

**ANALYSIS OF TWO TED ED VIDEOS BY USING LINGUISTICS AND NON-
LINGUISTICS PERSPECTIVES**



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VIDEO 1

Title of the video: Most Shocking Second a Day

Link: https://ed.ted.com/best_of_web/Mli0hSVZ

The reason of choosing the Video: The content of the video has a close relationship with real life in society by showing the contrast condition between social life without war and life in war situation. Its contrasts are interesting me to analyze it using SFL and discourse perspective. I expect that the result will be unique because there will be collaborative data that enrich the finding and it surely provides meaning making for the reader.

1. Linguistic Analysis

1.1 *The Ideational Level:*

The ideational function of language enables us to express patterns of experience, conceptualized as situation types, processes or states of affairs. The central part of ideational function is transitivity, voice and polarity (Cheng & Liu, 2014). The first transitivity structure of the sentence is showed in table 1.1.1. Syntactically, this sentence is the form of congratulatory sentence. There are altogether five participants they are the little girl, the little boy, the little boy's mother, and the little girl's parents. The "happy" is a mental process. This word is uttered by the participants who come to the little girl's birthday party as a form of congratulating her in her birthday. The "birthday" is a phenomenon that means the happy moment sensed by the little girl. The "to you" is a circumstance that means the little girl as the addressee who is being congratulated. This sentence indicates the participants' sincerities in congratulating the little girl in her birthday.

Happy	birthday	to you
Pro: mental	Phenomenon	circumstance

Table 1.1.1

The second transitivity structure of the sentence is displayed in table 1.1.2. Syntactically, this sentence is in the imperative form. This sentence is uttered by the little girl's mother in the girl's birthday. The "make" is a material process, the "a wish" is a goal, and the "darling" is a client. The whole sentence shows the little girl's mother when asking her daughter to make a wish in her birthday by saying "make a wish darling" to her daughter.

Make	a wish	darling
Pro: material	Goal	Client

Table 1.1.2

1.2 The Interpersonal Level

The first interpersonal level is demonstrated by table 1.2.1. What the participants said to the little girl “Happy birthday to you” is actually taken as a congratulatory sentence to the little girl. This is a whole sentence with “Happy” as a mental process that the little girl is supposed to sense, “birthday” as a phenomenon which indicates the mental process that the little girl should sense, and “to you” as a circumstance or the addressee who should do the mental process, she is the little girl. The whole sentence is indicating that the participants and the little girl who celebrated birthday party have a close and warm relationship in that event.

Happy	birthday	to you
Pro: mental	Phenomenon	circumstance
Mood		Residue

Table 1.2.1

The second interpersonal level is demonstrated by table 1.2.2. What the little girl’s mother said “make a wish darling” is actually taken as an order to her daughter before blowing the candle in the birthday. This is a whole sentence with “Make” is a material process, “a wish” is a goal, and “darling” is a client. The whole sentence is indicating that the little girl’s mother and her daughter have warm relationship in that moment. The additional word “darling” in the last sentence represents that the little girl’s mother really loves the daughter by calling her using darling nickname.

Make	a wish	darling
Pro: material	Goal	Client
Mood		Residue

Table 1.2.2

1.3 The Textual Level

The table 1.3.1 shows the thematic structure with the subject as theme and the residue as rheme. The situation illustrated the little girl’s birthday party and her colleagues who came and celebrating her birthday. The given information “happy birthday” works as the theme of this clause, and “to you” is new information that is shown to the reader that the clause “to

you” refers to the little girl. It means that the participants want to congratulate the girl in her birthday.

Happy	Birthday	to you
Theme		Rheme
Given		New

Table 1.3.1

The table 1.3.2 illustrated the situation where the little girl’s mother asked her daughter to make a wish in her birthday by saying “make a wish darling” to her daughter by addressing the daughter with nickname “darling”. The given information “make a wish” works of the theme of this clause, and “darling” is the new information and also the information focus. Instead of using the other nickname, the little girl’s mother addressed her daughter by calling her “darling” that indicated their close relation. The sentence emphasized to express the love of the little girl’s mother to her daughter.

