

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

4.1 The Textual Analysis

In an attempt to analyze the textual resources, the researcher employed Halliday and Matthiessen’s (2004) ideational meaning of Systemic Functional Linguistics through the transitivity system. The system of transitivity itself is realized through three semantic categories; *participants*, *processes*, and *circumstances* (Gerot & Wignel, 1994). Furthermore, since processes are central to transitivity, the textual resources found in the posters were analyzed based on the process occurring in them which was then followed by the participants involved and the circumstances associated with the process.

The textual resources found in the selected campaign posters were the caption, the additional information of the caption, the call and visit information, and the tag. As far as the caption is concerned, there are two processes involved: material and verbal processes which appeared only once on each poster. The result of the caption analysis of the campaign posters is presented in the table below.

Table 4.1

The Textual Analysis of the Posters’ Captions

Poster	Text	Process
1	Turn that TV off	Material
2	Mummy, put that phone away	Material
3	Turn that iPad off	Material
4	Dad, put your laptop down	Material
All	We need to talk!	Verbal

Material processes are processes of doing or happening with the Actor as the key participant. This process expresses the notion that some entity (the Actor) does something which can be extended to some other entity (the Goal). The material clause that is constructed by Actor-Process-Goal is called a transitive material clause which represents a doing. Meanwhile, if it is constructed by only the Actor and the Process, it is called an intransitive material clause which represents a happening.

From the textual analysis above, all the posters used material processes that are realized by the verbs *turn off*, *put away*, and *put down* and all of them are transitive material clauses. Captions in posters 1 and 3, the material process is realized by the verb *turn off* which is a transitive verb. Thus, it involves two participants, the Actor (who does the deed) and the Goal (to whom the deed is directed). The Actor here is the reader (realized by the implicit 'you') who does the deed (*turn something off*), while the Goal are *that TV* (Poster 1) and *that iPad* (Poster 3) which are turned off by the Actor. Meanwhile, captions in posters 2 and 4, the material processes are realized by the verbs *put away* and *put down* which are also transitive verbs. The Actor involved here is the same as in Poster 1 and 3, the readers (realized by the implicit 'you') who do *put away* and *put down*, while the Goals are *that phone* (Poster 2) and *your laptop* (Poster 2) which are put away and put down by the Actor. Moreover, in Poster 2 and 4, there are other elements which are the words *Mummy* and *Dad*. These elements are called Vocative in formal grammar which, according to the dictionary, means a word or phrase used to address a reader or listener directly. Accordingly, the word *Mummy* (Poster 2) and *Dad* (Poster 4) are the specific readers being addressed in the posters.

On the other hand, the verbal processes in all posters are realized in the same verbal clause *We need to talk!* Verbal processes are processes of saying that cover any kind of symbolic exchange of meaning with the Sayer as the key participant. In the textual analysis above, the verbal clause consists of one participant, the Sayer, and the verbal process itself. The Sayer, who does the verbal process, is realized by the word *We*, while the verbal process is realized by the verb *to talk*.

As for the additional information, Poster 2, 3, and 4 contain the exact same clauses. Thus, the analysis is subdivided into two analyses: Poster 1 and Poster 2, 3, & 4. In Poster 1, there are three processes involved: material, behavioral, and verbal processes as presented in the table below.

Table 4.2

The Textual Analysis of the Additional Information in Poster 1

Clause	Text	Process
1	Background noise from technology can hinder a child's speech and language development.	Material
2	Take time	Material
3	to talk,	Verbal
4	listen	Behavioral
5	and play with your child.	Material

From the textual analysis above, the first clause is a material clause with the verb *hinder* as the material process. The participants involved here are the Actor which is realized by the phrase *Background noise from technology* and the Goal which is realized by the phrase *a child's speech and language development*. In the second clause, the material process is also used with the verb *Take* as the material process. Meanwhile, the participants are the readers (realized by the implicit 'you') which functions as the Actor, and the word *time* which functions as the Goal. In the third clause, the verbal process is used which is realized by the verb *to talk*. Since clauses 2-5 are a parallel structure, the Sayer here is paralleled with the Actor of the second clause which is the readers. Meanwhile, the Receiver (to whom the saying is directed) here is paralleled with the last clause which is *your child*.

Moreover, the behavioral process is used in the fourth clause realized by the verb *listen*. Behavioral processes are processes of physiological and psychological behavior. The participant involved in this process is only one,

Behaver, who is behaving and is typically a conscious being. The Behaver here is the readers (paralleled to clause 2) who do a psychological behavior which is *listening*. Lastly, in the fifth clause, the material process is used and realized by the verb *play*. In this clause, there is only one participant involved which is the reader who functions as the Actor. Meanwhile, the other element, *with your child*, functions as circumstances of accompaniment. On the contrary, in Poster 2, 3, and 4, there are four processes involved: material, behavioral, verbal, and relational processes as presented in the table below.

