

VISUAL-TEXT INTEGRATION IN DIGITAL PUBLIC SERVICE ANNOUNCEMENT: A STRATEGY TO FIGHT FAKE NEWS SPREAD

Integrasi Visual-Teks dalam Pengumuman Layanan Umum Digital: Strategi Melawan Penyebaran Berita Palsu

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Abstrak

Tujuan dari penelitian ini adalah untuk mengevaluasi bagaimana retorika moda visual dan verbal menyampaikan pesan dalam pengumuman layanan umum. Perbedaan penggunaan moda menunjukkan dampak yang berbeda, sedangkan retorika memperlihatkan adanya kuasa untuk mempengaruhi dan meyakinkan orang lain. Dengan tingginya minat untuk menggunakan media sosial, PSA menjadi contoh komunikasi multimodal yang kompleks karena menggabungkan teks verbal dan gambar visual untuk menciptakan bahasa alami. Penelitian ini menjawab pertanyaan tentang bagaimana kombinasi teks dan gambar bekerja. Dalam cakupan ini, teori Tata Bahasa Visual oleh Kress & van Leeuwen dan teori SFL oleh Halliday diterapkan bersama dengan SF-MDA yang dicetuskan oleh O'Halloran & Lim-Fei. Metode deskriptif kualitatif analitis memungkinkan penelitian ini untuk menyelidiki dan menjelaskan masalah secara rinci. Hasil penelitian ini menunjukkan bahwa kombinasi semua sumber daya berpotensi memotivasi individu yang berinteraksi untuk melakukan tindakan yang disarankan setelah mereka memahami teorinya. Mengingat pentingnya aktivitas sosial, temuan ini diindikasikan berkontribusi dalam merepresentasikan nilai-nilai yang diinginkan oleh sektor publik maupun swasta.

Abstract

The purpose of the current study is to evaluate public service announcements (PSA's): how visual and verbal rhetoric modes present an intended message. Differences in modes suggest different effects, and rhetoric promotes the power to persuade and convince others. As the growing interest in social media use, PSAs become a complex example of multimodal communication: combining verbal texts and visual images establish natural language in this world. The study looked at the question, how the combinations of texts and images work. Within this scope, Kress & van Leeuwen's Visual Grammar theory and Halliday's SFL theory were applied along with SF-MDA suggested by O'Halloran & Lim-Fei. The method of analytic descriptive qualitative allows the study to investigate and explain the issue elaborately. The results of this study show the combinations of all resources potentially motivate interactive participants to do the action after the investment of knowledge. Due to the increased importance of social movement, it is estimated that the findings potentially contribute to represent values intended by both public and private sectors.

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INTRODUCTION

This study investigates the function of language in social interactions, specifically in the presence of potential conflicts, with focus on visual-text integration as a communication strategy to fight the spread of fake news. The prevalence of fake news on social media platforms, particularly during times of crisis like the pandemic, has had detrimental consequences on communication. Understanding how visual and textual resources can be effectively integrated is crucial in developing strategies to challenge conflicts and mitigate the adverse impacts of fake news. By examining the function of language and the power of visual-text integration, this study seeks to contribute to the existing knowledge on communication strategies aimed at fighting the spread of fake news. This study aims to shed light on the effectiveness of digital public service announcement in utilizing visual and text resources to deliver persuasive messages and promote critical thinking among readers. By doing so, it strives to provide valuable insights into the development of effective strategies to combat the spread of fake news and foster informed communication in the digital era.

To address the issue of fake news, the study proposes the use of persuasive strategies, with a specific emphasis on Public Service Announcements (PSAs) published by PSHE Association in 2019. These strategies aim to influence and gain compliance from the target audience, thereby countering the spread of false information. Language choices play a significant role in shaping readers' responses, and PSAs designers can employ rhetorical or oppositional arguments based on their objectives. By strategically negotiating referential, social, and expressive meanings, PSAs designers can influence the perspectives of their audience and foster compliance.