Make	a wish	darling
Theme		Rheme
Given		New

Table 1.3.2

In the last part of the video, the video creator displayed a written statement that said “just because it isn’t happening here doesn’t mean it isn’t happening”. In the table 1.3.3 the clause “just because it isn’t happening here” is identified as a theme, and “doesn’t mean it isn’t happening” is identified as a rheme. Theme means what the video creator wants to focus on, so in this clause, the video creator expressed what he/she feels to the viewer that every people in the world have close relationship and even though the war does not happen in our area, but basically we should awaken our empathy to feel what the people in war are feeling.

Just because	it	isn’t happening	here	doesn’t mean	it	isn’t happening
Theme				Rheme		
Given				New		

Table 1.3.3

2. The non-linguistic analysis

2.1 *The Representational Level*

Kress and van Leeuwen identify two processes as carrying representational meanings in images: conceptual processes explain what things are like and have a didactic function; presentational processes deal with actions and events and so function as a narrative, distinguished by the fact that whether there is vector or not (Cheng & Liu, 2014). From all these above, it can be concluded that the picture 2.1.1 and picture 2.1.2 which were randomly chosen as screen-shot from the video represent events processes and the picture 2.1.3 shows didactic function for the viewer.

Picture 2.1.1 involves five participants they are the little girl, the little boy, the little boy's mother, and the little girl's parents. Image 2.1.1 shows an event of the little girl's festive birthday party with tart and some candles on it. All the participants played their role of Actor and the role of Goal to form a bidirectional transactional structure. The vector is formed by the participants' sights to the little girl and the birthday candles. The whole can be transcoded as "the little girl and her colleagues wait for the birthday candle to be blown". They sang the last part lyric of birthday song it is "happy birthday to you" for the little girl then the little girl's mother asked the girl to make a wish before she blows the candles by saying "make a wish" to her. This picture illustrates the happy condition before the "nightmare" is coming and changes everything.



Pic. 2.1.1

The picture 2.1.2 involves two participants they are the little girl and her mother. Image 2.1.2 shows an event of the little girl's poor birthday party with only one candle without tart and nobody comes to the party except the little girl's mother. This poor birthday party was conducted after the war happened and changed everything around

them. The little girl's father and her colleagues did not survive. The party did not bring happiness because they were in war situation. They lived in an emergency tent and lost their previous happiness. The whole can be transcoded as "the little girl and her mother wait for the birthday candle to be blown in sad situation". The little girl's mother sang the last part lyric of birthday song it is "happy birthday to you" for the little girl then the little girl's mother asked the girl to make a wish before she blows the candles by saying "make a wish honey" to her.



Pic. 2.1.2

The picture 2.1.3 shows the viewers a statement with didactic function in the last part of the video. There is written in the picture a statement that said "Just because it isn't happening here doesn't mean it isn't happening". The statement is written in the last part of the video to give the viewers an important message for caring the children in a war and explaining the bad impact of war for everyone. The statement is supposed to awaken the people's awareness that even though the war is not happening in our place, it does not mean that the war is not happening. But, it may happen in other places and robs the children's happiness who experience it.

JUST BECAUSE IT
ISN'T HAPPENING HERE
DOESN'T MEAN IT
ISN'T HAPPENING

Pic. 2.1.3

2.2 The Interactional Level

Interactional meaning of visual images is identified through the representation of relations between viewer and image, which is integrated by aspects like contact, social distance, attitude, color and modality (Kress & Leeuwen, 2006).

Picture 2.1.1 shows the little girl's expression before war was happening. She looked happy and joyful with the attendance of her colleagues in the birthday party. Before war happened they still lived happily at home without any fear. The image of 2.1.1 is represented in close personal distance through close-up, which could make the audience produce a real happiness in looking the little girl and her colleagues with happy atmosphere.

The contrast sight shows in picture 2.1.2 that displays the little girl's expression after war happened. She looked very sad because her colleagues did not come to her birthday party, she lived at an emergency tent, and death threat always comes in every second. The image of 2.1.2 is represented in close personal distance through close-up that displays the little girl's sad expression. She looked directly to the audience with blank view that shows her deep sadness. This sight makes the audience can feel what the girl's feeling and it awakens the audience empathy toward the little girl's condition.

The contact is not established in image 2.1.3 because it only shows a statement with the main purpose is to awaken the audiences' awareness and cares about the impact of war especially for children.

