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A multimodal discourse analysis of Philippine Resbakuna infographics

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ABSTRACT

This study is a multimodal discourse analysis of COVID-19 vaccination infographics in the Philippines, commonly known as Resbakuna infographics released by the Department of Health. These infographics were released as part of the vaccination drive to encourage people to get COVID-19 vaccines. This study aimed to: identify the visual and linguistic elements found in the infographics; interpret the meaning being conveyed in the elements; and describe how these elements interplay to make a unified meaning. It utilized a descriptive-qualitative design anchored upon Cheong's (2004) Generic Structure Potential (GSP), Kress and van Leeuwen's (2006) Visual Grammar Design, and Royce's (1998) Intersemiotic Complementarity. Findings reveal that the infographics used visual elements such as lead, emblem, and display to grab the viewer's attention as well as help the viewers decide to get vaccinated. Also, the study reveals several linguistic elements used in the infographics to entice the viewers to read more about the infographics, as well as give information regarding COVID-19 vaccination. Lastly, the elements used complemented each other through the use of sense relations such as synonymy, repetition, and meronymy to convey the message. It is concluded that these elements were employed to convey the message that would build connection and trust with the viewers.

Introduction

There has been a huge interest among scholars in the topic of multimodality, specifically on understanding the structure and meaning of advertisements (Febriante, 2013; Maulinda, 2020; Tanjung, 2021). All communication in the modern day is multimodal and the changing communication landscape is reshaping how individuals develop, negotiate, and transmit meaning. The government needs to track the virus' spread and give information to help people stay updated. In the healthcare field, they come up with ways to get information out to people all over the world, and the use of infographics is one of the ways they do this.

In the Philippines, the Department of Health (DOH), which is the primary source of health information, is now leading the implementation of "BIDA Solusyon sa COVID-19." The DOH is committed to a strong and coordinated communication effort to combat the COVID-19 pandemic,

which continues to afflict people in a variety of ways. The campaign encourages individuals to take an active role in the fight against COVID-19. One of its objectives is to promote COVID-19 immunization, and to that end, they created infographics, commonly dubbed as *Resbakuna* (a portmanteau of the Tagalog words *resbak* (wrest back; avenge) and bakuna (vaccine), which means to take revenge with a vaccine. These infographics provide information about COVID-19 vaccines,convincing people to get vaccinated (Department of Health, 2021).

Multimodality is a method for communicating and conveying social semiotic meaning via visual and linguistic forms. These modes are integrated in order to complete, strengthen, or exist inside a piece (Kress & Van Leeuwen 2006). Today, poster advertising continues to be a highly effective technique and impactful kind of public art, attracting attention and disseminating information to a larger, diverse, and ever-changing audience (Febriante, 2013). With the outburst of COVID-19 pandemic, poster or infographics play a crucial role in influencing public opinion regarding COVID-19 (Tanjung, 2021) because of its ability to reach a wide and targeted audience. Since infographics rely primarily on visual and linguistic appeal, their structure must be more adaptive in order to promote effective knowledge transfer (Maulinda, 2020). Certain infographics may have immense visual appeal but are lacking linguistically. As a result, there is a sense that the medium is deficient in terms of depth and interactivity. Unsupported poster presentations may induce some active learning, as the audience is required to interact with the poster to read, synthesize, and analyze the information offered. Moreover, multimodality analysis provides instruments and procedures for analyzing texts that employ many modes of discourse. The objective is to study the text through the social factors contributing to the whole discourse. Furthermore, multimodality, which encompasses both visual and spoken communication, stresses the interplay between these kinds of communication.

Moreover, according to Halliday (1994), as cited in Maulinda (2020), linguistic framework has been adopted by other linguists in analyzing other discourse modes such as paintings, visual imagery, texts, and so on. Cheong (2004) proposes a concept to state the elements present in print advertisements in general, which are divided into two: visual and linguistic elements. The visual elements consist of *lead, display*, and *emblem*. On the other hand, the linguistic elements consist of the following: *announcement, enhancer*, *tag, and call and visit*. Additionally, the model is used in the identification of visual and linguistic elements for organizing the content of print advertisements.

In visual elements, there are three elements namely: *lead, display,* and *emblem. Lead* is the most critical component of advertising because it is what attracts and persuades the audience. It is the first impression that a viewer receives from an advertisement (Cheong, 2004). This element is critical in print advertisements, as it should be exhibited in manner, color, and size that can generate understanding towards the viewers. *Lead* is composed of two components. They are called the *Locus of Attention (LoA)* and the *Complementary Locus of Attention (Comp. LoA)*. *LoA* is critical since it is displayed in a distinct size and color from other visual components, while *Comp. LoA* is the context for the *LoA, in* which the customer may have primary attention (Cheong, 2004). The second element is the *display*. It visually depicts the properties of *lead* and describes its effects. Lastly, the *emblem* is the product's company logo that establishes the product or service's identity and allows for the proportional adjustment of the promotional text (Cheong, 2004). It can be placed anywhere in the advertisements.