Previous studies have been conducted by (Wright, 1998) saying that language plays a role of conflict; it can either escalate or de-escalate conflicts. It emphasizes the necessity of understanding communication dynamics and the risk for miscommunication in conflict situations. Other study was also conducted by (Safieddine et al., 2017) that looks at how incorrect information spreads on social media sites faster and reaches more people truthful news. The study emphasizes the need of addressing the impact of fake news on communication and society. The current literature on countering disinformation concentrates on individuals while ignoring social newsgroups, which are significant players in the internet distribution of information. The findings suggest that social newsgroups have a major impact on both the spread of disinformation and the fighting of misinformation. In addition to both studies, similar study has also been conducted by (Smith, 2010) concerning how language and discourse dwell in conflict and conflict resolution. The purpose of this research is to look into the role of language in conflict and conflict resolution. It investigates how language and communication styles could worsen or ease conflict resolution processes. The study emphasizes the value of efficient communication tactics in fostering peaceful resolutions

The current study differs from that of the above-mentioned studies in terms of its emphasis on the role of social media platforms in shaping individuals' behavior and reactions, particularly within virtual communities where misinformation and fake news can proliferate. Therefore, employing persuasive strategies, such as PSAs, becomes crucial in combating the dissemination of false information. Utilizing multimodal resources that combine verbal and visual rhetoric, PSAs aim to raise awareness, encourage compliance, and mitigate the impact of fake news in the digital communication landscape. By understanding the interplay between language, persuasive strategies, and social media, effective measures can be taken to address the challenges posed by fake news and foster more informed and constructive communication.

In general, the current study can provide readers with awareness for combatting fake news in social media. Specifically, the current study benefit readers with (a) enhanced communication skills, particularly in situations when there are disagreements and confrontations.

Understanding the way in which visual and textual resources can be effectively integrated, can assist individuals in more efficiently navigating such interactions and promoting greater understanding and resolution, (b) promoting harmonious social interactions, diverse perspectives provide insights into effective communication strategies that promote empathy, understanding, and cooperation, and (c) informing policy and education, any institution can incorporate the findings of the current study into curriculum development to equip individuals with critical thinking skills, media literacy, and effective communication strategies.

METHOD

This study performed analytic descriptive qualitative to determine the way intersemiotic relations of the combination of images and language contributes such a possible engagement to interactive participants' mind while presentational persuasive strategy carries out. Computer-mediated discourse of PSA's issued in PSHE Association (Association, 2013), are representative samples in this study.

With one or two most vital point, PSAs tends to be effective at encouraging interactive participants to act and can awake to individual responsibility for making information public. Initially, as electronic texts, PSA's is a broadcast media published by radio and television, but recently social media provides networking for PSA's to be well informed. The airtime that stations plan to devote for PSA's, is not its limitation anymore. Importantly, the text form of PSA's is changing gradually to meet the characteristic of social media. It invites groups or institution concerned with social issues to evaluate their PSA's thoroughly and to create better ones. Since the risks of the spread of fake news are thus a crucial worldwide communication crisis, the social movements through PSA's, should be taken into consideration; creating a better and effective one is debatable to encourage people to be more educated with better literacy competence, with better responsibility and with better attitudes.

Current approaches to advance awareness of citizen in social networking have brought to the creative interfaces of PSA's, giving PSA's visual rhetoric modes a better look and a better performance. O'Halloran's ideas on the use of digital technology for forming image-editing software, lead to both the exploration of new theoretical and practical approaches and the development of new features of image-editing software.

The study in this article explores if the combination of images and language in PSA could promote persuasive force. Among the topics dealt with multiple semiotic resources, the described research focuses on the persuasive effect of computer-mediated discourse in PSA's, looking for effective ways to deliver messages and to prevent conflict.

Sampling

One of common techniques in qualitative research is purposeful sampling (Creswell, 2013). In this study, the sampling was intended to provide an example in which persuasive practice has been operated. The study criteria allowed PSAs published in PSHE Association to take into consideration

In sample, images and language involves as semiotic resources in computer-mediated discourse PSA's. The combinations of those introduce intended messages. Furthermore, the way the combinations are forming intersemiotic relations indicate the choice of communicative strategy. This study proposed that this discourse has implemented presentational persuasion to get interactive participate involve in the narrative constructed. Since PSA's is generally a short message and presents one or two initial points, the way discourse narrates the message should be challenging.

