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Title of the 1st video: HOW SOAP KILLS THE CORONAVIRUS

Link: <https://youtu.be/-LKVUarhtvE>

The reason of choosing the Video: Because corona virus becomes a big issue right now and this video gives people education about how to stop the spread of coronavirus

| NO | SCENE | DATA ANALYSIS | | | | | | | |
|---|---|--|---|----|--------------------|------------|--------------------|------------|--|
| | | LINGUISTIC (VERBAL) | NON-LINGUISTIC (VISUAL) | | | | | | |
| 1. |  <p>Figure 1.1</p> | <p>1) The Ideational Level</p> <p>The first scene sentence is in the active voice and declarative form.</p> <table border="1" data-bbox="766 1007 1335 1198"> <tr> <td>the best way to prevent the spread of coronavirus</td> <td>is</td> <td>to wash your hands</td> </tr> <tr> <td>Identified</td> <td>Relational process</td> <td>Identifier</td> </tr> </table> <p>Here, “is” as a relational process indicates that if people wash their hands they can prevent the spread of coronavirus.</p> | the best way to prevent the spread of coronavirus | is | to wash your hands | Identified | Relational process | Identifier | <p>1) The Representational Level</p> <p>Three screenshots of the first scene are taken. There are two participants in the scene, a guy who acts as a news anchor and the invisible narrator. There is no sound coming out from the news anchor since the whole information in the video is delivered by a narrator. In figure 1.1, the news anchor seems like delivering a news about coronavirus with a headline beside him. Then the headline is zoomed</p> |
| the best way to prevent the spread of coronavirus | is | to wash your hands | | | | | | | |
| Identified | Relational process | Identifier | | | | | | | |

Comment [U3]: Participant tu yg cuman di gambar mand, kalo audio masuk ideational level di linguistics



Figure 1.2

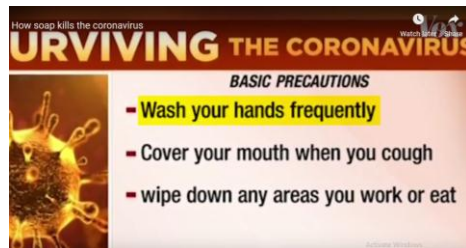


Figure 1.3

Time: 0:02

Transcript : You know that the best way to prevent the spread of coronavirus is to wash your hands

2) The Interpersonal Level

| | | |
|---|--------|--------------------|
| the best way to prevent the spread of coronavirus | is | to wash your hands |
| Subject | Finite | Complement |
| Mood | | Residue |

Here we can see that the speaker has a higher power in the text since she gives knowledge or suggestion to the audience.

3) The Textual Level

| | |
|---|-----------------------|
| the best way to prevent the spread of coronavirus | Is to wash your hands |
| Theme | Rheme |

The speaker wants to focus on giving suggestion to the audience which make the words “the best way to prevent the spread of coronavirus” as the given information and “to wash your hands” as

in figure 1.2 to highlight the words “Stopping the spread” with someone washing his/her hands background. The background representing the way how to stop the spread the virus. In the figure 1.3, there is coronavirus illustration and some basic precautions to give a clear elaboration of figure 1.2.

2) The Interactional Level

In figure 1.1 the represented participant (news anchor) looks directly to the audiences to make a connection with audiences as visible onlooker and build a formal atmosphere about the urgency of coronavirus. The shots change from long shot in figure 1.1 to close-up shot in figure 1.2 which make the audiences focus on the headline and build their curiosity. The washing hand video behind the headline has already given a clue. Figure 1.3 gives a bunch of information that answer figure 1.2 and

Comment [U4]: apakah orang cuci tangan termasuk meaningful enough for learners? Mungkin iyaps

Comment [U1]: Menurutku di sini jelasin siapa yg ngomong gitu ga sih? Kek narrator sama pendengar, keknnya tenor mode gitu dimasukin juga mand buat bangun konteks sebelum analisis sfl yg lebih dalam