Cheong (2004) also elaborates on *The Generic Structure of Potential (GSP),* which includes four linguistic elements such as the *announcement, enhancer, tag,* and *call and visit information*. The announcement, which contains the most salient linguistic component, can be classified either as the primary or secondary announcement. Next, the enhancer, usually composed of several

sentences, functions in creating or modifying the meaning resulting from the interaction between the lead and announcement. In other words, it reveals the relationship between passages. Then, *tag* is another element which contains information about a product of service missed by the *enhancer*. It is usually composed of small-sized one-liners intended to be inconspicuous (O'Halloran, 2004). Lastly, the call and visit information consists of contact information of the service provider. The *when, where*, and *how* are usually stated.

Furthermore, a social semiotic analysis method for visual communication was developed by Kress and van Leeuwen (2006) based on Halliday's (1978) Visual Grammar. Halliday's (1978) three meta-functions of language include *representational, interactive,* and *compositional*. The *interactive* and *compositional* meta-functions were used in this study to comprehend better the visual aspects included in the infographics. In the interactive meta-function, it analyzes the meaning of the images based on *perspective,* which is focused on the angles of the pictures if they are low (viewer power) or high (image power). Then *gaze* has two types: demand (participants look directly into the viewer's eye, which means the producer wants to do something to the viewer); and offer (image provides information about the product), and finally the *size* of the image if it is a long shot (interpersonal) (personal). Furthermore, the compositional meta-function of language is divided into three such as *information value, framing,* and *salience*. The information value can be situated top and bottom, left and right, margin, and center. The *left* side of a multimodal text usually provides information that is already known, *given*. On the other hand, the *righ*t side suggests a *new one,* which makes it the area of dominance. Moreover, the words *real* and *ideal* are placed at the top and bottom of the page, which reveals informative and pratical information, respectively. Also, the center indicates the core information, while the margin suggests a subservient one. Further, the element at the *top* is a generalized information that also bears an important component. On the other hand, the *bottom* has more concrete or practical information.

Lastly, according to Royce (1998), both the verbal and visual modes of communication, within the boundaries of a single text, complement each other in the ways that they project meaning, and that this intersemiotic complementarity is realized through various linguistic and visual means. In order to understand the relation of visual lin1guistic modes, it should be analyzed using the metafunctions namely Ideational, Interpersonal, and Compositional.

Because of that, numerous studies have been conducted on print advertisements. Nurudeen (2018) examined how language and visual modes communicate and interact with the target audience in Wema Bank posters. This study used frameworks of Systemic Functional Visual Social Semiotic Approach to Multimodal Discourse Analysis by Kress and Van Leeuwen (2006) and Yuen's (2004) Generic Structure of Potential. Intersemiosis Complementarity was also employed to analyze the visual and linguistic resources. The study observed that the verbal mode complements with the visual mode. They also reinforce each other in projecting the message towards the viewers. Also, the study of Maulinda (2020) demonstrated how multimodality can be used to show the concept of ideational meaning-making. The researcher employed a descriptive-qualitative approach and Cheong's (2004) theory to examine the generic structure potential and Wee's (2009) framework for ideational meaning. The findings indicate that the capacity for generic structure has a critical relationship with ideational meaning-making. However, it is found to be dependent on the social-cultural environment in which they live and the viewers' experiences. The study concluded that combining the linguistic and visual modes is a persuasive strategy for convincing viewers to purchase the product.

Moreover, the study of Tanjung (2021) is a multimodal analysis of COVID-19 advertisements. Results show that the visual and linguistic elements represent the process of GSP. However, this study suggests to use different methods and theories in multimodality for further development

and variations of studying advertisements. Lastly, the study of Kasni and Budiarta (2021) investigated the different types of tourism promotional discourse used to promote hotels in Bali during the COVID-19. The study found out the type of semiotic system found in hotel and tourism advertisements during the new normal's implementation which includes linguistic aspects, visual forms, and body language. Lastly, the study of Nurudeen *et al*. (2021) examined how semiotic resources reveal the film poster designers' intentions and how variables from the context influence comprehension of the viewers. It sought to identify the visual and linguistic semiotic resources in film advertisement posters. Findings reveal that visual modes are more prominent and frequently used in advertisement posters than linguistic modes. However, both the visual and linguistic modes offer complementarity in the selected Nollywood advertisement posters for an effective meaning-making. The meanings were based upon the audience's interest and reasoning.