In order to determine the case, this study focused on all semiotic resources are present to meet their functions in these rhetorical and computer-mediated discourses. Some techniques allowed the researcher to analyze, evaluate and describe all matters.

Data Processing and Analyzing

The previous study of Hermawan suggested such an analysis procedure of Multimodality researches (Hermawan, 2013). In his proposal, *Reading Images* of Kress & van Leeuwen contributed in numerous points for interpreting visual rhetoric modes, images. He mentioned two step procedures: (1) analyzing semiotic resources involved; and (2) describing or explaining the semiotic resources.

The procedure begins with a main concept: images are language. They play the three metafunctions of Halliday: ideational, interpersonal and textual (Halliday & Matthiessen, 2004). Adopted *Reading Images* theory generated from Halliday's metafunction, the images function as representational, interactive and compositional (Kress & van Leeuwen, 2006). Images represent how *represented participant(s)* – living or un-living objects or items – in images correlate with others. The term *vector* manifests the participants' interaction from which the move occurs, and the vector defines the roles of participants. The interaction itself may be transactional-non transactional, bidirectional-conversion.

In the level of interactional function, images may illustrate specific relationship among participants (creator/speaker, interactive participants/addressees, and represented participants/objects). The relationship is represented through gaze, frame size and shot to show demand, social distance, and/or power. The compositional of images is interpreted through how the image construction has been created; and given-new, ideal-real, center-margin, polarization and triptych influence on reading path. Finally, in analyzing images framing and color may participate in creating meaning.

How do we analyze language? The presentation of language is analyzed based on Halliday's metafunction: ideational, interpersonal, and textual. The basic work of the analysis is the same as analysis language with SFG.

The last step of Hermawan procedure is describing. The researcher deliberately described all issues of images and language. Then the main issue of this research was explained through intersemiotic relationship. Thus, the researcher managed to determine the hypothesis.

THEORY

In social interaction, language and conflict mostly constitute disagreement and disputes. Cross-cultural interactional rules, style, gender, and speaker's interactional goal are determined to trigger conflict or argument (Christina Kakavá, 2001, p. 57). Speaker's interactional goal, for example, indicates there is such an act of control: suggests requests, offers, orders and other verbal acts. The act sometimes aids and sometimes collides other's wish, and that initiates interactional conflict.

When the act of control comes to discourse, control is defined as a social power. Van Dijk claimed that with this power, a group or an institution has a power base of privileged access to scarce social resources such as information, knowledge, and various forms of public discourse and, of course, force to control other's act and mind (Teun A. van Dijk, 2001). However, it does not mean that the operation of such control is in less challenge. Control of public discourse naturally deals with dual nature: social and utilitarian, but effective power is determined by compliance from others (Ervin-Tripp S. et al., 1984). Does the possession of power engage other compliance?

In addition to social power, other/addressee compliance can be affected by language choices. Speakers (groups or institutions) may choose one of two types of arguments, whether

rhetorical or oppositional, depend on their position (Christina Kakavá, 2001). By rhetorical, they present an intact discourse supporting disputable position. On the other hand, oppositional facilitates them with discourse supporting openly disputed positions. In order to undermine addressee, negotiation of referential, social and expressive meanings is suggested to operate constantly (Schriffin, 1985). Hence, communicative strategies of conducting conflict are promoted to achieve this compliance.

In the era of digital communication and social networking, social media is affecting the way people react on something. As interactive computer-mediated technology, social media provides people with network and virtual communities where they can create or share information, ideas, stories and other forms of expressions. The unique environment of virtual communities, unfortunately, does not always bring positive behavior. Virtual communities (so called netizen) with less awareness and less literacy competence, most of the time, are dragged to mislead, to believe in such a discourse with covert agenda. Unconsciously, they are emotionally involved with the action of spreading fake news – news with false information and/or hidden agenda of specific groups.

