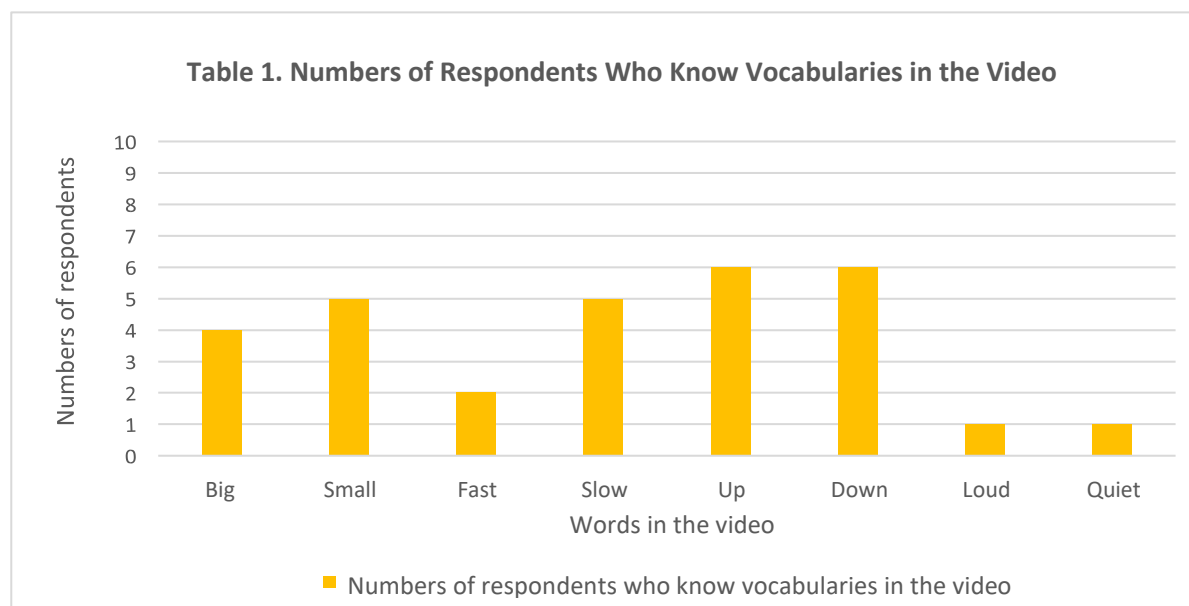
METHODOLOGY

This research uses qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words or from policy actions (Moeleong, Lexy J. 2002: 112). With this theoretical basis, the research was carried out by making a list of questions for interviews with respondents recording the answers to the interview results and processing them into written data findings. The data collection was conducted by researchers using a random sampling technique with the ten public elementary school children aged 8, 9, and 10 years old as respondents. The data collection activities are carried out by asking questions related to knowledge and understanding of vocabulary in the music video to each children after the researchers show the YouTube music video [Opposites Word Power | Pinkfong Songs for Children]. After researchers asked questions about what English words do the respondents know from the video, do they know it from the video or have known it before, if so from where, do you think they know the meaning in Indonesian, also according to the respondent, do the visuals shown in the video help the respondent know English vocabulary and its meaning in Indonesian. Researchers note the answers on the paper and process it using a bar chart to explain the findings completely.

FIND AND DISCUSSION

The research data sources were obtained through an interview process with ten randomly selected public elementary school children. All respondents are 8, 9, and10 years old children who have minimal knowledge and understanding of English compared to private schools or international standard schools. This is evidenced by the results of the researcher's interviews with all respondents with the object, the music video Opposites | Word Power | PINKFONG Songs for Children music video which features several opposite words in English made with interesting music and visuals. From the 1:51 duration of the video, we listed 8 opposites as follows: **Up vs Down, Big vs Small, Fast vs Slow, and Loud vs Quiet.**

The interview conducted by the researchers by showing the YouTube video [Opposites Word Power Pinkfong Songs for Children] first and asking some questions related to their knowledge and understanding of the words above gave the following data results:

Table 1. Numbers of Respondents Who Know Vocabularies in the Video

Numbers of respondents who know vocabularies in the video

Up vs Down

Based on the diagram above, out of the ten respondents, the words *up* and *down* are the most commonly known. Out of the 6 respondents who knew the word *up*, 1 respondent only knew or first heard the word from the video we showed, and the other 5 respondents knew the word from school and the social media contents. Out of the 6 respondents who knew, only 3 respondents who knew the word *up* understood the meaning of the word *up* in Bahasa Indonesia from the video we showed. The respondents answered what the word *up* means in Bahasa Indonesia with various answers as follows '*naik', 'ke atas'*, and ´*terbang*´ in Bahasa Indonesia. The word *up* itself means upwards in the video based on the visual of the cartoon going up with the propeller on its head, the researchers concluded that the respondents understood because the 3 respondents who knew the meaning of the word *up* referred to the meaning of the word with what the visual displayed in the video. Sinsign is the existence and actuality of an object or event to a sign. something that has been formed and can be considered a representamen but does not yet function as a sign (Pierce, 1839-1914). Referring to the second 3 division of the trichotomy regarding the point of view between the relationship between the representamen and Peirce's sign, the sinsign displayed on the word *up* in the video is a depiction of a moving animal with a propeller on its head against the background of a cloudy blue sky that is rising upwards.