With this, it is deemed important to do additional research on multimodality to gain insights and information on how message is being conveyed visually and linguistically specifically about COVID-19 infographics. Furthermore, it is vital to study the DOH's *Resbakuna* infographics in order to reveal how visual and linguistic elements complement to convey meaning.

Materials and method

Research design

This research used descriptive qualitative approach to analyze the infographics' visual and linguistic elements. In qualitative researches, a variety of methods are employed, taking an interpretive, naturalistic approach. The term "descriptive research" refers to the process of describing, recording, analyzing, and interpreting the current state of nature. The purpose of descriptive research is to characterize "what exists" in a scenario in terms of variables or conditions. Qualitative research entails gathering and evaluating data gathered through observations, interviews, documents, and artifacts (Miles & Saldana, 2014). This means that qualitative descriptive research examines the phenomena in their natural environments, aiming to make sense of or interpret them in terms of the meanings ascribed to them by individuals. This is accomplished through data collection, analysis, and interpretation

Corpus of the study

The researcher used thirty (30) *Resbakuna* infographics which were taken from the official *Facebook* page of the Department of Health. These infographics were released from August 2021 to October 2021.

Sampling method

Purposive sampling method was used in the study. The infographics released from August to October 2021 were chosen because it was during this time that the COVID-19 was at its peak (World Health Organization, 2022) especially in the Philippines (Department of Health, 2021).

Data gathering procedure

The *Resbakuna* infographics were obtained from the Department of Health's official *Facebook* account. These infographics were released in 2021 to support the vaccination campaign. The infographics were collected over three days, one day in each of the targeted months, from 1:00 PM to 4:00 PM for consistency. Following the purposive sampling method, the selected samples were downloaded and placed in a folder to avoid mixing with samples from other months. Additionally, there are thirty (30) infographics gathered by the researcher. Seven (7) from August, ten (10) from September, and thirteen (13) from October. As observed, these infographics usually

contain images of people, vaccines, and syringes. Additionally, the words and phrases used are usually about frequently asked questions (FAQs), effects of vaccines, and worries about the vaccines' reliability.

Method of analysis

The study utilized thirty (30) Resbakuna infographics from the Department of Health's official Facebook account. These infographics were released in 2021 to support the vaccination campaign. The study used Systemic Functional Multimodal Discourse Analysis (O'Halloran, 2008) to assist in analyzing the meaning embedded from the use of multiple semiotic resources in discourses ranging from written, electronic texts, and lived-in reality materials.

Furthermore, the framework used in identifying and analyzing the visual and linguistic elements is the Generic Structure Potential (Cheong, 2004). Additionally, this theory also helped in describing the elements identified in the infographics. Moreover, after the elements were identified and described, the hidden meaning of the elements was discussed through the use of Visual Grammar Design (Kress & van Leeuwen, 2006). Lastly, the Intersemiotic Complementarity (Royce, 1998) was used to analyze how the elements worked in tandem to convey the message of the infographics.

Results and discussions

How are visual elements used in the infographics?

Lead

The *lead* in the infographics have both *Locus of Attention* (*LoA)* and *Complementary Locus of Attention* (*Comp.LoA*), which are observed to be in three positions: *center, left*, and *right*. They are presented through the use of colors *orange* and *blue*, and their sizes are bigger compared to the other visual elements.

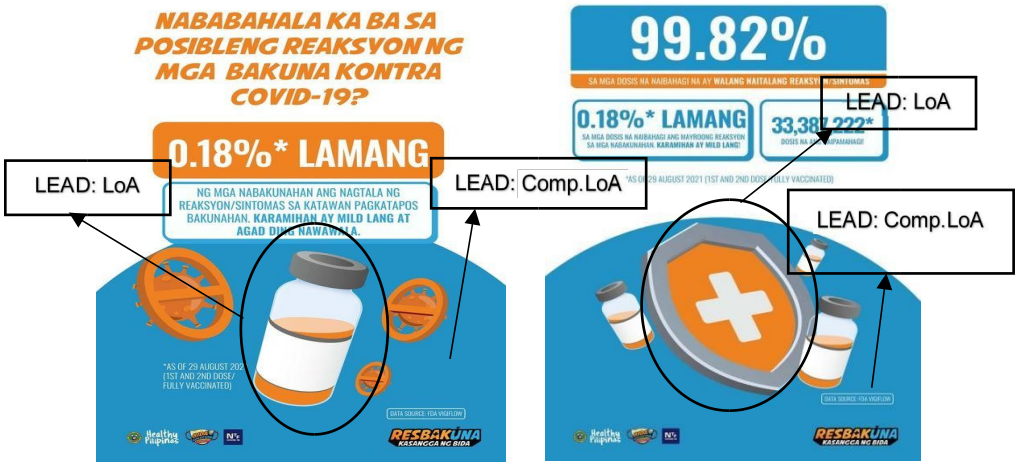

Figure 1 Sample leads positioned at the center

Figure 1 presents the *lead* composed of *LoA* and *Comp.LoA* positioned at the *center*. As shown, the images used in *LoA* are vaccines and shields. Images placed at the center suggest that they carry an important information (Martinez-Lirola, 2016). The image of *vaccine* suggests that it is deemed the most effective way to fight against COVID-19 virus whose images surround the main image. Additionally, the image of a *shield* (on the right infographics*)* to symbolize protection was used to

