

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions of the research on how social inequality among women is represented in The Chrysalis Initiative's campaign "Inequality You Can't Ignore" (2023), along with its limitations and recommendations for future research.

5.1 Conclusion

Based on the findings, it can be concluded that the campaign posters employ composition, framing, salience, and spatial arrangement through visual, symbolic, linguistic, and statistical elements to construct meanings related to healthcare inequality. These elements function not only to convey information but also to represent the unequal experiences faced by Black women compared to White women within healthcare settings.

In relation to the first research question, the findings reveal that the campaign utilizes diverse visual strategies to represent social inequality in several ways. Posters 1–3 portray inequality as an embodied experience through the representation of the human body. Poster 5 represents inequality as enacted discrimination through unequal treatment. Posters 4, 7, and 8 provide measurable evidence through statistical information, while Poster 6 highlights inequality as a systemic issue embedded within healthcare structures. These findings indicate that healthcare inequality is a multidimensional phenomenon that cannot be understood through a single form of representation.

Regarding the second research question, the findings demonstrate that composition, framing, salience, and spatial arrangement interact systematically to construct meaning. The interaction of these visual elements enables inequality to be represented as an embodied, enacted, measurable, and systemic condition. Together, these dimensions suggest that healthcare inequality affecting Black women is not only experienced personally but is also reinforced through discriminatory practices, supported by statistical evidence, and sustained by institutional structures. Therefore, inequality is represented not as an isolated phenomenon but as a complex reality operating at personal, interpersonal, empirical, and institutional levels.

The findings of this research also have pedagogical implications, particularly in the field of English language teaching. The results suggest that campaign posters can be used as authentic teaching materials to promote students' multimodal and critical literacy. Through the analysis of visual, symbolic, and textual elements, students can develop their ability to interpret meaning and critically examine social issues represented in media texts. In classroom practice, teachers may incorporate campaign posters into reading and multimodal literacy activities. For example, students can be asked to identify how composition, framing, salience, and spatial arrangement contribute to meaning construction in the posters. Students may work collaboratively in groups to analyse how healthcare inequality is represented and present their interpretations to the class. In addition, teachers may implement project-based learning activities by asking students to design their own campaign posters addressing social issues. Through these activities, students are

encouraged to apply multimodal resources creatively while developing critical thinking, communication skills, and social awareness. Therefore, authentic campaign materials not only support language learning but also promote active learning and critical engagement with real-world issues.

However, this research has several limitations. First, the data are limited to static visual images and do not include audio or audiovisual elements. Consequently, the analysis focuses only on visual, symbolic, linguistic, and statistical resources without considering how meaning may be constructed through sound, voice, or other auditory modes. Second, this research is restricted to eight campaign posters concerning breast cancer inequalities, which limits the generalizability of the findings to other contexts and forms of multimodal communication.

In conclusion, the findings suggest that multimodal resources play an important role in representing healthcare inequality in campaign posters. The interaction of composition, framing, salience, and spatial arrangement enables complex social issues to be communicated in a clear, persuasive, and meaningful manner. This research contributes to the field of Multimodal Discourse Analysis by demonstrating how healthcare disparities are constructed through the interaction of multiple semiotic resources in advocacy campaigns. Furthermore, the findings highlight that healthcare inequality experienced by Black women is not merely an individual issue but a multidimensional condition that operates across personal, interpersonal, empirical, and institutional levels. Consequently, healthcare

inequality is represented as an embodied, enacted, measurable, and systemic condition rather than a single or isolated phenomenon.

5.2 Recommendation

Based on the findings of this research, several recommendations are proposed. First, future researchers are encouraged to investigate multimodal representations of social inequality in different forms of media, such as videos, social media campaigns, websites, or interactive platforms. Expanding the data sources may provide a broader understanding of how inequality is communicated across various contexts and modes.

Second, future researchers may employ different theoretical frameworks or combine Multimodal Discourse Analysis with other approaches, such as audience reception studies, critical discourse analysis, or social semiotics. Such combinations can provide deeper insights into how audiences interpret campaign messages and how multimodal strategies influence public awareness and perceptions regarding social issues.

Third, practitioners, including campaign designers, healthcare organizations, and advocacy groups, are encouraged to employ multimodal strategies that combine visual, symbolic, linguistic, and statistical elements when communicating complex social issues. The findings of this research indicate that combining emotional representations with empirical evidence can strengthen the credibility and persuasive power of campaign messages. Therefore, effective advocacy campaigns should consider not only the accuracy of information but also

the interaction of visual elements that attract attention and facilitate meaning-making.

Finally, this research recommends the use of campaign posters as authentic learning materials, particularly in English language education, to promote students' multimodal and critical literacy. Teachers may incorporate campaign posters into reading and multimodal literacy activities by asking students to identify how composition, framing, salience, and spatial arrangement contribute to meaning construction. Group discussions and presentation activities can also be implemented to encourage students to critically examine social issues represented in media texts. Furthermore, project-based learning activities, such as designing campaign posters on contemporary social issues, can help students develop language proficiency, critical thinking, creativity, communication skills, and social awareness.

Overall, these recommendations are expected to contribute to future research, professional practices, and educational contexts by promoting the effective use of multimodal resources in communicating and understanding complex social issues.