

## TRANSDUCTION AND TRANSFORMATION OF PERSUASION STAGES IN A CRITIC VIDEO ABOUT SCHOOL SYSTEM

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### ABSTRACT

*In 2016, there was a viral video that criticized the standardized test applied to students. The topic is not a new thing in education, yet this video successfully provoked people to think and criticized the education system. The number of viewers and the comments on the speaker's YouTube channel are the proofs of this success. This phenomenon leads the writer tried to find out how persuasion happened in that video. Additionally, persuasion skill is built. To build it, McGuire provides six stages of persuasion: exposure, attention, comprehension, acceptance, retention, and action. The writer looked for the data by repeatedly playing the video, choosing the excerpts which represent transduction and transformation processes in each shift of persuasion stages, then analyzing and describing visual, verbal, gestural, and spatial modes on the chosen excerpts. Therefore, to see the modes on the chosen scenes and to see how transduction and transformation applied in the shift of six persuasion stages stated by McGuire are the aims of this study. The findings show that there were the stages of persuasion shown by the speaker in the video through the appropriate use of spoken and written languages, the suitable examples and analogies, the precise gesture movements, and the proper spatial modes to reinforce the expected messages. Besides, transduction and transformation did occur while the speaker constructed persuasion.*

Keywords: *transduction, transformation, stages of persuasion, semiotic resources, communication through video.*

### INTRODUCTION

Persuasion in communication is interesting. Taillard (2001) states that persuasion as the communicative act carries out one of communication goals, that is to affect the audiences' beliefs, desires, and actions. Thus, persuasion skill helps a message conveyed successfully. McGuire in Nida (2014) proposes persuasion or changing people's attitude and behavior through the spoken and written word constitutes one of the more interesting uses of communication. To influence people, some stages of persuasion can be applied in order to get interlocutors' side. McGuire in Suciati (2016) affirms six stages of persuasion: presentation, attention, comprehension, yielding, retention, and behavior.

A year ago, there was a viral critic video about education system uploaded. In its page on YouTube, it has been seen up to 8,000,000 viewers and about 40,000 pros and cons comments until now; it is not included the viewers and comments on other social media. He carried out the criticism of education system which is no longer a new issue, yet remaining attraction to be discussed, argued, and even raised it for one more time.

The speaker (also be the video maker) in the video did construct the persuasion by semiotic resources. For example, language and gestures work so closely together which is in line with Meyer (2009). Here, the speaker presented the topic by using appropriate gestures and ways of conveying ideas (through oral and written form, images, and examples of related analogies). A fact that seeing gesture can change a thought has been revealed by Goldin-Meadow & Beilock (2010) which found out that children get a better understanding of instruction by using both gesture and speech than only speech. Hence, seeing gesture can change the viewers' thinking no matter what the situation is.

A system of representation or mode of communication is a semiotic system with rules and regularities attached to it (Kress, Van Leeuwen, 2001). The semiotic resources shown in the observed video are presented in various forms such as analogizing a verbal statement by forming related images. Other modes can include an image, space, gesture, color, sound, and movement, all of which function to communicate meaning in an integrated, multilayered way (Stein, 2008). In line with Bezemer et. al (2012), the meanings in all communication are made in ensembles drawing on and consisting of different modes: with gestures and speech, with objects, in writing, with images, gaze, through posture, and actions of other kinds all contributing meaning; always with several of these orchestrated in complex conjunctions.

Communication is increasingly becoming multimodal across different contexts as text producers draw on a wide range of semiotic resources for the projection of meaning, as stated by Ademilokun & Olateju (2015). In line with this, Kress (2011) states multimodality asserts that 'language' is just one among the many resources for making meaning. It shows how they relate to each other. Indeed, language

is not the only way of communication (Stein, 2008). The shift of semiotic resources (transduction) and the way semiotic resources built (transformation) are undeniable happened in a communication. They are used to control over interlocutors, to attract interlocutors' participation, and to deliver a message of communication well. Hermawan et.al (2016) obtains the harmoniously work among transduction, transformation, and teaching process. Therefore, this study is expected to describe how transduction and transformation take place in the stages of persuasion and to describe the modes (visual, verbal, gestural, and spatial) on the chosen scenes.