reveal that vaccines offer strong protection against COVID-19. With the images of vaccines surrounding the shield (the highlighted image), it conveys that vaccines are a shield to the virus and that viewers need not to worry about getting their own vaccines.

Figure 2 Sample leads positioned at the left

Figure 2 presents the *lead* composed of *LoA* positioned on the left side. Images positioned in this side carry information that is already given to the viewers, which means that viewers are already aware of the information (Kress & van Leeuwen, 2006). As shown in the figure, the images of *lead* positioned on the left are images of senior citizens. Both of them, though wearing a mask, can be observed to be smiling. Despite getting the vaccines, they remain alive. This suggests that vaccines are safe and will protect everyone, even those who are elderlies. Also, this attempts to show viewers that there is hope amidst the COVID-19. Moreover, the images are gazing directly at the viewers. This means that it is demanding the viewers to respond to the call of getting vaccinated. With their gaze, the infographics tends to captivate and engage viewers' attention (Maulinda, 2020).

Figure 3 Lead positioned at the right

Figure 3 presents the *lead* positioned at the *right*. The images positioned at the right side indicate that it carries information that could be new to the viewers, or quite unexpected (Kress & van Leeuwen, 2006). As shown in the figure, the images of *lead* positioned on the right are images of a mother and a son whose arms raise a closed fist. This could be shown as many parents are hesitant to have their children vaccinated (Suran, 2022). The image demonstrates that children

are safe with the vaccines, and that parents should not have second thoughts on this. It also indicates that parents have the responsibility of their child's safety against the virus. Children, like adults, can also spread the COVID-19 virus to others even if they are asymptomatic. With this, getting the COVID-19 vaccine can protect the child and others by lowering the likelihood that they will spread the virus to others, including family members and friends who may be more vulnerable to the infection's severe consequences (Johns Hopkins Medicine, 2022). With the closed fists of the represented individuals, it implies that the vaccines are safe and effective as they are clinically tested (Centers for Disease and Control Prevention, 2021).

Furthermore, the *lead* images used colors *orange and blue*. Saturated color such as orange expresses the most intensity of feeling (Kress & van Leeuwen, 2006). Therefore, the *lead* is associated with high intensity. Also, another color used is *blue*, which represents trust (Kasni and Budiarta, 2021). This implies that the organization is attempting to gain the viewers' trust with what they try to convey in their infographics.

Lastly, the size of the images in *lead* is larger than other visual elements because its function is to grab the viewers' attention. The used of largest size image may result to an effective way in getting viewers' attention resulting to better impact (Nurudeen, 2018). Therefore, the size of the image is one way to overcome the problem of inattention to the advertisement (Maulinda, 2020).

Based on the findings, the use of *lead* helps attract viewers' attention to convey information about COVID-19 vaccination with its position, size, and color. With the use of lead, it is implied that vaccines do not just have positive effects against COVID-19 but are the deemed an effective agent to stop the spread.

Display

The *display* in the infographics is observed to be images of *shields* and *people*. It is also observed to be smaller in size compared to the lead.

Figure 4 Sample objects used in display

Figure 4 presents the images of shields used in *display*. According to Cheong (2004), these images show the effects seen in *lead*. As shown, along with display are images of the types of people expected to have received their own vaccines. The infographics on the left presents a display to highlight protection to middle-aged individuals, while the infographics on the right has used the *display* using the shield as the image to suggest protection for families. With display, the overall

infographics signifies that those who have already been vaccinated have developed immunity against the virus – one way of encouraging people to have their own "shields" against COVID-19, too.

Figure 5 Sample objects used in display

Figure 5 presents the images of people used in *display*. The infographic on the left shows an image of an older man holding a kid's hand, while the infographic on the right presents an image of a happy elderly couple. Since *display* shows the effects of *lead* (Cheong, 2004), the images were used in the *display* to demonstrate that having the vaccines will make each member of the family happy because it reduces the fear of becoming infected with the virus. Moreover, the images were used to suggest that people will enjoy life more if no barrier, just like the virus, exists. It is revealed that having the vaccine is thus the most effective way to accomplish a happy life (UNICEF, 2022).

