

Name/NIM:

Title of the video: 1/2

Link:

The reason of choosing the Video:

Contextual Parameter:

- Field :
- Tenor :
- Mode :

NO	SCENE	DATA ANALYSIS	
		LINGUSTIC (VERBAL)	NON-LINGUISTIC (VISUAL)
1.	Figure1.1 Time : Transcript :	1) The Ideational Level 2) The Interpersonal Level 3) The Textual Level	1) The Representational Level 2) The Interactional Level 3) The Compositional Level
2.	Figure2.1 Time : Transcript :	1) The Ideational Level 2) The Interpersonal Level 3) The Textual Level	1) The Representational Level 2) The Interactional Level 3) The Compositional Level

Note: The **maximum lengths** for paper analysis are **12 pages**

There are several things that you need to consider to be displayed on your paper:

Data Collecting: data includes selected transcripts, corresponded screen-shot from the scenes that representing meaningful learning.

Data Processing: explore the relationship of all the aspects, the data of verbal and visual modalities are specified to meaningful learning.

Data Analysis: verbal and visual data together make meaning and how the relationship between each component showing meaningful learning for the learners.

The analysis by SFL-CDA approach to Explore Meaningful Learning in TED ED

The purpose of this task is analyzing TED ED to understand the interaction among different modalities as well as offer a linguistic perspective to know whether TED ED has been considering the aspect of meaningful learning within the video.

Halliday mentioned some applications of systemic-functional grammar such as to understand the quality of texts, why a text means what it does and to understand how language makes sense according to its users and its functions. The key focus is on the equal stress of both linguistic (verbal) and non-linguistic (visual, audial and other) semiotic resources. Unlike usual text or discourse, video discourse, as a typical of multimodal discourse, is concerned with a variety of different semiotic resources, including language, technology, visual image, sound, music, color and even the interaction of three dimensions (Cohen A. J., 2001).

To analyze TED-ED video adequately, the task of analysis is divided into linguistic analysis and non-linguistic analysis with visual and audial aspects.

1. Linguistic Analysis

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.

The Interpersonal Level

The Textual Level

2. The non-linguistic analysis

The Representational Level: there are 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.

The Interactional Level

According to Kress and Leeuwen, 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.

The Compositional Level

The compositional meaning of images is composed of information value, framing and salience.

EXAMPLE OF ANALYSIS

Name/Nim: Amanda Ummu Haniah/ S891908003

Title of the first 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

Contextual Parameter: (Ini untuk konteks 1 whole video teman-teman, Kalau tabel itu udah spesifik ke scene yang making meaning. Jangan panjang-panjang ya jelasinnya. Cukup cakwe aja yang panjang, penjelasan ini jangan. **MAX 12 HALAMAN!!!** Kasian yang review nanti kalo banya banya, bisa jereng. Oke teman-teman ^^)

- **Field :**
- **Tenor :**
- **Mode :**


NO	SCENE	DATA ANALYSIS							
		LINGUISTIC (VERBAL)	NON-LINGUISTIC (VISUAL)						
1.	 <p style="text-align: center;">Figure 1.1</p>	<p>1) The Ideational Level The first scene sentence is in the active voice and declarative form.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">the best way to prevent the spread of coronavirus</td> <td style="padding: 5px;">is</td> <td style="padding: 5px;">to wash your hands</td> </tr> <tr> <td style="padding: 5px;">Identified</td> <td style="padding: 5px;">Relational process</td> <td style="padding: 5px;">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> <p>2) The Interpersonal Level</p>	the best way to prevent the spread of coronavirus	is	to wash your hands	Identified	Relational process	Identifier	<p>1) The Representational Level 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 are no sounds 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 in figure 1.2 to highlight the words “Stopping the spread” with someone washing his/her hands in the background. The background representing the way how to stop the spread of the virus. In figure 1.3, there is a coronavirus illustration and some basic</p>
the best way to prevent the spread of coronavirus	is	to wash your hands							
Identified	Relational process	Identifier							



Figure 1.2

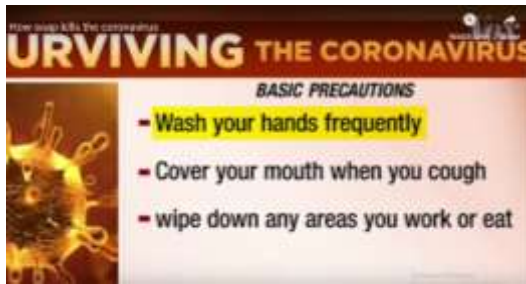


Figure 1.3

Time: 0:02

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

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 new information.

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 cure audiences' curiosity.

3) The Compositional Level

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.

2.



Figure 2.1



Figure 2.2



Figure 2.3

Time : 1:36

Transcript : Soap literally pulls apart and demolishes these viruses

1) The Ideational Level

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

Soap	literally	pulls apart	and	demolishes	these viruses
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 viruses
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.

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.

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 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.