Initially, the global coronavirus outbreak is considered as global health pandemic, but gradually there are competing influences, bringing speculations, and more recently, political elites are bringing covid-19 pandemic to their campaigns and/or to build political power. One of recent studies reported that although news come from sources believed to be reliable and authentic undoubtable, it is a fake news when it is inaccurate one. The sharing of scientific data needs to meet two critical aspects: reliable information with “filters” and individual responsibility for informing news publicly (Orso, 2020). Another study mentioned that *infodemic* in which true and false information galore has been resulting in great suffer; true information potentially mitigates the crisis, but false information amplifies it (Al-Zaman, 2020). Unconsciously, fake news is identified as a historical crisis of human communication. It causes tension, misunderstanding and disharmony in society (Al-Zaman, 2020). Diverse issues–involving disease, medication, healthcare, religion, and politics–are dominating the fake news. Through social networking, the spreading is hardly to be tackled. Fortunately, fake news propagation is aggressively motivated in social media to stop the spreading.

As described earlier, communicative strategies of conducting conflict are necessary to undermine addressee and to gain addressee compliance in social media. The act of unconscious control (the characteristic of persuasion) is debatable being effective to educate and to improve netizen’s literacy skills as well as to accelerate the development of their moral maturity for empowering their skills in evaluating any given information (Sari & Basar, 2019; Sari & Sobarna, 2018). As a result, persuasive strategy is promoted to be used in any computer-mediated discourse, aimed to be the fake news propagation. Persuasive propagation of Public Service Announcement (PSA’s) is operated to avoid conflict, and it functions to pursue its goal, that is, addressee compliance to act as intended, stop the spread of fake news.

However, persuasion is contextually dependent. Rhetorical situation–where the action of persuasion is necessary–influences on the choice of persuasive strategies that correlates with the choices of style and rhetorical language (Johnstone, 1989). Clearly, the same strategy will not be used in every given situation. While logical and informal reasoning is a focus of quasilogic, presentation emphasizes process of moving and involving, but analogical persuasion manipulates addressee’s mind to immerse, leaping between past and current events through traditional wisdom, or implicit-explicit recalling (Christina Kakavá, 2001). Thus, every strategy fulfils different goal: quasilogic is to convince, presentation is to make speaker’s claim present in addressee’s conscious mind, and analogy asks addressee to learn from past experiences. Speakers decide on the most appropriate strategy contextually.

In order to raise awareness of the issue and to encourage addressee to act, PSAs facilitates itself with multiple semiotic resources. With a combination of verbal rhetoric mode and visual rhetoric mode, presentational persuasion is adapted to invest the claim in interactive participant's mind (called for addressees in this study). The use of this text-image relation consequently brings to multimodality (Bateman, 2014). This study approached this relation using the systemic functional (SF) approach to multimodal discourse analysis (MDA)–SF-MDA.

SF-MDA focuses on analyzing meaning arising from the use of multiple social semiotic resources in discourse (O'Halloran, 2008). The term of social semiotics was given to describe the way people use semiotic 'resources' both to produce communicative artefacts and event, and interpret them (O' Halloran & Lim-Fei, 2014). In this notion, linguistics is a kind of semiotics that exploits grammar and discourse semantics; elements that systemic functional grammar (SFG) manages to analyze and describe. Meanwhile, other social semiotic resources such as images, color, music, gestures and embodied action are defined as non-linguistics. Since this study involved verbal and visual rhetoric modes, SF helps to investigate linguistics while Kress & van Leeuwen's visual grammar, generated from SFG, examines non linguistics (Kress & van Leeuwen, 2006), (Jewitt, 2014), and (Gao, 2017). As stated, SF-MDA approach is adapted from Halliday's premise that the organization of semiotic resources manifests the social function that the resources play in social interaction. SF-MDA concentrates to the 'grammatics' of semiotic resources, considered individually to contribute specific different effect and collectively to create the meanings of multimodal discourse(O' Halloran & Lim-Fei, 2014).