Based on the findings, the DOH used *display* in their infographics to emphasize the importance of vaccination for all. COVID-19 vaccination is a top priority for the Department of Health and using the *display* in their infographics helps increase viewers' knowledge of the vaccines by displaying the effects. With this, it is shown that *display* aids advertisers in pandemic advertising. The study of Tanjung (2021) confirms that *display* helps viewers understand why vaccines are necessary, and viewers gain insight about what will happen if they get convicted with the message in the infographics.

Emblem

The *emblem* in the infographics were observed to be positioned in the lower part only. The colors used are orange and blue, and the size is observed to be the smallest over other visual images.

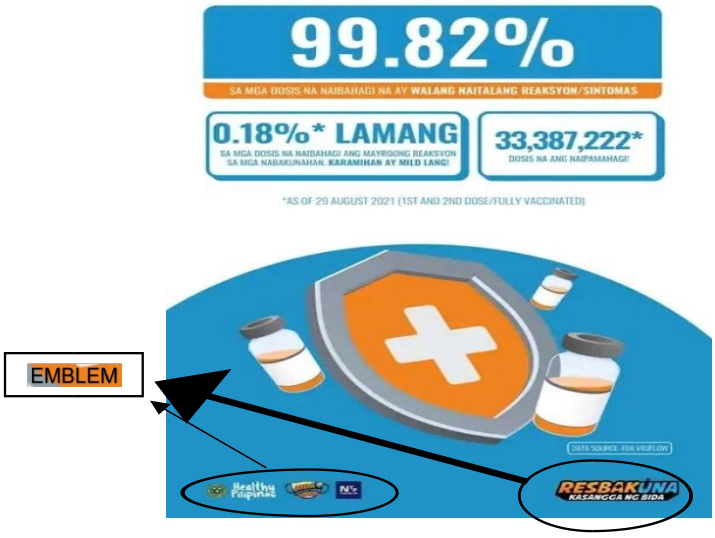

Figure 6 Emblems in the infographics

Figure 6 presents the images of *emblem*. The *emblem* is the company's logo that can be positioned anywhere in print advertisements (Cheong, 2004). As shown, the emblems are logos of the *Resbakuna campaign, Bida Bakunation, Healthy Pilipinas, and Department of Health*. These logos are part of the Department of Health organization's working to disseminate health information especially about the COVID-19 pandemic. These logos contain the general information about the organization who is behind the infographics. Additionally, viewers can identify where the source of information is coming from through the *emblems* since it creates brand identity. Moreover, the Department of Health is the primary source of health information in the Philippines, implying that the organization is establishing trust with the viewers through *emblems* on their posters (Anggeria & Sartini, 2018). Furthermore, it implies that the organization is going to great lengths to provide accurate information and avoid misinformation, which can have serious consequences to everyone (Department of Health, 2021).

Based on the findings, the *emblem* is used to help viewers know the source of the information, which helps the organization in building trust with the viewers. Thus, the *emblem* is a way to bridge relationship from the source and the viewers. Through this, developing of a positive relationship with the viewers is being highlighted (Febriante, 2013).

What are the components of linguistic elements found in the infographics?

Announcement

The *announcement* in the infographics is found to be composed of *rhetorical questions, imperative sentences*, and *declarative sentences*. Furthermore, the colors used are *orange, white,* and *blue,* and the typeface used is bold, with the largest font size than the other linguistic elements.

Figure 7 Rhetorical questions as announcement

Figure 7 presents the *announcement* in the infographics which is formed through rhetorical questions. *Announcement* is the most important linguistic element in an advertisement text, and it functions to make the customer become interested in the meaning of advertisements (Nurudeen et al. 2012). As shown, the rhetorical question *"NABABAHALA KA BA SA POSIBLENG REAKSYON NG MGA BAKUNA KONTRA COVID-19?" (Are weary of the possible effects of COVID-19 vaccines?)* and *"NAG-AALALA BA SA KALIGTASAN NG BAKUNA KONTRA COVID-19?" (Worried of your safety against COVID-19?)* were stated. These questions were asked as these are the usual questions many Filipino citizens ask about (Lau et al., 2020). Rhetorical questions are used to entice viewers to read more of what is contained within the infographics as it will provide the answers to the question itself (Printwand, 2013). In other words, it is through a rhetorical type of announcement that the viewers' attention will be captured for them to read more of what is inside that is expected to quench their thirst especially about the safety the COVID-19 vaccines.

This suggests that the organization tries to speak directly to the viewers through asking questions regarding vaccines and vaccination, allowing viewers to think about the situation for a moment instead of telling people what to do. Thus, rhetorical questions can arouse interest and curiosity of viewers so as to draw their attention (Febriante, 2013).