Comment [U2]: bagoos

| | | | |
|--|--|-------------------------|--|
| | | <p>new information.</p> | <p>cure audiences' curiosity.</p> <p>3) The Compositional Level</p> <p>In figure 1.1, news anchor is the center, who is presented as the nucleus of the information on which all the other elements. Audiences put their first sight on the news anchor then move to the news headline on the right. Then the center change in figure 1.2, the headline of the news becomes the center and the washing hands video background becomes the salient. The words "wash your hands frequently" in the figure 1.3 is highlighted with yellow color, which make it as the center. The audience then move to the illustration of coronavirus on the left. The yellow color highlight makes the audiences notice more about what they should do to stop the spread of coronavirus.</p> |
|--|--|-------------------------|--|

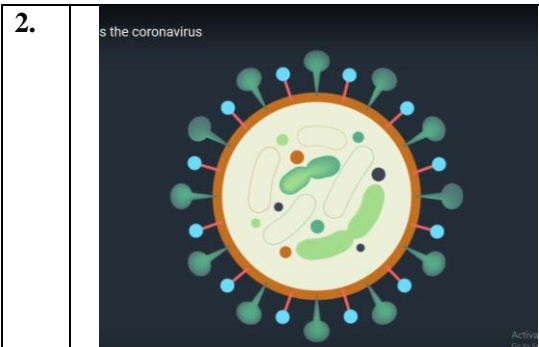


Figure 2.1



Figure 2.2

1) **The Ideational Level**

The first scene sentence is in the active voice and declarative form.

| | | | | | |
|-------|--------------|------------------|-----|------------------|-------------|
| Soap | literally | pulls apart | and | demolishes | these virus |
| Actor | Circumstance | Material Process | | Material Process | Goal |

This sentence possess material process which is shown by the words “pulls apart” and “demolishes”. It expresses that soap does its job to destroy these virus.

2) **The Interpersonal Level**

| | | | | | |
|---------|-----------|-------------|-----|------------|-------------|
| Soap | literally | pulls apart | and | demolishes | these virus |
| Subject | Adjunct | Predicator | | Predicator | Complement |
| Mood | Residue | | | | |

Here we can see that the speaker has well knowledge about virus cell structure since she gives information to the audience about how the lipid layer of the virus broken.

1) **The Representational Level**

Three screenshots of the first scene are taken. Those screenshots illustrating how the soap molecules destroys virus. The only participant is the invisible narrator since there is no living participant shown in the scene. The whole information in the video are delivered by a narrator. In figure 2.1, the soap molecules attached on the surface of the virus. The soap molecules break the fat layer that is shown in figure 2.2. As we know that soap is able to dissolve fat, it goes the same with the surface layer of the virus. In the figure 1.3, the nucleus of are pulled apart and demolished. The illustration here arise audience knowledge about coronavirus destruction.

2) **The Interactional Level**

Contact is not established in figure 2.1, 2.2 and 2.3. It means there is no connection between the represented

Comment [U5]: menurutku sbeelum masuk ke sini, sama kek yg atas, contextual parameter nya dijelasin, kek mode tenor, dll baru dikaitin sama lexicogrammar

Comment [U6]: kalau ga ada participant brti analisis shape kann mand?

Comment [U7]: Aku masi bingung jjujur ttg interactional level



Figure 2.3

Time : 1:36

Transcript : Soap literally pulls apart and demolishes these viruses

3) The Textual Level

| | |
|-------|--|
| Soap | literally pulls apart and demolishes these viruses |
| Theme | Rheme |

The speaker make the word “soap” as a concern here. The word “soap” is functioned as the given information then goes with “literally pulls apart and demolishes these viruses” as the new information.

participants (narrator) and the audience since the narrator remains invisible until the end of the video. The audience viewed the video as an onlooker and felt out of this scene. The narrator tries to prove that soap is able to kill the virus and persuade the audiences to wash their hand by using soap in order to stop the spread of coronavirus.

