

Scrutinising the Contribution of Textual and Visual Resources in Campaign Posters: An SF-MDA

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ABSTRACT

This qualitative research aims to analyse the textual and visual resources used in four campaign posters to promote parents' awareness of children's language development and reveal the contributions of each semiotic resource in representing the messages in the selected posters. The research data were four campaign posters promoting parents' awareness of children's language development published by Worcestershire Speech & Language Therapy NHS Trust for the "We Need to Talk" Month campaign. The data was obtained from Worcestershire Speech & Language Therapy's official Twitter account, @SLT_Worcs. The research design used in this research was Multimodal Content Analysis (Serafini & Reid, 2019). This research employed document analysis and purposive sampling techniques to collect the data. Then, the data were analysed using SF-MDA analytical tools: Halliday and Matthiessen's ideational meaning of Systemic Functional Linguistics (2004) and Kress and van Leeuwen's representational meaning of Visual Grammar (2006). The findings showed that the textual resources mostly have material processes, indicating that the NHS Trust is trying to invite the viewers to take action and work together to overcome the issue and raise the viewers' awareness. Meanwhile, all of the visual resources have transactional reaction processes, which indicate that the NHS Trust is addressing the viewers directly (using a gaze) to respond and react to the represented participants' (depicted in the posters) gaze to work together to overcome the issue being raised in the four selected campaign posters.

Keywords: Campaign posters; parents' awareness of children's language development; Systemic Functional Multimodal Discourse Analysis; Systemic Functional Linguistics; Visual Grammar.

INTRODUCTION

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 behaviour, 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). 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 expose to them. One of the best ways to do this is by building positive parent-child interaction since it will help children to socialise 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 for it causes parents to be less sensitive and responsive both verbally and nonverbally to their children's needs for attention and interaction (Kildare & Middlemiss, 2017; McDaniel, 2019).

Accordingly, many campaigns against the lack of awareness of this issue are being intensified by many non-profit organisations, one of them is through posters due to their attractiveness in attracting people's attention through their unique combination of text and images (Dallyono & Sukyadi, 2019). Unfortunately, little is known about how these campaign posters were 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. Even though there are numerous studies regarding campaign posters analysis from multimodal perspectives (Belgrimet & Rabab'ah, 2021; Dallyono & Sukiyadi, 2019; Mulyadi & Sudana, 2021; Sindoni, 2019; Sitorus et al., 2022), the researcher has not yet found any similar research analysing campaign posters regarding the promotion of parents' awareness of children's language development. Therefore, the present study aims to analyse 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. It 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.

METHOD

The study utilised the Multimodal Content Analysis (MMCA) method proposed by Serafini and Reid (2019) to analyse campaign posters promoting parents' awareness of children's language development, published by Worcestershire Speech & Language Therapy NHS Trust on their Twitter account, @SLT_Worcs. Six posters were initially collected from the "Get Worcestershire Talking" campaign, specifically for the "We Need to Talk" Month, but only four were selected for analysis using purposive sampling. As Bowen (2009) and O'Leary (2017) outlined, document analysis was employed to collect and evaluate these posters systematically.

The research applied Systemic Functional Multimodal Discourse Analysis (SF-MDA) tools, incorporating ideational meaning from Systemic Functional Linguistics (SFL) by Halliday and Matthiessen (2004) and representational meaning from Visual Grammar by Kress and van Leeuwen (2006). The analysis proceeded in four phases: categorizing and analysing textual and visual resources, interpreting and explaining the results regarding relevant literature, examining the interrelation between textual and visual elements in the posters, and describing the overall contribution of these resources to the campaign's messages. This approach aimed to understand how textual and visual modes collaboratively contribute to meaning-making in promoting children's language development awareness.