Figure 8 Imperative sentences as announcement

Figure 8 presents the *primary announcement* using imperative sentence. Imperative sentences such as "*RUMESBAKUNA KAPAG PAGKAKATAON MO NA!*" *(Fight against the virus [get vaccinated] when got a chance)* and "*MAGPABAKUNA AT MAGING KALASAG PARA SA INYONG MGA ANAK!*" *(Get vaccinated and become a shield for your children)* were used in the infographics to persuade and demand the viewers to get vaccinated because getting a vaccine is a safe and reliable way to build protection (Department of Health, 2021). Additionally, the use of imperative sentences prompts viewers to consider why they should participate (Febriante, 2013). Moreover, the use of imperative sentences in *announcements* tends to persuade viewers to believe on the effect of vaccines (Nurudeen, 2018). For example, the imperative sentence on the left infographics will help viewers believe that even during the pandemic, people worldwide can still help one other by having vaccines because it reduces the risk of infection and may lead to fewer COVID-19 cases in the world (Department of Health, 2021). The findings imply that the organization tries to inform people about vaccination in such a way that viewers do not feel compelled to do anything, but rather understand why vaccination is essential for everyone. As a result, imperative sentences can persuade viewers in a more positive way (Nurudeen, 2018).

Figure 9 Declarative sentences in announcement

Figure 9 presents the announcement that uses declarative sentences. Declarative sentence such as "*PARA SA MAS LIGTAS AT MASAYANG PAGSASAMA, AKO'Y RE-RESBAKUNA" (For a safer and happier companionship, I'll get vaccinated [fight against the COVID-19 virus]) and "PARA MABAWASAN ANG TAKOT AT PANGAMBA AKO'Y RE-RESBAKUNA" (To minimize fear and worries, I'll get vaccinated [fight against the COVID-19 virus])* were used with the images of senior citizens. This demonstrates that people of any age can receive the vaccine, young or old. The declarative sentences stated may have been used in the *announcement* so that if the viewers share the same opinion, the doubts could be removed as people have already made it (Anggeria & Sartini, 2018).

Moreover, the *announcement* in the infographics is placed at the top of the poster in a large font with a bold type face to give emphasis on the words presented (Maulinda,2018). This allows viewers to concentrate on the message being delivered. Furthermore, the font colors used are *orange, blue,* and *white*. *Orange* represents intensity, *blue* represents trust, and *white* represents purity (Kress & van Leeuwen, 2006). This means that the organization's use of these colors demonstrates that the organization is sending an important message because the color *orange* is used. Furthermore, the message is trustworthy because it uses *blue* to instill trust in the viewers. Finally, the organization's message is pure in its intentions which is to help everyone to keep safe from the virus.

Enhancer

The infographics' *enhancers* are formed through sentences. They are written in capitals and bold typeface.

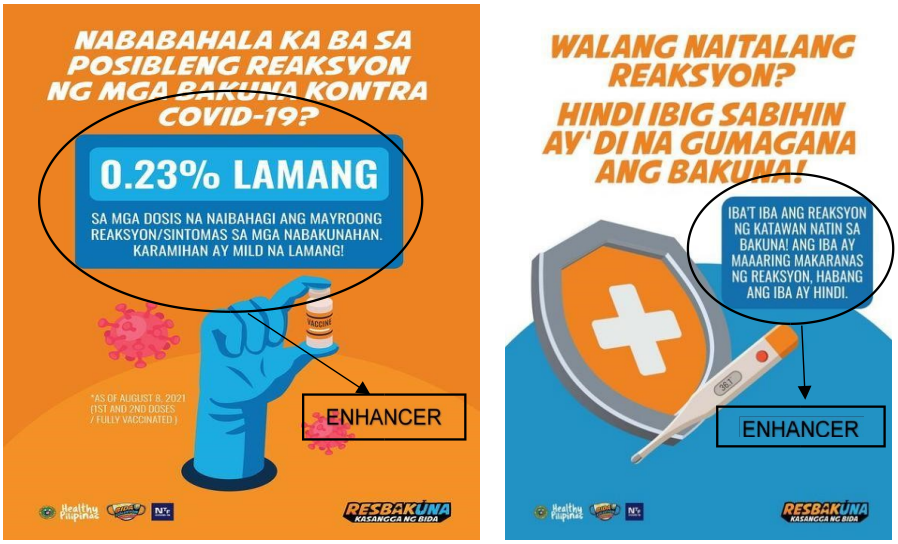

Figure 10 Enhancers in the infographics

Figure 10 presents the *enhancers* in the infographics. The purpose of an *enhancer* is to demonstrate the product's strength so that it is worthy of consumption (Nurudeen *et al.* 2021). As demonstrated, *enhancers* explain the message conveyed by the interaction of *announcement* and *lead*. This means that the *enhancer* proposes an answer to the most common questions about vaccination, such as its safety, effectiveness, and aftereffects on the body. Based on the infographics, the *enhancer* supports the *announcement* and *lead's* messages, easing viewers of the idea of getting vaccinated by explaining that vaccines are safe and displaying data from people who did not experience reactions after getting vaccinated. Furthermore, because it is all about vaccines and vaccination, *enhancers* used bold typeface (Tanjung, 2021) and uppercase to emphasize the importance and trustworthiness of the message.