Current studies indicate the scholars' interest in exploring not just intra-semiotic relation but intersemiotic phenomena as well. Until 2008, O'Halloran examined by applying SF-MDA metaphorical construction meaning occurs when linguistic and visual elements are displayed (O'Halloran, 2008). In 2010, Chen suggested that multimodality approach might be implemented to analyze type and level of dialogic engagement in a textbook when the combination of verbal and visual are employed (Chen, 2010). Archer & Stent (2011) studied color, as an independent rhetoric mode, potentially functions as a crucial role in society to draw ideas-belief, social relation and identities of the late apartheid South Africa (Archer & Stent, 2011). Hermawan discussed the creation of messages of Elementary School English textbook for Indonesian using the collaboration of images and language (Hermawan, 2013). In order to carefully examine sociocultural differences and problems between China and Russia, Gao explained the intersemiotic relation between text and images (Gao, 2017).

Prior researches have tended to focus on functionalities of semiotic resources, intersemiotic relations of the combination of semiotic resources, and developing new theoretical and practical approaches. Another aspect that distinguishes this study is that it concentrated to rhetorical effect of the combination of verbal and visual rhetoric modes. This study explored persuasive rhetoric of PSA's. In order to practice social power, it is argued that presentational persuasive strategy was chosen and constructed through intersemiotic relations of the combination of verbal and visual rhetoric modes.

The aim of this study is to evaluate how computer-mediated discourse of PSA's performs its social functions, that is, to promote intended value, "stop the spread of fake news", and to persuade interactive participants to act what they are asked for. The investigation involved how verbal and visual rhetoric interact to develop intersemiotic relations, in order to create the engagement of interactive participants after being motivated. These intersemiotic relations were analyzed, explained and described, taking procedures of analytic descriptive qualitative method. Critical reading techniques were applied for both collecting and analyzing data. Data were described based on covered issue. The approach of SF-MDA explored the way in which message was delivered through the intersemiotic relations of the combination of language and images.

RESULTS AND DISCUSSION

Building upon previous statements, the study aimed to investigate the manifestation of presentational persuasive strategies in PSAs as a means to combat the spread of fake news. It proposed utilizing multiple semiotic resources to establish intersemiotic relations. Within this framework, a carefully crafted narrative was designed, with a PSA designer introducing a central message intended to actively engage participants, prompting them to evaluate, make informed decisions, and take necessary actions. These interactive participants unconsciously assume a crucial role in the decision-making process, aligning their behaviour with the intended objectives. This study focuses on purposely sampled PSAs presented in Fig. 1 and Fig. 2. These PSAs were published by the PSHE Association in response to the issue of empowering children with literacy competence as a social project. The association collaborated with the National Literacy Trust and the Guardian Foundation of UK, with funding provided by Google.

The results of this study demonstrate the effective utilization of emotional displays in PSAs to convey intended messages. By combining visual and textual resources, these PSAs create an immersive experience for the readers. The nuanced portrayal of the negative effects of fake news is achieved through a captivating paratactic flow. Furthermore, the logical element employed in the PSAs represent the persuasive endeavours of the designers. Their careful choices of language, encompassing words, phrases, and images, are strategically aimed at evoking belief and driving the desired action from the readers.

Analysis of Visual Rhetoric Mode: Images

Adopted Kress & van Leeuwen's Visual Grammar, also called theory of *Reading Images*, analysis of PSAs of PSHE concerned with images as visual rhetoric modes. They are parts of the communicative system of human beings, so language should not be limited to single mode (Gao, 2017).