3) The Compositional Level

In this whole scene, figure 2.1, 2.2 and 2.3 show that the virus is the center. Audiences put their concern on the virus in the whole scene. The focus of the audiences moves a bit in figure 2.3 when the nucleus of the virus pulled out from its body. The audiences follow the movement of the demolished virus nucleus.

Comment [U8]: bagoos

Title of the 1st video: WHERE DOES THE SMELL OF RAIN COME FROM?

Link: <https://youtu.be/lGcE5x8s0B8>

The reason of choosing the Video: In the last 3 months until now, Indonesia are in the wet season where the rain almost poured every day. It arises my curiosity about where the pleasing soil smell called petrichor comes from.

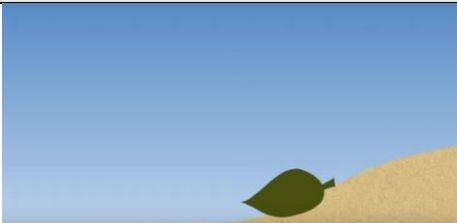

| NO | SCENE | DATA ANALYSIS | | | | | | | |
|-----------------------------|--|---|-----------------------------|----------|------------------------|-------|------------------|--------------|---|
| | | LINGUSTIC (VERBAL) | NON-LINGUISTIC (VISUAL) | | | | | | |
| 1. |  <p style="text-align: center;">Figure1.1</p>  | <p>1) The Ideational Level</p> <p>The first scene sentence is in the passive voice and declarative form.</p> <table border="1" data-bbox="770 938 1317 1118"> <tr> <td>decomposed organic material</td> <td>is blown</td> <td>airborne from dry soil</td> </tr> <tr> <td>Range</td> <td>Material process</td> <td>Circumstance</td> </tr> </table> <p>This sentence possess material process which is shown by the words “is blown airborne”. However then actor of this process is not explicitly mentioned in the sentence, the actual actor which blows decomposed organic material</p> | decomposed organic material | is blown | airborne from dry soil | Range | Material process | Circumstance | <p>1) The Representational Level</p> <p>Three screenshots of the first scene are taken. Those screenshots illustrating how decomposed organic material form petrichor. The only participant is the invisible narrator. In figure 1.1, the leaves are fallen, then they become dry and they are decomposed on the dry soil. The wind brings them to land on dirt or rock which is shown in the figure1.2. They are mixed with the minerals of the ground and when the rain falls, the smells from the mixture</p> |
| decomposed organic material | is blown | airborne from dry soil | | | | | | | |
| Range | Material process | Circumstance | | | | | | | |

Figure 1.2



Figure 1.3

Time : 1:23

Transcript : When decomposed organic material is blown airborne from dry soil, it lands on dirt or rocks.

is wind.

2) The Interpersonal Level

| | | | |
|-----------------------------|---------|------------|------------------------|
| decomposed organic material | is | blown | airborne from dry soil |
| Subject | Finite | Predicator | Adjunct |
| Mood | Residue | | |

The word “is” is a present modality which shows the general truth about nature. Here we can see that the speaker has power to gives information to the audience about the chemical formed from decomposed organic material.

3) The Textual Level

| | |
|-----------------------------|---------------------------------|
| decomposed organic material | is blown airborne from dry soil |
| Theme | Rheme |

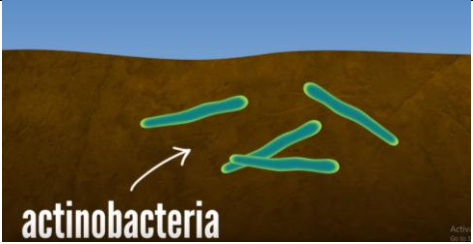
evoked. It is called as petrichor. The illustration here answers the audiences’ curiosity about how petrichor is made.

2) The Interactional Level

Contact is not established in figure 1.2, 1.2 and 1.3. It means there is no connection between the represented participants (narrator) and the audience since the narrator is invisible. The audience viewed the video as an onlooker and felt out of this scene. The audio is the only mean to maintain the interaction between narrator and audiences. This scene tries to gives illustration using animation that is easy to be understood by the audiences.

