CHAPTER I
INTRODUCTION

1.1 Background of the Research

Children tend to copy or follow what people around them do, believe, and behave, especially their parents. As Tomasello (2003) and Meltzoff (2005) acknowledge that parents are role models to their children from whom they can observe behavior, culture, and how to do things, including how to use language as a means of communication through experiences and social interactions both with their parents and people around them (as cited in Ramirez, Lytle, & Kuhl, 2020). This social interaction is incredibly important in determining children's later language skills (Ramirez et al., 2020; Raby, Freedman, Yarger, Lind, & Dozier, 2019) as well as their school readiness and later academic achievements (Thomas, Baby, Pious, & Santhmayor, 2019). Therefore, parents need to be careful in supporting and raising their children since children are shaped by experiences (Hutton, n.d., as cited in Klass, 2019) and social interaction their parents exposed to them. Building positive parent-child interaction is one of the best ways to support children's language development. It will help children to socialize with their surroundings, build a healthy family communication environment, and enhance their relationship values and communication skills (Thomas et al., 2019).

However, the vast growth of technology (e.g., television, smartphones) has caused a decrease in parent-child interaction which could hamper children's language development due to parents' excessive use of technology. This could lead parents to be less sensitive and responsive both verbally and nonverbally to their children's needs for attention and interaction, which then results in lower parent-child interactions and children's negative behavior (Kildare & Middlemiss, 2017; McDaniel, 2019). This also could lead parents to be less aware of their children's language development so they could not support language development sufficiently or even anticipate and overcome language delays or any speech, language, and communication needs (SLCN) if they encounter such things (Bercow, 2018).

Accordingly, many non-profit organizations are intensifying many campaigns against the lack of awareness of this issue through a broad range of electronic, print, and online media. In general, these campaigns are intended to promote parents' awareness of the importance of the parent's role in children's language development by encouraging positive parent-child interactions. One of the media that is commonly used to spread out the campaigns is 'posters', both print and digital, due to their attractiveness in attracting people's attention through their unique combination of text and images (Dallyono & Sukyadi, 2019). Moreover, poster purposes to provide information, invite, and encourage people to do something like what is described on the poster (Sitorus, Sinar, Lubis, & Sipahutar, 2022). Furthermore, one of many campaigns on this issue is a campaign initiated by Worcestershire Speech & Language Therapy NHS Trust called Get Worcestershire Talking #weneedtotalk Month aims to increase parents' awareness of the importance of face-to-face interaction with their children. Unfortunately, little is known about how these campaign posters are designed through the combination of text and images to represent their campaign messages as an attempt to attract the viewers' attention in promoting the campaign's messages.

Truthfully, there are numerous studies regarding campaign posters analysis from multimodal perspectives which mainly purpose to enlighten the readers regarding the combination and contribution of semiotic modes (e.g., images, text) used for making meaning in the posters (Belgrimet & Rabab'ah, 2021; Dallyono & Sukiyadi, 2019; Mulyadi & Sudana, 2021; Sindoni, 2019; Sitorus et al., 2022). One of them is a study conducted by Dallyono and Sukyadi (2019), which examines the contribution of textual and visual resources in raising people's awareness of several environmental protection posters from multimodal perspectives. Likewise, Belgrimet and Rabab'ah (2021) conduct similar research to examine the contribution of semiotic modes in constructing meaning-making in English awareness campaign posters about violence against women.

However, the researcher has not yet found any similar research analyzing campaign posters regarding the promotion of parents' awareness of children's language development. Therefore, the present study aims to analyze the various

semiotic modes, specifically textual and visual resources, used in campaign posters regarding this issue to reveal the contribution of each mode in representing the campaign's messages in the selected campaign posters. This is important to discover how the use of a combination of different semiotic modes may contribute to the meaning-making in the posters so that it can enlighten the readers on how a message(s) is represented through a combination of textual and visual resources in multimodal phenomena and also how to use semiotic modes in their posters. This research will enrich the literature on poster analysis from multimodal perspectives and will be a trigger for other researchers to conduct a similar study and topic.

1.2 Formulation of the Problem

Based on the background of the research, the researcher formulated a research question, "What are the contributions of textual and visual resources in representing the campaign's messages in the selected campaign posters?"

1.3 Operational Definitions

To evade misunderstanding regarding the terms set out in this study, the researcher provides several definitions related to this study as follows.

1.3.1 Systemic Functional Multimodal Discourse Analysis (SF-MDA)

The Systemic Functional approach to Multimodal Discourse Analysis (henceforth, SF-MDA) is an approach that combines two approaches, Systemic Functional Linguistics (SFL) and Multimodal Discourse Analysis (MDA), in one analytical procedure to reveal the meaning potential of different semiotic resources in multimodal phenomena over space and time. In this research, the semiotic resources that were analyzed are textual and visual resources of campaign posters by employing the ideational meaning of SFL (textual resources) and the representational meaning of Visual Grammar (visual resources).

1.3.2   Poster as Media to Deploy Campaigns' Messages

Posters are one of the earliest and most widely used communication media to transfer knowledge from the creator to the public to achieve certain purposes depending on the type. They commonly used a combination of images, texts, designs, and layouts to attract and influence their viewers. In this research, the poster that was analyzed is the campaign poster which aims at spreading information and campaigns' messages to the public.

1.3.3   Parents' Awareness of Children's Language Development

Children's Language Development is a term used to explain the process of how children acquire their first language which progresses along with their growth. In acquiring the first language, inevitably, there are several factors that influence the language acquisition process. However, in this research, the researcher focused only on one factor: family relations, specifically parent-child interaction. Furthermore, the term parents' awareness here refers to parents' knowledge and understanding of their children's language development and how they respond to it to best support their children's language development. The campaign posters used as the research data were regarding this issue with its relation to the parents' excessive use of technology.

1.4 Aim of the Research

This research aims to analyze the textual and visual resources used in four campaign posters regarding the promotion of parents' awareness of children's language development to reveal the contribution of each resource in representing the campaign's messages in the selected campaign posters.

1.5 Significance of the Research

The significance of the research is viewed based on theoretical, practical, and empirical use.

1.5.1 Theoretical Use

This study contributes to, enriches, and expands the existing research regarding poster analysis from multimodal perspectives and a brief discussion on parents' awareness of children's language development.

1.5.2 Practical Use

This study provides readers with knowledge regarding Systemic Functional Multimodal Discourse Analysis (SF-MDA), specifically the ideational meaning of SFL and the representational meaning of Visual Grammar in analyzing posters. Moreover, readers can also use this research as a guide in creating their posters from multimodal perspectives so that the messages in the posters can be delivered well to the intended viewers. This research also serves as a trigger and reference for future research on a similar scope or focus.

1.5.3 Empirical Use

This research reviewed several previous studies on poster analysis based on Halliday and Matthiessen's Systemic Functional Linguistics (2004), specifically the ideational meaning, and Kress and van Leeuwen's Visual Grammar (2006), specifically the representational meaning, from several different topics. However, the researcher has not yet found studies related to the poster analysis about promoting parents' awareness of children's language development. Therefore, this research aims to analyze the campaign posters regarding this topic from multimodal perspectives.