RESULTS AND DISCUSSION

The Textual Analysis

The textual resources found in the selected campaign posters were the caption, its additional information, 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 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

From the textual analysis above, all the posters used material processes that are realised by the verbs **turn off**, **put away**, and **put down** and all of them are transitive material clauses. 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 (realised by the implicit 'you') who does the deed (e.g. turning off something), while the Goals are **TV** (Poster 1), **phone** (Poster 2), **iPad** (Poster 3), and **laptop** (Poster 4) which received the action done by the Actor. Moreover, in Poster 2 and 4, there are other elements which are the words **Mummy** and **Dad**. 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 behaviour, 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 et al., 2020). 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 expose to them. One of the best ways to do this is by building positive parent-child interaction. It will help children socialise 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 for it causes parents to be less sensitive and responsive both verbally and nonverbally to their children’s needs for attention and interaction (Kildare & Middlemiss, 2017; McDaniel, 2019). On the other hand, the verbal processes in all posters are realised in the same verbal clause **We need to talk!** 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 realised by the word **We**, while the verbal process is realised by the verb **to talk**.

As for the additional information, Poster 2, 3, and 4 contain the 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, behavioural, and verbal processes, as presented in Table 2.

Table 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	Behavioural
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 realised by the phrase Background noise from technology and the Goal, which is realised 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 (realised by the implicit ‘you’) which function as the Actor, and the word **time** which functions as the Goal. In the third clause, the verbal process is used which is realised 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 behavioural process is used in the fourth clause realised by the verb **listen** with only one participant involved, Behavior. The Behavior here is the readers (paralleled to clause 2) who do a psychological behaviour which is listening. Lastly, in the fifth clause, the material process is used and realised by the verb **play** with 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, behavioural, verbal, and relational processes as presented in Table 3.

Table 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	Behavioural
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 in Table 3, the first and the second clauses are transitive material clauses with the verbs **Help** and **get** as the material processes. In the first clause, the readers (realised by the implicit 'you') function as the Actor, and the phrase **your children** as the Goal. Meanwhile in the second clause, **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 intensive attribute clause with the word **It** functions as the Carrier, the verb 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 and the ninth clauses are transitive material clauses with the verbs **help** and **make** as the material processes. In the former clause, the word **This** functions as the Actor and the word **them** as the Goal. In the later clause, the word **them** (from the eighth clause) functions 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. 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 analyse as presented in the table below.

Table 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 in Table 4, the clause is a material clause with the verb **visit** as the process and the readers (realised by the implicit 'you') as the Actor. Moreover, the other element, which is 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 analysed 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 process, which is realised by the verbs turn off, put away, put down, hinder, take, play, help, get, make, do, and visit. This is followed by verbal processes with the verb talk, behavioural processes with the verb listen, and relational processes with the verb is.

The Visual Analysis

The visual resources found in the campaign posters were the represented participant and the emblem. As far as the represented participant is concerned, 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). All of the represented participants were considered to perform 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 these posters, the represented participants function as 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 realised 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 Poster 1, the baby performed 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. On the other hand, a unidirectional transactional action process is carried out when a vector (an arrow or object that represents a vector) connects two participants, an Actor and a Goal. In Poster 2, 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.

Furthermore, the circumstances in narrative representation refer to secondary participants who are related to the leading participant but are not using a vector. It is divided into the locative circumstances (the placement of participants in images), the circumstances of means (related 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 in the foreground against a blurred darker background. Also, the baby in the foreground overlaps causing the setting to be partially obscure. Such a characterisation 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 characterisation 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 as 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 Posters 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 colours and sharper focus contrast to the muted and desaturated background. This characterisation makes the represented participants stand out and more visible to the viewers.

The Contributions of Textual and Visual Resources

The campaign posters put under scrutiny were posters published for We Need to Talk! The monthly event will be 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 are 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.