Table 4.3

The Textual Analysis of the Additional Information in Posters 2, 3, & 4

Clause	Text	Process
1	Help your children	Material
2	get the most out of life.	Material
3	It is important	Relational
4	to take time	Material
5	to talk,	Verbal
6	listen	Behavioral
7	and play with your child.	Material
8	This can help them	Material
9	make friends,	Material
10	do well at school	Material
11	and even help them	Material
12	to get a good job.	Material

From the textual analysis above, the first clause is a transitive material clause with the verb *Help* as the material process. The participants involved are the readers (realized by the implicit ‘you’) as the Actor and the phrase *your children* as the Goal. The second clause is also a material clause with the verb *get* as the material

process, *your children* (from the first clause) as the Actor, the phrase *the most out of* as the circumstance of manner, and the word *life* as the Goal.

Moreover, the third clause is a relational clause. Relational processes are processes that involve the state of beings (including having) which can be attributive (to assign a quality to something) or identifying (to identify something) and further be sub-classified into intensive (*x is a*), possessive (*x has a*), or circumstantial (*x is at a*). The participants' roles in relational processes are Carrier and Attribute in the attributive process and Token and Value in the identifying process. In this clause, the clause *It is important* is a relational intensive attributive clause which we can interpret that the word *It* functions as the Carrier, the verb *is* functions as the process, and the word *important* functions as the Attribute. Further, for the fourth until the seventh clauses, the analysis is similar to the second until fifth clauses of the caption's additional information in Poster 1.

Furthermore, the eighth clause is a transitive material clause which we can interpret that the word *This* functions as the Actor, the verb *help* as the process, and the word *them* as the Goal. As for the ninth clause, it is also a transitive material clause with the verb *make* as the processes, the word *them* (from the eighth clause) as the Actor, and the word *friends* as the Goal. Meanwhile, the tenth clause is an intransitive material process with the word *them* (from the eighth clause) as the Actor, the verb *do* as the process, the word *well* as the circumstance of manner, and the phrase *at school* as the circumstance of place. In the eleventh clause, the analysis is similar to the eighth clause with the verb *help* as the process, the word *them* as the Goal, and the word *this* (paralleled to the eighth clause) as the Actor. Lastly, the last clause is also a material clause with the verb *get* as the process, the word *them* (from the eleventh clause) as the Actor, and the phrase *a good job* as the Goal. As far as the call-and-visit information is concerned, there is only one clause to analyze as presented in the table below.

Table 4.4

The Textual Analysis of the Call-and-Visit Information in Posters

Poster	Text	Process
All	For more information visit www.hacw.nhs.uk/speechlanguage	Material

From the textual analysis above, the clause is a material clause with the verb *visit* as the process. The participant role involved is only the Actor which is the readers (realized by the implicit ‘you’). Moreover, the other elements which are the phrase *For more information* functions as the circumstance of cause: purpose, and *www.hacw.nhs.uk/speechlanguage* functions as the circumstance of place. Lastly, the last textual element in the posters, the tag, cannot be analyzed since it contains only a noun which is *#weneedtotalk*.

From all of the analysis of the textual elements found in the posters, it can be concluded that the most frequently used process is the material processes which are realized by the verbs *turn off*, *put away*, *put down*, *hinder*, *take*, *play*, *help*, *get*, *make*, *do*, and *visit*. Followed by verbal processes with the verb *talk*, behavioral processes with the verb *listen*, and relational processes with the verb *is*. The textual resources analysis found in the four selected posters is presented below.

Table 4.5

The Textual Analysis of the Textual Elements Found in the Campaign Posters

Textual Element	Processes (freq.)				Example
	Material	Verbal	Behavi oral	Relational	
Caption	3	1	-	-	Turn that TV off , (material) WE NEED TO TALK! (verbal)

Additional Information	7	1	1	1	It is important (relational) to take time (material) to talk , (verbal) listen (behavioral) and play with your child. (material)
Call-and-Visit Information	1	-	-	-	For more information visit ...
Tag	-	-	-	-	#weneedtotalk
Total	11	2	1	1	