3) The Compositional Level

In figure 1.1, the leaf as a center attract the audience’s attention. The pale color of the soil indicates that it is dry. Then the leaf shrinks, the audience is

| | | | | | | | | | | | |
|----------------------|---|--|---|------|------------|--------------|-------|--|------------------|------|---|
| | | <p>The speaker make the word “decomposed organic material” as a concern here. It is functioned as the given information while “is blown airborne from dry soil” as the new information.</p> | <p>expected to know that the leaf start to decomposed. In figure 1.2, the focus moves to the small molecules on the surface of the ground. There are green and red molecules symbolize non-homogenous molecules. The last figure, 1.3, a droplets of rain become the center of focus which get the audience attention back to the general topic of the video.</p> | | | | | | | | |
| <p>2.</p> |  <p>Figure 2.1</p> | <p>1) The Ideational Level The first scene sentence is in the active voice and declarative form.</p> <table border="1" data-bbox="770 959 1317 1136"> <tr> <td>Bacteria in the soil</td> <td>also</td> <td>contribute</td> <td>to petrichor</td> </tr> <tr> <td>Actor</td> <td></td> <td>Material process</td> <td>Goal</td> </tr> </table> <p>This sentence possess material process which is shown by the words “contribute”. It expresses that the bacteria as actor here has an important role in the making of petrichor.</p> | Bacteria in the soil | also | contribute | to petrichor | Actor | | Material process | Goal | <p>1) The Representational Level Two screenshots of the first scene are taken. Those screenshots illustrating how the bacteria makes petrichor. The only participant is the invisible narrator. The whole information in the video are delivered by a narrator. In figure 2.1, there are 4 bacterias under soil, they are called as actinobacteria. Then a geosmin is released, a checmical content possessed by actino bacteria which is shown in figure 2.1. The term</p> |
| Bacteria in the soil | also | contribute | to petrichor | | | | | | | | |
| Actor | | Material process | Goal | | | | | | | | |

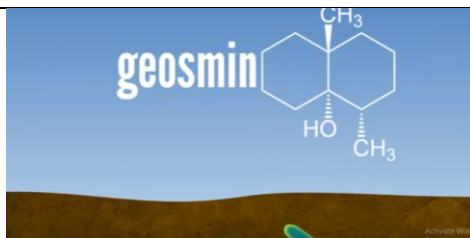


Figure 2.2

Time : 1:23

Transcript : Bacteria in the soil also contribute to petrichor by releasing a chemical called geosmin

2) The Interpersonal Level

| | | | |
|----------------------|---------|------------|--------------|
| Bacteria in the soil | also | contribute | to petrichor |
| Subject | Adjunct | Predicator | Adjunct |
| Mood | Residue | | |

The word “contribute” gives some information about the existence of bacteria in the process. “Also” shows that there are more than one factor that influence the making of petrichor. It makes bacteria the other factor.

3) The Textual Level

| | |
|----------------------|------------------------------|
| Bacteria in the soil | also contribute to petrichor |
| Mood | Residue |

The speaker make the word “bacteria in soil” as a

“actinobacteria” and “geosmin” are shown to avoid audience misheard and to make sure that the audience get the right information. The chemical bond of geosmin is also illustrated on the screen to add chemistry knowledge.

2) The Interactional Level

Contact is not established in figure 2.1, and 2.2. There is no connection between the represented participants (narrator) and the audience since the narrator is invisible in this scene. The audience viewed the video as an onlooker and felt out of this scene. The narrator tries to give additional information especially the chemical content of bacteria in its contribution of petrichor.

3) The Compositional Level

In figure 2.1, the center of scene is bacteria. The speaker tries to get

| | | | |
|--|--|---|---|
| | | <p>concern here or the given information. Meanwhile, “also contribute to petrichor” as the new information.</p> | <p>audience focus on the bacteria then to the name of bacteria on the left in the Given. Then the shoot change and make the geosmin and its chemical bond the center. The narrator wants the audience to not only know about the name of the chemical content, but also the illustration of the bond.</p> |
|--|--|---|---|