2.3 The Compositional Level

The compositional meaning of images is composed of information value, framing and salience (Cheng & Liu, 2014).

In figure 2.1.1 the little girl is the center, who is presented as the nucleus of the information on which all the other elements (little girl's colleagues) are to some extent subservient. The viewer put their first sight on the little girl, then moving to her colleagues around her. The little girl's center placement makes sure that the other elements and their actions are all based on the little girl's point of view, which gives the viewer a first impression of the little girl's dominant role in the video that shows a condition before war with happy atmosphere and they could gather in safe at home.

In image 2.1.2 the little girls is also the center, who is presented as the nucleus of the information on which another element (little girl's mother) is an extent subservient. The viewer put their first sight on the little girl, then moving to her mother. The other element

and action are based on the little girl's point of view, which gives the audience an impression of the little girl's dominant role in the video that shows a condition after war happened with a lot of sadness atmosphere because the colleagues did not survive and they should live in a tent with dangerous threat in every second. The figure 2.1.2 is the salience that strongly differentiates the appearance and the condition before and after war.

Picture 2.1.3 frames the viewer with a statement that is written to give impression in the last part of the video. The statement is written in contrast color with its background may represent a clear sight for the viewer to read it and it makes the message can be delivered to the viewer's mind. The statement also frames the viewer's empathies and awakens their awareness especially about children rights.

VIDEO 2

Title of the video: The limit does not exist

Link: https://ed.ted.com/best_of_web/O2o9a7MW

The reason of choosing the Video: The video consists of three main parts of moment that are structured coherently started from the opening, the main part or climax, then it is closed with unpredictable closing that may leave an impression moment for the viewer. The content of the video provides some aspects that have relation with real life condition and it is interesting me to dig it dipper to analyze it by using SFL and discourse perspective.

1. Linguistic Analysis

1.1 *The Ideational Level:*

The ideational function of language enables us to express patterns of experience, conceptualized as situation types, processes or states of affairs. The central part of ideational function is transitivity, voice and polarity (Cheng & Liu, 2014). The first transitivity structure of the sentence is showed in table 1.1.1. Syntactically, this sentence is in the active voice and in the imperative form. There are altogether three participants in this sentence they are the judge and two contestants involve in this moment. At first, the word “contestants” is uttered by the judge that means the judge wants to ask something to the contestants of mathematic competition by addressing them in the beginning of the sentence. The word “find” is a material process of this sentence to express the process of asking the contestants to find something. The word “the limit of this equation” is the goal that the contestants have to find. This sentence indicates the judge’s seriousness in asking the contestants to do what he asks to them immediately.

Contestants,	find	the limit	of this equation
Circumstance	Pro: material	Goal	Goal

Table 1.1.1

The second transitivity structure of the sentence is displayed in table 1.1.2. Syntactically, this sentence is in the active voice and in the declarative form. This sentence is uttered by a contestant she is the girl in blue, as an answer of the exercise given by the judge. The “the limit” as a carrier, the “does not” as a process, and “exist” as an attribute. The whole sentence shows the girl in blue’s answer of the exercise given by the judge. The judge asks about the limit in a mathematic exercise then the girl in blue answers the exercise by saying “the limit does not exist”.

The limit	does not	exist
Carrier	Process	Attribute

Table 1.1.2

The third transitivity structure of the sentence is shown in table 1.1.3. Syntactically, this sentence is in the active voice. There are altogether four participants in this clause they are the boy who put off his shirt as a speaker and three boys in reds as the addressees. The “how” is an adjunct. The word “how” here is not a form of question. It is uttered by the boy who put off his shirt to his rivals that explicitly sends a meaning that his rivals cannot underestimate the boy’s team in the competition. The “you” is sensers they are the red team, the “like” is a mental process, the “me” is a phenomenon, and “now” is circumstance. This sentence indicates the mock of the boy who put off his shirt toward his rivals who underestimate his team in the competition but eventually the boy’s teams win the competition.