This implies that the organization is attempting to convince and explain to the public that vaccines are safe, and that people should not be afraid of having the vaccines; rather, people should be more afraid of the virus, which has killed millions of people (Stanford Medicine, 2021). Thus, the *enhancer* leads the viewer to consider or reflect on the information regarding vaccines (Febriante, 2013).

Tag

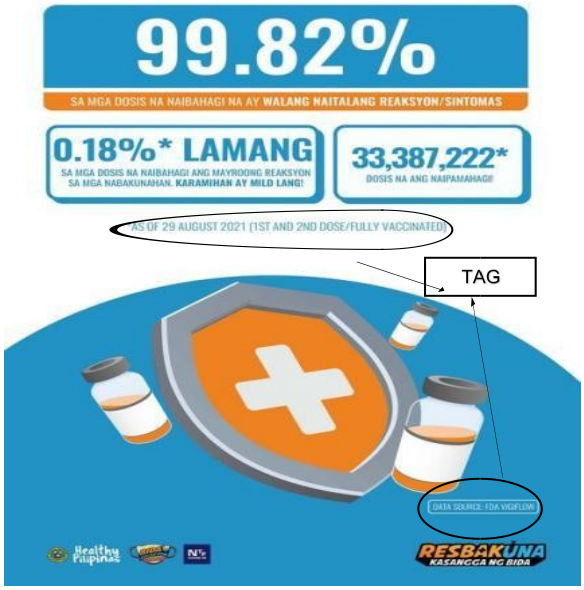

Figure 11 Sample tags

Figure 11 presents the *tags* that are used in the infographics. They are observed to be the written in small fonts than other linguistic elements. Some aspects of information about products or services not included in *enhancers* are captured in the *tag* (Cheong, 2004). As shown, *tags* such as the phrases*" AS OF 29 AUGUST, 1ST AND 2ND DOSE FULLY VACCINATED" and "DATA SOURCE: FDA VIGIFLOW,"* are the dates when the data were gathered regarding information about vaccination. With this, the *tag* tries to inform the viewers about the number of people who got vaccinated until the indicated date, which is one way of ensuring the credibility of the information (Nurudeen *et al*. 2021) and to avoid spreading falsehoods that can cause public uproar (Department of Health, 2021). The findings imply that those who are still unvaccinated may start getting their own since a number of people have already been vaccinated. In other words, it elicits trust to all its viewers, particularly unvaccinated ones, regarding COVID-19 vaccines and its effects. With the tag, additional information is given, which enables viewers to consider what is being advertised (Anggeria & Sartini, 2018).

Call and visit information

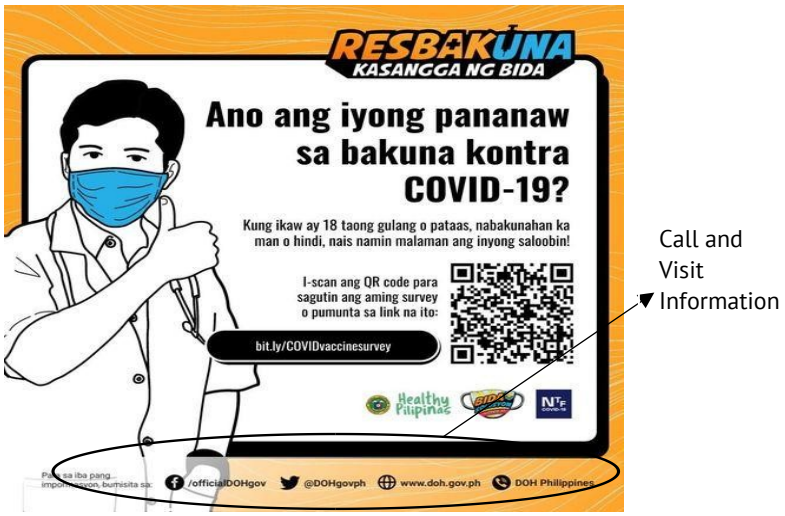

Figure 12 Call and visit information in the infographics

Figure 12 presents the *call and visit information,* which contains the information about when, where, and how the product or service is accessible to the viewers (Cheong, 2004). As shown, the *call and visit information* contains the different DOH's websites. It has utilized modern technology to reach out to people mainly for news production and information releases regarding COVID-19 vaccines. These online platforms were indicated for people to have access to their latest news and alerts. This is also a way for the DOH to collect insights, complaints, and other concerns from the Filipino people for them to conceptualize what step to take (Department of Health, 2021). With the call and visit information, the DOH not only provides information to people, but it also requires information from the people which is why surveys are created to better understand the public and serve them best. The study of Kasni and Budiarta (2021) also claimed that *call and visit information* help viewers to have easy accessibility to information creating positive experience to people.