The sinsign of the word *down* is visualized in the video with the character of an animal digging the ground down. Based on the 6 respondents who knew the word, 2 of them knew the word from the video and the other 4 knew it from outside the video we showed. Only 2 out of the 6 respondents who knew the word down understood the meaning of the word in Bahasa Indonesia. Out of the 2 respondents who understood the meaning of the word *down* in Bahasa Indonesia, 1 respondent already knew and understood the word *down* and its meaning from school and 1 respondent who knew the word down from the video answered the meaning of the word *down* which is '*ke bawah*' in Bahasa Indonesia.

Big vs Small

The next pair of opposite words that has almost the same number of respondents is *big* and *small* with a difference of 1 respondent. *Big* 4 respondents and *small* 5 respondents. The sinsign of both words *big* and *small* is visualized by comparing two different animals of contrasting sizes, *big* is an orange animal with a fat body size, and *small* is a purple animal with a smaller size. Out of the 4 respondents who knew the word *big*, 1 respondent knew the word *big* for the first time from the video we showed and 3 of them already knew the word from outside the video we showed. Only 2 of the 4 respondents who knew the word *big* understood the meaning of the word big in Bahasa Indonesia. The 2 respondents who already knew the word *big* from outside the video we showed interpreted the word *big* means '*besar*' in Bahasa Indonesia. Out of the 5 respondents who know the word *small*, 3 of them know it from the video we showed, and 2 others know it from outside the video we showed. Out of 3 respondents who knew the meaning *small* in Bahasa Indonesia which is '*kecil*', 2 respondents knew the meaning from the school and 1 another respondent knew from the video we showed.

Fast vs Slow

The next pair of opposite words is *fast* and *slow* with a difference of 3 respondents. Based on the data above, fast has 2 respondents, and slow has 5 respondents who know the word both through the video and outside the video. The sinsign of the word *fast* visualized in the video is the depiction of an animal driving a car quickly and an animal running while playing the guitar. In contrast to the sinsign of the word *fast*, the sinsign of the word *slow* is the depiction of snails moving in the grass and trees slowly. Out of the 2 respondents who knew the word *fast*, 1 of them knew it from the video we showed, while the other 1 respondent already knew the word *fast* from outside the video. None of the 2 respondents knew the meaning of the word *fast* in Bahasa Indonesia. Among the 5 respondents who knew the word *slow*, 3 of them knew the word from outside the video we showed. Out of 5 respondents only 2 of them understood the meaning of the word *slow* in Bahasa Indonesia by giving answers '*pelan*' and '*lambat*' which is the correct meaning.

Loud vs Quiet

Next is the opposite pair of words that have the same result number, namely *loud* and *quiet*. The sinsign visualized by the two words is a comparison of the word *loud* who a character is playing musical instruments and singing very loudly while *quietly* who a character looks tired because of it and hints a silence with an index finger in front of the mouth. Each of the 1 respondent knew the words *loud* and *quiet*, each respondent knew both words from the video we showed. Of the 1 respondent who knew the word *loud*, the respondent also knew the meaning of the word *loud* in Bahasa Indonesia with the answers playing music and making noise. While, the one respondent who knew the word *quiet* did not know the meaning of the word *quiet* in Bahasa Indonesia.

CONCLUSION AND SUGGESTION

The music video Opposites | Word Power | Pinkfong Songs for Children is proven using visual semiotics in representing the words in the video. The creator of the video includes signs that function to represent the words in the video. The addition of sinsign as the element in the visualization of the video helps children's understanding when watching the video. The application of visual semiotics in the Opposites | Word Power | Pinkfong Songs for Children music video has proven that it cannot only be used as a medium of entertainment for children but can also be used as a medium for learning English. The visual semiotics in the video helps children aged 8 to 10 years old know the meaning of the English words in the video. Through this research, the application of visual semiotics in the music video Opposites | Word Power | Pinkfong Songs for Children is proven to help children aged 8 to 10 years know the words in the video and know the meaning of the words. With visual semiotics in the form of cartoon animation adapted to the words in the video, the meaning can be universally understood by children. Based on the results of this study, both teachers and parents can utilize audio-visual media similar to the Opposites | Word Power | Pinkfongf Songs for Children music video as English learning media for children. We recommend that the variety of teaching and learning methods in public elementary schools in Indonesia should be more varied so that in the future children who attend public elementary schools can have abilities equivalent to private school children.