## METHODOLOGY

This study used a qualitative descriptive method by analyzing a viral critic video about the education system. This study aims at explaining the processes of transduction and transformation happened while McGuire's persuasion stages shifted. Therefore, the processes of transduction and transformation while constructing persuasion were the only data to discover how the process actually occurred. Transduction and transformation were analyzed by using a multimodality framework: collecting and logging data, viewing data, sampling data, and transcribing and analyzing data (Bezemer & Jewitt, 2010). Thus, playing the video repeatedly is a must to have the excerpts that can clearly show multimodalities used in term of visual, verbal, gestural, and spatial modes in each stage of persuasion. At the end, the explanation was concluded into the processes of transduction and transformation while persuasion stages shifted.



## ANALYSIS

The analysis of constructing the persuasion in this video was divided into McGuire's six stages of persuasion. The video has 6 minutes in total, yet it is only 05.30 minutes for the discussion while the rest 30 minutes is used to thank the viewers and ask them to give opinions on the topic delivered (changing school system). The analysis of that 05.30 minutes was segmented based on each stage of constructing the persuasion. The multimodalities were described at each stage of it. At the end, the analysis was concluded into how transduction and transformation exist while the stages of persuasion shifted.

### Stage 1: Exposure

Approximate Length (in minute)	The Scenes	Semiotic Resources			
		Visual	Verbal	Gestural	Spatial
1		√	√	√	√

### Stage 2: Attention

Approximate Length (in minute)	The Scenes	Semiotic Resources			
		Visual	Verbal	Gestural	Spatial
2	 	√	√	√	√



### Stage 3: Comprehension

Approximate  
Length  
(in minute)  
1/2

The Scenes



Semiotic Resources

Visual	Verbal	Gestural	Spatial
✓	✓	✓	✓

### Stage 4: Acceptance

Approximate  
Length  
(in minute)  
s

The Scenes



Semiotic Resources

Visual	Verbal	Gestural	Spatial
✓	✓	✓	✓

### Stage 5: Retention

Approximate  
Length  
(in minute)  
1.5

The Scenes



Semiotic Resources

Visual	Verbal	Gestural	Spatial
✓	✓	✓	✓

### Stage 6: Action

Approximate  
Length  
(in minute)

The Scenes

Semiotic Resources

Visual	Verbal	Gestural	Spatial
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1/2



✓

✓

✓

✓

The result found that there were modes in each persuasion stage. It is concluded that the way to change viewers' opinions of the school system by means of stages of persuasion does exist because every stage in the video has clearly used those semiotic resources. Thus, the role of modes in constructing each stage of persuasion cannot be denied because it did help persuading people. Additionally, the use of modes in communication has been proved by Andrá's study (2010) that reveals the correlation between gestures and style of communication of mathematics teachers. One of the findings shows that students seem to be mostly involved in the case the professor used mainly his body when speaking. Hence, the use of modes is useful for achieving well-communication.

	The stages				
	Stage 1 to stage 2	Stage 2 to stage 3	Stage 3 to stage 4	Stage 4 to stage 5	Stage 5 to stage 6
Transduction	shifting the stage by visual-verbal	shifting the stage by visual-verbal and following by visual-gesture.	shifting the stage by visual-spatial.	shifting the stage by visual-verbal.	shifting the stage by visual-spatial.
Transformation	shifting the focus from the speaker to the school representative (as the defendant).	shifting the focus from the school representative to the respondents.	shifting the focus from the respondents to the school representative.	shifting the focus from the speaker to the respondents.	shifting the focus from speaker to the respondents.

The table shown that transduction and transformation processes happened when the persuasion stages shifted. The transduction processes of each stage shifted happened through visual-verbal mode and visual-spatial mode while the transformation processes of each stage shifted happened through shifting the focus of attention. Hence, the process of transduction and transformation can be concluded happen in shifting the persuasion stages in the video. In other words, the shifting modes and the shifting semiotic resources within modes take part in constructing the persuasion in the video.

## CONCLUSION

The study revealed that the speaker, in delivering the topic, made the video used semiotic resources such as spoken and written languages, the suitable images as analogies, the precise gestures, and the proper spatial modes. In the shift of persuasion stages, transduction and transformation occurred. As an example of transduction, there was a use of visual analogy by giving images to strengthen the verbal mode

happened during the shift of stage 1 to stage 2. For transformation, the speaker led the focus of viewers from himself changed to the school representative. This form was used to emphasize his statement. In sum, both the transduction and transformation processes took place at each stage of persuasion shift in the video. The semiotic resources in both processes worked appropriately within modes (visual, verbal, gestural, and spatial) in order to persuade people and deliver the message successfully.

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