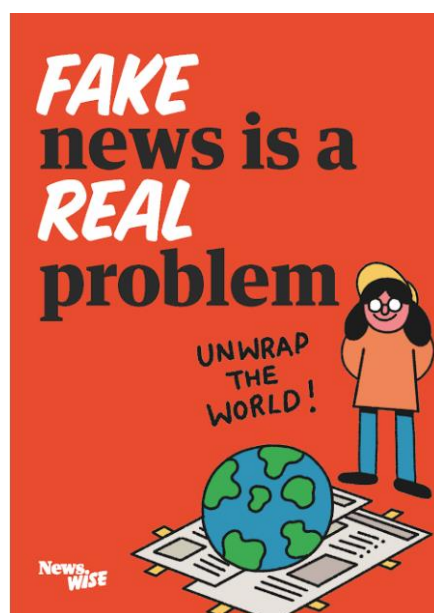


Fig.1 PSA published in PSHE Association, 2019

In fig. 1, representational meaning of the images explain that the visual structure of PSA discourse was constructed with conceptual and narrative process. In the light of conceptual process, images present their symbolic meanings. Apparently, the child in orange t-shirt, blue pants, yellow hat and black shoes is the Carrier of the image of the future. Globe and newspaper are also the Carriers of earth (inhabited world) and dream respectively. As a symbol of the

future, a child means a hope, which we can do all possible things to make a better life with a better world. In the same time, the child represents future generation that is calling us to take responsible for what happen today. In the front of the child position, there is newspaper whose symbolic meaning is the compromised reputation of the dreamers; with that reputation, they can build public opinion including fake values most of the time. Since newspaper symbolizes news for far away as well, deceit or popularity are distributed widely, covered wide area. In the history of art, globe appears as a symbol of emperor or king, and of course power. In this discourse, the globe is associated with social powers, having ability to control public opinion. As globe represent scholars and salvation, it can be interpreted that among those groups still there are idealist scholars who will take salvation, fight for the sake of community.

Narrative process displays the represented participant' actions and the event illustrated with the development and change of the action, event, and the placement of the represented participants (Gao, 2017). In this discourse, two action processes and a reaction process are identified. In the first action process, vector of 'removing' the wrapping from globe is interpreted by identifying interactive participants as an Actor, globe wrapped as a Patient, and newspaper as an Instrument. Inversely, the first action indicates a prior action of newspaper (Actor) toward globe (Patient); the vector is defined as the act of "wrapping". The eye line of the child (Reactor) looking straight forward to the interactive participants (Phenomenon) draws a vector showing the idea that the child asks them for a help or a responsible action.

Furthermore, the designing purpose of the visual structure of the images is to show the interaction between the represented participants and the interactive participants as well as among represented participants, informing implicit meanings. The image of child has a direct eye contact with the interactive participants. It indicates a demand for interactive participants to do what it is said. On the other hand, represented participants in close shot describes close relationship between represented participants and interactive participants. The perspective of vertical angle brings symbolic authority of child to globe and newspaper. In the perspective of color modality, the images bring the feelings of warm and calm but powerful. Learning the compositional meanings of the images, all images are placed in the right. The placement means that the all images are new information; something to be noticed as important information.



Fig. 2 PSA published in PSHE Association, 2019

Additionally, PSAs potentially strengthen the power of signs and symbols, as well as logical words, to effectively convey persuasive messages. For example, in Fig. 2, the visual structure of the PSA discourse employs a conceptual and narrative process, presenting a unique narrative approach. The “STOP” sign and the question symbol (?) directly interact with the interactive participants, creating a powerful impact. The “STOP” sign acts as a vector, urging participants to promote self-regulation and impulse control, while conveying the need to take action against the spread of fake news, symbolizing social conflict. It serves as a substitute for strong words and can help reduce heightened emotions in social situations, potentially reducing frustration. Moreover, the sign emphasizes the importance of concerted efforts for protection. On the other hand, the question symbol (?) conceptually signifies the need for intellectual satisfaction through providing answers. As a vector, the symbol motivates interactive participants to seek answer and engage actively.

In terms of the design purpose, the visual structure of the PSA in Fig. 2 aims to communicate the message that interactive participants should take action to fight the spread of fake news, particularly in virtual communities. These actions are triggered by the answers interactive participants obtain while evaluating controlled questions, suggested in the PSA. The close-up shot of the “STOP” sign and the question symbol (?) signifies their close relationship with the interactive participants. Furthermore, the green color modality conveys the ideas of luck, growth, and wealth, suggesting that taking action to stop the spread of fake news can lead to societal maturity, wealth, and harmony. The central placement signifies prominence, and the top-to-bottom information flow leads to a specific and final result.