How	do you	like	me	now
Adjunct	Senser	Pro:mental	Phenomenon	circumstance

Table 1.1.3

1.2 The Interpersonal Level

The first interpersonal level is demonstrated by table 1.2.1. What the judge said “Contestants, find the limit of this equation” is actually taken as a command to the contestants of the mathematic competition. This is a whole sentence with “Contestants” as the addressees, “find” as a command which indicates the material process that the contestants have to do. “the limit of this equation” is the goal that the contestants should find. The whole sentence is indicating that the judge and the contestants have relationship in that event where the judge acts as a leader of the competition and the contestants act as the participants who follow and do what the judge wants.

Contestants,	find	the limit	of this equation
Circumstance	Pro: material	Goal	Goal
Mood	Residue		

Table 1.2.1

The second interpersonal level is demonstrated by table 1.2.2. What the girl in blue said “The limit does not exist” is actually taken as an answer of the exercise given by the judge in the mathematic competition. This is a whole sentence with “The limit” is a carrier, the “does not” is a process, and “exist” is an attribute that explains the non-existence of the limit. The whole sentence is indicating that the girl in blue and the judge have relationship in that moment. The girl in blue uttered that sentence as a response to the judge and it is displaying that there is relationship and both the judge and the girl in blue play their role well.

The limit	does not	exist
Carrier	Process	Attribute
Mood	Residue	

Table 1.2.2

The third interpersonal level is demonstrated by table 1.2.3. What the boy who put off his shirt said “How do you like me now” is actually taken as a mock to his rivals in the mathematic competition. This is a whole sentence with “How” is an adjunct. The word “how” here is not a form of question. It is uttered by the boy who put off his shirt to his rivals that explicitly sends a meaning that his rivals cannot underestimate the boy’s team in the competition. The “do you” is senser, “like” is a mental process, the “me” is phenomenon, and “now” is circumstance. The whole sentence is indicating that the boy who put off his shirt and his rivals have relationship in that event. Even though they have relationship, but their relationship is not a warm relationship because in this event the boy who put off his shirt mocked his rivals after winning the competition. It shows that their relationship is just as rivals in a competition, not as close friends.

How	do you	like	me	now
Adjunct	Senser	Pro: mental	Phenomenon	Circumstance
Mood	Residue			

Table 1.2.3

1.3 The Textual Level

The table 1.3.1 shows the thematic structure with the subject as theme and the residue as rheme. However, the information structure consists of two changes from given information to

new information. In this case, the speaker brings news that the hearer does not know for twice. According to the interpersonal analysis of this clause, the tonic prominence is put on “the limit” which makes it be the information focus of the new information. Putting information focus on “the limit” means the judge as a speaker wanted to ask the contestants to find what he wants it is the limit.

Contestants	find	the limit	of this equation
Theme	Rheme		
Given	New	Given	New

Table 1.3.1

The table 1.3.2 illustrates the situation when the girl in blue answered the exercise given by the judge in mathematic competition by saying “the limit does not exist”. The given information “the limit” works as the theme of this clause, “does not” and “exist” are new information and also the information focus. The “does not exist” is the focus of the information because it explains the “the limit” that actually does not exist and this is the answer of the exercise given by the judge.

The limit	does not	exist
Theme	Rheme	
Given	New	

Table 1.3.2

The table 1.3.3 illustrates the situation when the boy who put off his shirt mocked his rivals by saying “How do you like me now” after winning the mathematic competition. The given information “how” and “do you” work as the theme of this clause, the “like”, “me”, and “now” are new information and also the information focus. The “like me now” is the focus of the information because it represents the boy who put off his shirt’s exasperation to his rivals and it means not to underestimate the blue team.

How do you	like me now
Theme	Rheme
Given	New

Table 1.3.3

2. The non-linguistic analysis

2.1 *The Representational Level*

Kress and van Leeuwen identify two processes as carrying representational meanings in images: conceptual processes explain what things are like and have a didactic function; presentational processes deal with actions and events and so function as a narrative, distinguished by the fact that whether there is vector or not (Cheng & Liu, 2014). From all these above, it can be concluded that the three pictures (2.1.1, 2.1.2, 2.1.3) which were randomly chosen as screen-shot from the video represent events processes.

Picture 2.1.1 involves three participants they are the judge, the girl in blue, and the girl in red. Image 2.1.1 shows an event of the mathematic competition with two participants in a final session and a judge who lead the event. All of the participants played their role of Actor and the role of Goal to form a bidirectional transactional structure. The vector is formed by the participants' sights to the judge with a mathematic problem that is displayed on a screen behind him. The whole can be transcoded as "the judge gives a mathematic problem to the contestants and he waits for them to answer it". The judge asked the contestants to break a mathematic problem by saying "contestants, find the limit of this equation". The event is displayed in a picture 2.1.1.