As the previous section explained, all of the represented participants (a baby, a little girl, a little boy, and a boy) depicted in the posters performed a transactional reaction process. A transactional reaction process indicates that the Reacter reacts to something or someone, which is the Phenomenon, through a gaze. In all of the images, it is identified that the represented participants are staring at the interactive participants, the viewers, which means that the represented participants react to the viewers or something that the viewers do, which is further explained by the caption "TURN THAT TV/iPad OFF (Poster 1 and 3)/Mummy, PUT THAT PHONE AWAY (Poster 2)/Dad, PUT YOUR LAPTOP DOWN (Poster 4), WE NEED TO TALK! (All)". These textual resources indicate two things; what the viewers do (the Phenomenon) and what the Reacters (the represented participants) want the viewers to do as their reaction to it. Moreover, the captions can be interpreted as what the viewers are doing: watching TV/using a phone/iPad/laptop, to which the represented participants responded by staring at the viewers to get or attract their attention (transactional reactional process) and demand (realised by the use of imperative sentences) them to put their devices away (realised by the material clauses) and talk to them instead (realised by the verbal clauses). This combination of textual and visual resources indicates that the creators want the viewers to talk to their children (presented in the visual resources of a child's image in each poster)

after they put away their devices. Moreover, here, the creators placed themselves as children of the viewers (presented in images of children and the quoting format of the captions) who demand (realised by the imperative sentence) their parents to put away their devices and talk to them instead.

Moreover, the represented participants also showed certain facial expressions while performing the transactional reactional process, which is very common since "the precise nature of the reaction is coloured in by facial expression" (Kress & van Leeuwen, 2006, p. 67). In these images, the represented participants show several facial expressions: the baby seems angry, the little girl and the little boy seem upset, and the boy seems disappointed. It is tempting to assume that the represented participants are protesting what the viewers are doing.

Meanwhile, the captions are written in imperative sentences, upper case letters, and bold with an exclamation mark. The first clause of the caption is written in uppercase for the purpose of emphasizing and stating 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, using the exclamation mark in the caption of the posters shows that the issue is very severe or urgent and needs immediate action. Furthermore, the words **Mummy** and **Dad** (Vocative) in Poster 2 and 4 addressed specific readers in each poster. However, since the posters are part of a series of campaign posters, it is tempting to assume that parents are the specific viewers being addressed in all campaign posters.

After discussing the relationship between the represented participants (visual resources) and the captions (textual 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 placed right beside the represented participants' faces, the font size multiple times bigger than the other textual resources, and the text written in the quoting format.

Moreover, the represented participants in Poster 1 and 2 also perform other narrative processes which are a non-transactional action process (Poster 1) and a unidirectional action process (Poster 2). In Poster 1, the baby performs a non-transactional action process in which the baby is lying on his stomach undressed on something that looks like a bed or a floor mattress. The baby is also placed foregrounded against a blurred dark brown background. The depiction of the represented participant, the baby, and the locative circumstance implicitly tell the viewers the setting of the image. It is tempting to assume that the setting took place in a house, in the bedroom, or living room. Such claim is based on the depiction of the undressed baby that is lying on something like a bed (which is uncommon for a baby to be undressed outside), a blurred dark brown background that looks like a wooden wall, and the use of the word "TV" in additional information which commonly placed in a house, in the bedroom or living room. As

for Poster 2, the little girl performs a unidirectional action process in which the little girl is holding or playing with something with her hands. The little girl is also placed foregrounded against a blurred bright green background that still can be identified as a garden or park. Thus, it is tempting to assume that the little girl is playing with plants in the garden. Moreover, it is also tempted to assume that this depiction supports the textual resources (the additional information) which is "It is important to take time to talk, listen and play with your child" which can be interpreted that it is not only talking and listening that can support children's language development but also playing with them.