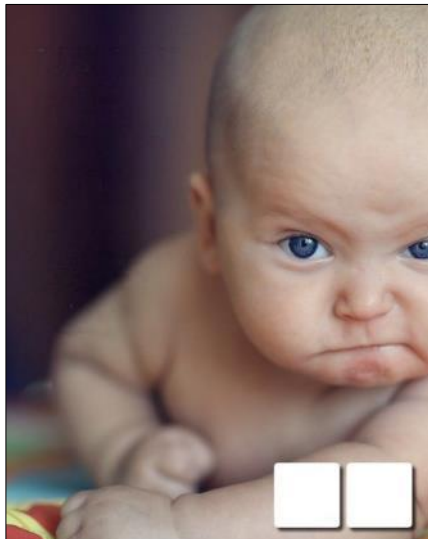
4.2 The Visual Analysis

As far as the visual resources are concerned, the researcher employed Kress and van Leeuwen's (2006) representational meaning of Visual Grammar. The representational meaning itself refers to the way images depict the relationships between all entities presented in the picture. Thus, this meaning is focused on the represented participants which are being discussed within the narrative and conceptual representations. The narrative representation deals with the images in which the participants are linked by a vector which represents doing something or doing an action. Meanwhile, the conceptual representation deals with the images that are lacking in action due to the absence of a vector.

From all of the campaign posters put under scrutiny, the visual resources were all considered to have a narrative process/representation for all of the represented participants depicted as having vectors. The visual resources found in the posters are presented below.

Picture 4.1

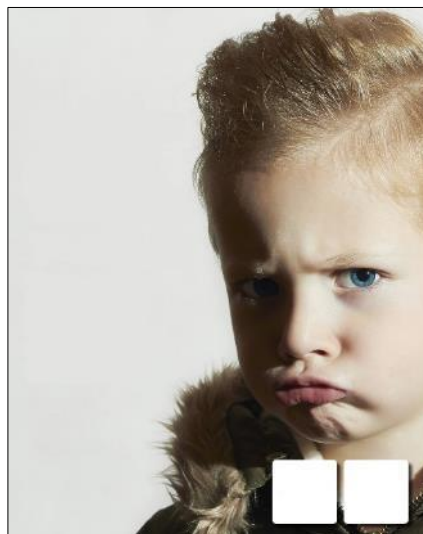
The Visual Resources (i.e., the Represented Participants) Found in Posters



Campaign Poster 1



Campaign Poster 2



Campaign Poster 3



Campaign Poster 4

Moreover, the narrative representation is formed by the processes and circumstances as already explained in Picture 2.2. Thus, the visual analyses of the campaign posters are explained accordingly.

In all of the four campaign posters, there is only one represented participant depicted in each poster (a baby in Poster 1, a little girl in Poster 2, a little boy in Poster 3, and a boy in Poster 4). As far as the narrative representation is

concerned, all of the represented participants performed a transactional reaction process.

The transactional reaction process occurs when a vector formed by *eyeline* links two participants, a Reacter (who does the looking) and a Phenomenon (someone or something at which the vector is pointed). In this image, the represented participants performed a transactional reaction process in which the represented participants are the Reacters, the vector was formed by their eyes, and the Phenomenon is the viewers (also called the interactive participants). The equivalence of this narrative visual process in linguistic narrative clauses is that the represented participants performed a mental process: perception which is realized by the act of *staring* at the viewers. Thus, this visual process can be translated linguistically as “The represented participants are staring at the viewers.” or “The represented participants are staring at the interactive participants”.

Moreover, the represented participants in Poster 1 and 2 also performed other processes: a non-transactional action process in Poster 1 and a unidirectional transactional action process in Poster 2. A non-transactional action process is carried out when a vector (an arrow or object that represents a vector) emanates from a participant, the Actor, but does not direct to any other participant. In this image, the baby performs a non-transactional action process in which the baby is the Actor, while the vector is formed by the baby’s arms which does not direct to any other participant. The linguistic equivalence to this narrative visual process is that the baby performs a one-participant material process which is realized by the act of *lying* on his stomach on something that seems to be a bed. Thus, this visual process is translated linguistically as “The baby is lying on his stomach on the bed”.

On the other hand, a unidirectional transactional action process in Poster 2 is carried out when a vector (an arrow or object that represents a vector) connects two participants, an Actor and a Goal. In this image, the little girl performs this process in which the little girl is the Actor, her hands (which are holding something) function as the vector, and the ‘something’ (probably a leaf or plant) that she held is the Goal. The linguistic equivalence to this narrative visual process is that the little girl is carried out a two-participant material process. Thus, this visual process

is translated linguistically as “The little girl is holding something, leaf or plant, with her hands”.