ACKNOWLEDGMENT

REFERENCES

Adam, Adiyana. 2023. *Pengaruh Media Pembelajaran Audio Visual Terhadap Minat Belajar Siswa Sekolah Dasar.*, https://doi.org/10.33830/jciee.v1i1.5027

Fitria, Nita. 2023. *A Semiotics Analysis Found on Music Video of You Belong with Me by Taylor Swift.*, https://doi.org/10.60153/pragmatica.v1i1.17

Idris, Adamu Tairu, Shamsuddin, I., Arome, Adamu Tairu, & Aminu, I. 2018. *Use of Audio-Visual Materials in Teaching and Learning of Classification of Living Things Among*

Secondary School Students in Sabon Gari LGA of Kaduna State., https://doi.org/10.11648/J.PLANT.20180602.12

Kurniawan, F., Aprilia, F., Yanti H, C., & Anjela, F, D. 2023. *Meningkatkan Minat Belajar dan Pengetahuan Bahasa Inggris Pada Anak-anak di Desa Pangkalan Geleba.* Bina Darma Conference on Community Service Result (BC2SR), 1-5.

Laura, Santamaría, Margarida, Bassols, & Anna. 2011. *Television programs for teenagers and the use of multimodality in knowledge popularization.*

Maili, N, S. 2018. *Bahasa Inggris Pada Sekolah Dasar: Mengapa Perlu dan Mengapa Dipersoalkan.* JUDIKA (JURNAL PENDIDIKAN UNSIKA)., https://doi.org/10.35706/judika.v6i1.1203

Mutia, L., Gimin, Gimin, & Mahdum, Mahdum. 2020. *Development of Blog-Based Audio Visual Learning Media to Improve Student Learning Interests in Money and Banking Topic.*, https://doi.org/10.31258/jes.4.2.p.436-448

Oktavyanthi, Indriani, & Kholiq, M. 2018. *A Semiotic Analysis in Music Video of Blank Space by Taylor Swift.*, https://doi.org/10.35760/jll.2018.v6i1.2481

Olagbaju, O., & Popoola, Adeolu Gabriel. 2020. *Effects of Audio-visual Social Media Resources-supported Instruction on Learning Outcomes in Reading.*, https://doi.org/10.46328/IJTE.V3I2.26

Patriansah, M. 2014. *Analisis Semiotika Charles Sanders Peirce Karya Patung Rajudin Berjudul Manyeso Diri.* Ekspresi Seni VOL. 16., DOI:10.26887/ekse.v16i2.76

Perez, Maribel Montero. 2022. *Second or Foreign Language Learning Through Watching Audio-Visual Input and The Role of On-Screen Text.* Https://Doi.Org/10.1017/S0261444821000501

Rositayani, N. P. E., & Abadi, I. S. 2018. *Pengaruh Model Pembelajaran Children's Learning in Science Berbantuan Media Audio Visual Terhadap Kompetensi Pengetahuan IPA.*, https://doi.org/10.23887/mi.v24i1.17452

Suhardiana, A. 2019. Peran Teknologi Dalam Mendukung Pembelajaran Bahasa Inggris di Sekolah Dasar. Jurnal Pendidikan Dasar VOL .4., DOI: 10.25078/aw.v4i1.934

Suradika, A., Gunadi A, A., Jaya, A, S. 2020. *Penggunaan Youtube sebagai Media Pembelajaran Jarak Jauh pada Kelas III Sekolah Dasar Islam An - Nizomiyah.* Prosiding Seminar Nasional Penelitian LPPM UMJ., http://jurnal.umj.ac.id/index.php/semnaslit

Yeh, Yueh-Chen. 2022. *Student Satisfaction with Audio-Visual Flipped Classroom Learning: A Mixed-Methods Study.*, https://doi.org/10.3390/ijerph19031053

CURRICULUM VITAE

Complete Name	Institution	Education	Research Interests
Maria Ulfa	Universitas Al-Azhar Indonesia	Undergraduate of Bachelor Degree in English Language & Culture (6th semester)	Literature and linguistics
Nuraini Rahma Putri	Universitas Al-Azhar Indonesia	Undergraduate of Bachelor Degree in English Language & Culture (6th semester)	Literature and linguistics