Pic. 2.1.1

The picture 2.1.2 involves one participant she is the girl in blue as a contestant of the mathematic competition. Image 2.1.2 shows an event when the girl in blue answered the problem given in the mathematic competition with full of confidence. She looked to the judge then delivers her answer without any doubt. The whole can be transcoded as "the

girl in blue breaks a mathematic problem by answering the exercise confidently”. The girl answers the exercise by looking to the judge at first then saying confidently “the limit does not exist” to the judge. The moment of this event is displayed in a picture 2.1.2.



Pic. 2.1.2

Picture 2.1.3 involves four participants they are the judge and the three boys are the girl in blue’s team at that competition. Image 2.1.3 shows a happy moment after the girl in blue won the mathematic competition by answering the exercise correctly. All of the participants played their role of Actor and the role of Goal to form a bidirectional transactional structure. The vector is formed by the participants’ sights to the boy who puts off his shirt. The whole can be transcoded as “the girl in blue’s team express their happiness and one of them puts off the shirt in front of their rivals to mock them”. They jump to express their happiness and the boy at the front screams to the rivals by saying “how do you like me now” to them. It seems that their rivals underestimate them at first. But, at the end of the competition the blue team can prove that they can defeat their rivals.



Pic. 2.1.3

2.2 The Interactional Level

Interactional meaning of visual images is identified through the representation of relations between viewer and image, which is integrated by aspects like contact, social distance, attitude, color and modality (Kress & Leeuwen, 2006).

Picture 2.1.1 shows a moment when the judge gives the exercise to the contestants of mathematic competition. He looked calm but firm in leading the competition. The contestants looked focus in doing the exercise because that moment is a final part of the competition. The image of 2.1.1 is represented in far personal distance through long-shot picture to make the viewers are having good visibilities in viewing the moment and make the viewers know the condition and the atmosphere around the competition stage.

The contrast sight shows in picture 2.1.2 that displays the girl in blue's expression in answering the exercise. She looked very confident without any doubt. The image 2.1.2 is represented in close personal distance through close-up that displays the girl in blue's expression. She looked to the judge to answer the exercise. Her face and her body language represents her confident in handling the challenge. This sight makes the audience can feel what the girl's feeling with full confidence in winning the competition.

Picture 2.1.3 shows the blue team's expression after winning the competition. They looked very happy and interested after getting what they want. The judge stood beside them while looking for the boy at the front. The image 2.1.3 is represented in medium personal distance through medium-shot, which can make the audience produce a real happiness and make the audience can also sense the euphoria of blue team after winning the competition.

2.3 The Compositional Level

The compositional meaning of images is composed of information value, framing and salience (Cheng & Liu, 2014).

In figure 2.1.1 the judge is the center, who is presented as the nucleus of the information on which all the other elements (the two contestants) are to some extent subservient. The viewer put their first sight on the judge, then moving to the contestants around him. The judge center placement makes sure that the other elements and their actions are all based on the judge's point of view, which gives the viewer a first impression of the judge's dominant role in the video that shows a moment when the judge leads the final session of mathematic competition.

In image 2.1.2 the center is the girl in blue without any other participants are captured in the picture. In this moment, the viewer will only put their sight on the girl in blue. The element and the action are totally based on the girl in blue's point of view which gives the viewer an impression of the girl in blue's dominant role in the video that shows a moment when she answer the exercise of mathematic competition with full of confidence. The most salient features in this picture are the other participants who are not captured in the picture. It is strongly contrast compare to the figure 2.1.1.

In figure 2.1.3 the boy at the front is the center, who is presented as the nucleus of the information on which all the other elements (the judge and two other boys) are to some extent subservient. The viewer put their first sight on the boy at the front who put off his shirt, then moving to the other participants around him. The boy at the front's center placement makes sure that the other elements and their actions are all based on the boy's point of view, which gives the viewer a first impression of the boy's dominant role in the video that shows a euphoria and happiness after the blue team winning the mathematic competition.