Furthermore, the circumstances in narrative representation refer to secondary participants which are related to the main participant but not by means of a vector. It is divided into the locative circumstances (the placement of participants in images), the circumstances of means (relate to the tools employed in the action process of the images to represent a vector), and the circumstances of accompaniment (refer to a participant without having vectorial relation with other participants and cannot be interpreted as a symbolic attributive). In these posters, locative circumstances were found.

In Poster 1, the locative circumstance is identified in which the represented participant, the baby, is located on the right side of the image and placed foregrounded against a blurred darker background. Also, the baby in the foreground overlap causing the setting to be partially obscure. Such a characterization makes the baby more visible to the viewer since he/she is lighter, has sharper focus, and takes more space contrasts to the background.

In Poster 2, the locative circumstance is identified in which the represented participant, the little girl, is located on the right side of the image and placed foregrounded against a blurred bright green background. This characterization still makes the little girl more visible since she is depicted in sharper focus and still lighter (since she is a Caucasian child) than the background. However, the represented participant does not occupy too much space as the baby in Poster 1. It gives the viewer a better chance of identifying the setting even though it is blurred. In this image, it is tempting to assume that the setting takes place in the garden or park.

Meanwhile, in Poster 3 and 4, the locative circumstance is identified in which the represented participants, a little boy and a boy, were located on the right side (Poster 3) and left side (Poster 4) of the image and placed foregrounded against a light grey background. The represented participants in the foreground overlapped most parts of the image and were depicted in more saturated colors and sharper

focus contrast to the muted and desaturated background. This characterization makes the represented participants stand out and more visible to the viewers.

4.3 The Contributions of Textual and Visual Resources

The campaign posters put under scrutinized were posters published for We Need to Talk! Month event as part of the Get Worcestershire Talking Campaign. This campaign was held by Worcestershire Speech & Language Therapy under Worcestershire Speech & Language Therapy NHS Trust as an attempt to promote people's awareness regarding the massive impact of poor communication skills on children's language outcomes and work together to change this issue for children in Worcestershire. However, these posters were used to promote the specific purpose (i.e., the event purpose) of the campaign which is to raise people's awareness of the importance of face-to-face communication and interaction with their children through encouraging parents to spend more time talking, listening, and playing with their children. Moreover, there were four posters promoting this issue which will be discussed below.

The transitivity analysis of the textual resources in the posters has indicated that the material process is mostly used to represent the campaign messages. The dominant use of material process represents a strong intention that the campaign messages are about the action the readers do (Dallyono & Sukiyadi, 2019) or should do. As far as the captions are concerned, the use of material process and imperative sentences has indicated that the poster intended to demand the readers to do a certain action to overcome the issue raised. In this case, the demanding action is to put away the readers' technology devices and talk (realized by the verbal process) to their children instead to overcome children's poor communication skills. Moreover, the captions are written in upper case letters, and bold with an exclamation mark. The first clause of the caption is written in uppercase to emphasize and state the seriousness (Amoakwah & Mensah, 2022) of the demand. On the other side, the second clause is also written in bold uppercase with an exclamation mark which implies that the emphasis and seriousness of the

demand are more than the first clause and indicates that this is the core message of the posters. Additionally, the use of the exclamation mark aside from its exclamatory role is to communicate the severity of a situation (Amoakwah & Mensah, 2022). Thus, the use of the exclamation mark in the caption of the posters implies that the issue is very severe or urgent and needs action immediately.

The visual analysis of the posters showed that the specific readers being addressed are parents and caregivers through the represented participants' gaze depicted in the posters. The readers are represented as being responsible for their children's communication skills and as contributing to the issue in ways they are capable of. This representation is relevant to the campaign's purpose which is to raise parents' awareness of the importance of face-to-face communication and interaction with their children to overcome the massive impact of poor communication skills on children's language outcomes. Moreover, the represented participants depicted in the posters are also showing certain facial expressions, negative ones, while performing the transactional reactional process which is very common since "the precise nature of reaction is coloured in by facial expression" (Kress & van Leeuwen, 2006, p. 67). These negative facial expressions have indicated that parents with excessive use of technology are the most targeted readers being addressed since parents are represented as being addicted to technology to the point that they neglect their children's needs for attention and interaction until make their children irritated.

After discussing the relationship between the captions (textual resources) and the represented participants (visual resources) in the posters, it is tempting to assume that they also perform a speech process (in narrative visual structure) in which the represented participants function as the Sayer and the captions function as the Utterance. However, the researcher did not find any element functions as the speech process (e.g., speech bubble or dashed outline) that connects the Sayer (image) and the Utterance (text). This speech process identification relies on the positioning of the caption that is placed right beside the represented participants' faces, the font size that is multiple times bigger than the other textual resources, and the text that is written in the quoting format. This combination has indicated that

the creators represent themselves as children of the readers (presented in images of children and the quoting format of the captions) to deliver the messages so that parents, the intended readers, can perceive the messages better and take action accordingly due to their intimate relationship.