In addition to the “STOP” sign and question symbol (?) mentioned earlier, the PSA in Fig. 2 also incorporates other visual and textual elements to enhance its persuasive impact. For instance, the use of contrasting colors, such as red, white, black and purple, in combination with bold and capital typography, creates a sense of urgency and grabs the attention of the readers. This interplay of colors and typography serves as a visual cue to emphasize the seriousness of the issue at hand – the spread of fake news.

Furthermore, the placement and arrangement of the elements within the PSA in Fig. 2 contribute to its overall effectiveness. The “STOP” sign and question symbol (?) are strategically positioned at the center of the composition, drawing the readers’ focus and establishing a visual hierarchy. This arrangement signifies the importance of these elements and prompts the readers to pay close attention to the message being conveyed.

Additionally, the use of concise and impactful language, such as “STOP the spread of fake news,” “What is it?” “Why is it,” and “What can you do?” reinforce the intended message and encourages the readers to take action. By combining the power of visual cues, symbolic elements, and persuasive language, the PSA effectively communicates its call to fight fake news and urges readers to seek reliable information.

Analysis of Verbal Rhetoric Mode: Language

The semantic meanings of the language use – a product of semantic and structural choices – are interpreted through the metafunction of the linguistic choices.

Table 1. The Process of Transitivity of PSA in Fig. 1

	Types of Process	Description
Fake news is real problem	aRelational Process	Intensive identifying process
Unwrapped world	theMaterial Process	Action of unwrapping

The process of transitivity in Fig. 1’s PSA can be understood by analyzing the clauses (See Table 1. Transitivity Process in PSA – Fig. 1). The introductory phase begins with an intensive identifying process in the relational process, where fake news is identified as a troublesome issue. Additionally, the phrase “unwrapped the world” implies an implied actor, suggesting that interactive participants are responsible for uncovering the truth and protecting society.

Through their interaction, interactive participants are positioned differently from the represented participants in the world. They are empowered to enact change. Textually, the clause “fake news is a real problem” is presented as given information, indicating prior knowledge. This leads to a new situation, “unwrapped the world,” which acts as a prominent claim, representing the designer’s intended outcome.

In Fig. 2’s PSA, the combination of clause processes is used to convey the intended meaning (See Table 2. Transitivity Process in PSA – Fig. 2). The material process initiates the premise, emphasizing the urgency of taking action. It urges interactive participants to regulate themselves and assume control before it is too late. To guide participants towards appropriate actions, a combination of relational and material processes is employed. Participants are prompted to reflect on the nature of fake news, the underlying reasons for their actions, and what they can do to fight it.

To enhance the persuasiveness of the text and avoid potential rejection, a mental process is suggested. This implies that participants willingly take action without external enforcement. Their actions stem from their evaluation of the given premises.

Table 2. The Process of Transitivity of PSA in Fig. 2

	Types of Process	Description
STOP the spread of fake news	Material Process	Action to regulate oneself and take a control
What is it	Relational process	Intensive identifying process
Fake news is the reporting of rumors and falsehoods for purposes of propaganda or nefarious reasons	Relational process	Intensive identifying process
Why is it an issue	Relational process	Intensive identifying process
Audience can be manipulated because they are unable to identify (mis) information or source of bias	Material process Material Process	Action of manipulating Action of identifying
What can you do	Material process	Action of doing
Identify of fake news satire, partisan bias, invented news, clickbait	Material process	Action of identifying
Evaluate before you share	Mental process	Perceiving things through evaluating
Read more than just title	Material process	Action of reading
Who is the author	Relational process	Intensive identifying process
Do they refer to the expert	Material process	Action of referring
When in doubt, ask a librarian	Material Process	Action of asking

Intersemiotic Relationships

The investigation of the intersemiotic relationship in PSA Fig. 1 sheds light on the effective utilization of language to convey both the current situation and the desired outcome. The narrative structure, organized from top to bottom, introduces the pressing issue of fake news, which has escalated into a communication crisis.