The outcome is actually true to the study of Nurudeen *et al*., (2021) which reveals that announcement is the most important linguistic element in an advertisement text and it functions to make the customer become interested of the message. Additionally, the study also reveals that *enhancers* demonstrate the product's strength so that it is worthy of consumption. Moreover, the study of (Anggeria & Sartini, 2018) reveals that *tags* help to provide additional information about what is being presented, which assists the target audience in deciding whether or not to believe on the message. Lastly, the study of Kasni and Budiarta (2021) also claimed that *call and visit information* help viewers to have easy accessibility to information creating positive experience to people.

How do visual and linguistic elements complement each other to convey meaning?

The study was able to identify three sense relations in the infographics: *synonymy, repetition*, and *meronymy*. These sense relations were used in order for the elements to complement and work together to convey meaning.

Firstly, *synonymy* is evident in some *Resbakuna* infographics in which the meaning conveyed by both the linguistic and visual elements are similar (Royce, 1998). For instance, the words used in linguistic elements such as *"BAKUNA*" (vaccine) and "*COVID-19*," are similar to the images of *vaccines* and *viruses* in the visual elements. The use of the images of *vaccines* and *viruses* leads to understanding the infographics' message which is about COVID-19 vaccination.

Moreover, the potential meaning of the sentences *"PROTEKTAHAN ANG PAMILYA" (Protect the family)* and *"LIGTAS ITO"* (*This is safe)* is associated with the images of *family* and *shields*. Through the pairing of visual and linguistic elements, the idea of being protected from the virus is presented. Therefore, *synonymy* is used in the infographics for the viewers to visualize the written texts for easy remembering (Anggeria & Sartini, 2018). This also helps the viewers to feel connected with the infographics and have a more personal experience of the material.

Secondly, repetition is also evident in the infographics in which the displayed image is also presented in written form. Royce (1998) states that *repetition* is when the visual and linguistic elements share identical meaning. In the infographics, the words "*RESBAKUNA"* and "*BIDA BAKUNATION"* composing one of the linguistic elements are constantly repeated with the visual images of people being vaccinated. With this method, the organization is trying to emphasize a message and to increase brand familiarity (Nurudeen, 2018). In this context, it is for the viewers to accept the message and eventually get vaccinated.

Lastly, meronymy is also evident used to convey meaning. *Meronymy* shows the reference to the whole of something and its constituent parts (Royce, 1998). As shown in the infographics, the phrases "*SA KOMUNIDAD" (In the community)* and "*SA PILIPINAS*" *(In the Philippines)* composing the

linguistic elements are accompanied with the image of a *globe* or the *world* to represent the visual elements. With this, *meronymy* is used to convey information differently than simply projecting the exact words in visual form. This implies that the DOH wants to inform the viewers regarding the vaccines in a more specific way in order to avoid an ambiguous message.

The findings of this study are supported by Febriante's (2013) study, which shows that the sense relations such as *synonymy, repetition,* and *meronymy* are used to convey intended meaning of the visual and linguistic elements used. This finding is also consistent with Nurudeen's (2018) study stating that advertisers use these elements to effectively encode their intentions.

Conclusion and discussion

In order to determine how the Resbakuna infographics were used to encourage people to get vaccinated, the study attempted to study both the visual and linguistic elements. Also, it studied how visual and linguistic elements complement each other to convey intended message. Findings reveal that Resbakuna infographics used the visual elements to build rapport and trust with the viewers in its aim to highlight the importance of COVID-19 vaccines. Also, the Resbakuna infographics utilized linguistic elements to provide information that will encourage viewers to consider getting COVID-19 vaccines. Additionally, it is revealed that the visual and linguistic elements in the Resbakuna infographics conveyed the message through the use of sense relations such as synonymy, repetition, and meronymy.

The results of this study are expected to contribute insights and scientific knowledge to the field of multimodal advertising analysis particularly in terms of how elements (linguistic and visual) complement each other to express the meaning of the infographics. It is recommended that a study of complementarity of the visual and linguistic elements in Resbakuna infographics using Interpersonal and Conceptual metafunctions be done in order to have an in-depth analysis regarding intersemiotic complementarity.

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