The represented participants in posters are also depicted doing something in different settings and having different ages. This has indicated that parents' responsibility to build a good interaction with their children is not limited to a certain place, time, age, and situation but anywhere, anytime, and in any situation during their lifetime or at least during their childhood. The poster settings are also used to support the textual resources such as in Poster 1 where the setting is presumably in a house or a bedroom, this setting supports that the technology device used in the caption is "TV" that usually placed in a house. The other example is in Poster 2, where the setting is presumably in the garden, so the technology device used is a "phone" that is usually easy to carry anywhere.

From all the textual resources in the posters, there is a line separated between the caption and the rest of the text. As mentioned earlier, the creators in the upper part represented themselves as the *readers' children* to get the most of the readers' attention. Meanwhile, in the lower part, the creators represented themselves as the experts showed by the emblems. The emblem is realized both visually and linguistically as the logo and the brand name of the product/service or the company/organization that provided them (Cheong, 2004) which are meant to add credibility to the messages (Chalibonena, 2016). In these campaign posters the emblems include the logo of *Worcestershire Health and Care NHS Trust*, *Speech & Language Therapy*, *Get Worcestershire Talking*, and *We Need to Talk! Month*, who are behind the successful production of the campaign posters and adding credibility to the messages being conveyed in the campaign posters. They served a purpose to provide parents with information regarding this issue through the additional information, how to overcome it, and whom to contact once they need help through the call-and-visit information that contains contact information such as where, when, and how the products/services are available to the readers (Cheong, 2004). In these campaign posters, the call-and-visit information is a webpage

address that contains numerous resources on children's language development, SLCN, the campaign itself, and how to contact the organization, NHS Trust, as the realization of the campaign's aims which is working together to change poor communication skills on children's language outcomes. It is also accompanied by the tag realized in a hashtag "#weneedtotalk" which is provided for those who want to find out more about this campaign on social media (e.g., Facebook, Twitter).

The textual resources in the lower part are also written in lowercase and are not as conspicuous as the caption due to a smaller font size compared to the caption. This has indicated that this information is not the core message and not as important as the caption but it is there to serve the curious readers who want to find out more about the campaign.

In conclusion, the represented participants depicted in the campaign posters perform a transactional reaction process by means of a gaze as an attempt to encourage the interactive participants, the viewers, to react to the gaze of a given represented participant and to invite them to take action on the issue raised since it is believed that the viewers are more tempted to react to the participants' gaze (Belgrimet & Rabab'ah, 2021) addressed directly to them. This visual configuration is reinforced by the textual resources in which the most dominant processes found in the textual elements in the campaign posters were occupied by the material process followed by the verbal process. The material clauses are imperative sentences, demanding the viewers to put away their technology devices as a response to the parents' excessive use of technology issues. Meanwhile, the verbal clause is also an imperative sentence in which it is a continuance of the material clauses to spend the time that they are usually used for technology to talk with their children. In this verbal clause, the pronoun "we" is used which indicates that the represented participants are addressing the interactive participants, the viewers, to talk together with them in an attempt to work together to overcome children's poor communication skills on children's language outcomes. Meanwhile, the call-and-visit information and the tag are provided for the readers who are interested and wanted more information regarding this campaign.

This textual and visual combination was used by NHS Trust, as the creators, in their campaign posters to deliver their We Need to Talk! Month campaign message which is the importance of face-to-face communication and interaction between children and their caregivers. The material process, in a means of imperative sentences, was used since this process is a doing or action process that aligns with their purpose which is to encourage the viewers to take immediate action on the issue raised. Meanwhile, the verbal process was used to express the main message of the campaign which is communication and interaction between children and their caregivers. Moreover, the creators used the transactional reaction process, in means of the represented participants' gaze, in visual resources and vocative, the words *Mummy* and *Dad*, to address the intended readers of their campaign which are parents and caregivers. They also used certain facial expressions to feature the represented participants in the posters which are all negative expressions to give a sense of urgency to the issue since parents are represented as being addicted to technology to the point that they neglect their children's needs for attention and interaction until make their children irritated. Meanwhile, the additional information in the campaign posters is used to give the viewers insight regarding the importance of spending more time interacting and playing with their children as an attempt to raise people's awareness regarding this issue.