The intersemiotic relationships depicted in PSA in Fig. 1 serve as a call to action against the rampant spread of fake news. The striking red background evokes powerful emotions, urging the interactive participants to take immediate actions. The depiction of children symbolizes our collective responsibility in addressing this problem, as their future is at stake. The suggested action of “unwrapping the global” emphasizes the critical evaluation of the information encountered. It reveals the manipulation by irresponsible groups or institutions seeking personal

gain. Knowledge, information, and authority become tools of power, shaping perceptions and creating a social consensus (Teun A. van Dijk, 2001). This process, known as “hegemony,” (Gramsci, 1971) legitimizes news as a social practice (Fowler, 1991). The final image, “unwrapped global,” represents the desired outcome where the truth prevails, saving us from the grasp of deceptive agendas.

The discourse structure progresses logically from top to bottom. The visual elements interact harmoniously with the textual, establishing intersemiotic collocation and conveying a sense of expectancy.

Likewise, PSA Fig. 2 employs a combination of visual and textual elements to enhance its persuasive impact. The inclusion of the “STOP” sign, question symbol (?), contrasting colors, typography, and textual elements effectively captures readers’ attention and reinforces the urgency of taking action. The strategic placement and arrangement of these elements establish a visual hierarchy, guiding readers to evaluate the importance of each premise and align their actions accordingly (Royce, 2002).

The use of concise and impactful language further persuades readers to act. By reinforcing visual cues, symbolic elements, and persuasive language, the PSA effectively communicates the call to fight fake news and encourages readers to seek reliable information.

Presentational Persuasion

Intersemiotic relationships constructed through the combination of images and language of PSAs, as seen in Fig. 1 and Fig. 2, reveal a clear sequence of events in narrative discourse. In Fig. 1, the narrative unfolds from the initial clause to the image of the child. Then, it progresses to the accompanying phrases, and finally culminates with the image of unwrapped globe. The seamless sequence of events naturally constructs a coherent narrative plot that engages the interactive participants, drawing them into the story. Similarly, in Fig. 2, the situational changes within PSA move from the combination of the “STOP” sign and the first clause, and subsequently flow from one clause to another in a top-to-bottom progression, effectively building a narrative structure.

This immersion experienced by the interactive participants during this narrative process leads to their active involvement and engagement. This deep involvement triggers the operation of the presentational persuasive strategy within their mind (Johnstone, 1989). Participants are unconsciously motivated to evaluate, make decisions, and take intended actions. Ultimately, this process of evaluation contributes to the development of their moral maturity (Sari & Basar, 2019; Sari & Sobarna, 2018).

Highlighted the results of the study, it has successfully identified and examined the persuasive strategy employed in computer-mediated discourse. This strategy has been strategically chosen to prevent unexpected conflicts and facilitate easy and natural acceptance of the PSAs’ value by the readers. By clarifying the persuasive strategy’s operation and its impact on readers’ reception, this study contributes to our understanding of persuasive communication in computer-mediated context.

CONCLUSION

The act of control, often associated with conflicts that trigger disagreement and dispute, has overshadowed the importance of communicative strategies that require comprehensive observation, especially when sociocultural and individual factors are involved. This has created a need for scholars to continuously develop theories and approaches that aim to find effective strategies, utilizing all available rhetorical and semiotic resources. This study examines how computer-mediated discourse PSAs employ presentational persuasion, leveraging multiple semiotic resources to their fullest potential. By combining images, signs, symbols, unique

typography, colors and language, intersemiotic relations are established, allowing for a seamless flow of information and message introduction. The narrative structure of these PSAs effectively engages interactive participants, fostering emotional involvement that can lead to attitude and behavior change, prompting them to align with the discourse's suggestions. In the future, researchers will be motivated not only to further develop and innovate effective methods of studying this subject, but also to expand scientific and practical knowledge in this area. Furthermore, it is encouraged for researchers and practitioners to evaluate and adopt the findings of this study in order to generate reliable and applicable results.

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