Regarding the additional information, the captions are less conspicuous due to the font size, which is much smaller than the captions and is written in lowercase. The text is also separated from the captions by a line, which can be interpreted as the text not connecting directly with the represented participants as much as the captions. However, it is tempting to assume that the additional information is what the creators of the posters, Speech & Language Therapy NHS Trust, try to communicate to the viewers and so they presented as themselves. The additional information contains information regarding the danger of the excessive use of technology to children's language development, suggestions to spend more time interacting with children, and the benefits of having good interaction with children which give the viewers insight and raise their awareness regarding this issue.

Furthermore, the posters include other visual and textual resources which are the emblem, the call-and-visit information, and the tag. The emblem is realised both visually and linguistically as the logo and the brand name of the product/service or the company/organisation 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 is behind the successful production of the campaign posters and adding credibility to the messages being conveyed in the campaign posters. The call-and-visit information 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 organisation, NHS Trust, as the realisation of the campaign's aims which is working together to change poor communication skills on children's language outcomes. The tag also accompanies it in the hashtag "#weneedtotalk," provided for those who want to learn more about this campaign on social media (e.g., Facebook, Twitter).

In conclusion, the represented participants depicted in the campaign posters perform a transactional reaction process using 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** are 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 readers who are interested and want more information regarding this campaign. This textual and visual combination was used as an attempt by NHS Trust to invite and even demand the viewers to take action on the issue raised. 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.

CONCLUSION AND SUGGESTION

CONCLUSIONS

The present study aims to analyse the various semiotic modes, specifically textual and visual resources, used in campaign posters to promote parents' awareness of children's language development and reveal the contribution of each mode in representing the campaign's messages in the selected campaign posters. This is an attempt to fill in the gap in campaign poster analysis from multimodal perspectives since the researcher has not yet found any similar research analyzing campaign posters regarding this issue.

The analysis result of the textual and visual analysis presented in the selected posters showed that the textual resources mostly have material processes followed by verbal, behavioural, and relational processes, which indicate that the NHS Trust is trying to invite the viewers to take action and work together to overcome the issue being raised as well as raise the viewers' awareness on this issue through the additional information provided in the posters. Meanwhile, all of the visual resources have transactional reaction processes followed by a non-transactional action process and a unidirectional action process which indicates that the NHS Trust addressing directly the viewers (through a gaze) to respond and react to the participants' gaze to work together overcoming the issue being raised. Moreover, the campaign posters also provided the call-and-visit information (website address) as a website and contact person that the viewers can visit if they need resources, information, and help from the organisation (the professionals) in overcoming this issue.

SUGGESTIONS

This research has a significant practical contribution as a trigger for future research on a similar scope or focus. This research might become a trigger for undergraduate students to conduct similar research, multimodal research since this field is barely glanced at by students who wish to finish their bachelor's degree. Moreover, this research also provides a glimpse of Systemic Functional Multimodal Discourse Analysis (SF-MDA) theory regarding textual and visual analysis of posters that might help readers (especially poster designers) to understand the potential meaning of various resources in posters so that their messages in the posters can be delivered well to the intended viewers.

Despite the research's significance, there are some limitations to this research. At first, the research employs Halliday and Matthiessen's (2004) Systemic Functional Linguistic and Kress and van Leeuwen's (2006) Visual grammar focusing on the ideational (linguistic) and the representational (visual) meaning. Future research should analyse the poster based on all the meanings, the ideational, interpersonal, and textual meaning (textual resource) as well as the representational, interactive, and compositional meaning (visual resource), to comprehensively analyse textual and visual resources in the posters. Furthermore, future research also should conduct research regarding the effectiveness of the campaign posters in changing people's behaviour and raising people's awareness. Moreover, this research used the 2015 campaign posters from a non-profit organisation as the research data. In addition, future research should employ more current campaign posters from various organisations to gain more recent research and more wide-ranging conclusions. Lastly, this research also employs a single data collection technique: document analysis. Thus, future research should employ triangulation data techniques, observation, interview, and document analysis to gather multi-layered data results and to avoid threats to trustworthiness such as reactivity, researcher bias, and respondent bias of the obtained result.

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