

THE CONTEXT OF SITUATION AND CONTEXT OF CULTURE (GENRE) IN THE VIDEO TUTORIALS ON YOUTUBE CHANNEL: A FUNCTIONAL DISCOURSE APPROACH

by Sigit 20 Ricahyono

Submission date: 03-Jan-2023 02:28PM (UTC+0700)

Submission ID: 1988147669


File name: SHE_Journal_Vol_3_No_1_2022_The_Context_of_Situation....doc (905.12K)

Word count: 6947

Character count: 37545

THE CONTEXT OF SITUATION AND CONTEXT OF CULTURE (GENRE) IN THE VIDEO TUTORIALS ON YOUTUBE CHANNEL: A FUNCTIONAL DISCOURSE APPROACH

24

Atina Firdausa ; Department of English Teaching, Universitas PGRI Madiun, Indonesia

Sigit Ricahyono, Department of English Teaching, Universitas PGRI Madiun, Indonesia

Tri Wahyuni Chasanatun, Department of English Teaching, Universitas PGRI Madiun, Indonesia

Abstract: This study examines the contexts of the videos in YouTube videos of Devina Hermawan. In examining the contexts of the videos, the researcher adopts Halliday's systemic functional linguistics (SFL). The data of this study are collected online from "Masakan Indonesia: Indonesian Cuisine" playlist on Devina Hermawan's YouTube channel. The results demonstrate that three contexts of situation are comparable in the five videos chosen. The others are the stages which are found in context of culture (genre) of YouTube video tutorials, which include 1) notice 2) book promotion 3) ingredient promotion 4) materials promotion 5) other product promotion 6) tips and tricks 7) thanking viewers 8) reminder to tag Devina when recooking the dish; and 9) reminder to like, comment, and subscribe. Those findings highlight the differences of procedural text genre in paper-based tutorials and video-based ones. Overall, the results of this study affirm that both context of situation and context of culture (genre) affect how elements are structured to achieve persuasion in computer-mediated communication (CMC).

Keywords: Discourse, Contexts, Systemic Functional Linguistics, YouTube, Computer-Mediated Communication, Video tutorials.

✉ atinafirdausa@gmail.com

Citation: Qisthi, A.F., Ricahyono, R., & Chasanatun, T.W. (2022). Contexts of video on devina hermawan's youtube channel: A functional discourse approach. *Social Sciences, Humanities and Education Journal (SHE Journal)*, 3(1), 52 – 64. DOI: 10.25273/she.v3i1.11980



Published by Universitas PGRI Madiun. This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

INTRODUCTION

Humans are social beings that require communication in their daily existence. The process of humans responding to the symbolic behavior of other people is known as communication (Adler and Rodman 2006). Face-to-face and mediated communication channels are two strategies for conveying messages between individuals in communication.

The term "mediated communication channel" refers to the delivery of communication messages via various mediums such as the telephone, e-mail, voice mail, faxes, instant messaging, and video conferencing. Computer-mediated communication is another name for the technical medium (CMC). In other words, CMC is a process of human communication via computers that involves people, occurs in specific situations, and makes use of new technology, such as the internet (Thurlow, Lengel, and Tomic 2011). In this case, internet commerce, broadband networks, digital television, and streaming media are some examples of digital communication technology.

YouTube is a streaming media platform that debuted in May 2005. Nowadays, this video-sharing site has become a global sensation, with 42.9% of internet users worldwide accessing YouTube on a monthly basis (Brian Dean 2021). Furthermore, YouTube advertising income was \$13,007 billion in the first half of 2021. Comedians, singers, filmmakers, commercial content owners, and personal video creators such as beauty, health, cuisine, and fitness specialists all have a community on YouTube (Jarboe 2009). YouTubers or creators are compensated with 68 percent of ad income. The typical profits of producers range from \$3 to \$5 per 1000 video views, depending on a variety of criteria such as the content's interaction rate.

Devina Hermawan is a model, chef, and author. She is well known for being the seventh finalist in MasterChef Indonesia season 5, a cooking reality competition. She also becomes a brand ambassador for well-known companies like Quaker and Tefal. Devina also has a YouTube account where she posts culinary lesson videos. Her channel has 1,86 million subscribers and her videos have been seen 195.304.737 times (October 11th, 2021).

Cooking tutorial or recipe is a part of procedural texts which has generic structure. In systemic functional linguistics (SFL), genre is often called generic structure (Thompson, Bowcher, and Fontaine 2019). In other way, according to Halliday, genre is rhetorical mode, which is one of component of mode. Thus, generic structure can be defined as the realization of the context of situation²⁷. Furthermore, Halliday suggested some aspects of context, in any situation which have linguistic consequences: field, mode, and tenor. These aspects are summarized as

field: social action—what the language is being used to talk about

mode: symbolic organization—the role language is playing in the interaction

tenor: role structure—the role relationships between interactants.

Researches have been conducted related to functional discourse. In this case, the study by Frobenius (2011) which focused only on the opening sequence of video blogs. Dynel (2014) discussed about the interaction in computer-mediated communication (CMC) especially on YouTube. Hallinan et al. (2021) studied about social media genre. Matwick & Matwick (2014) examined storytelling and synthetic personalization in television cooking shows. Additionally, the study by Schwemmer & Ziewiecki (2018) which expanded the knowledge about product promotion by social media influencers on YouTube. In the same way, the study by Munnukka et al. (2019) added information

to brand endorsement by providing the evidence of the effects of audience participation towards the effectiveness of a brand endorsement. In fact, the study about social media genre, especially cooking tutorial video on *YouTube* has not been conducted so far.

Current Study

The researcher's goal in this study is to look at the contexts of Devina Hermawan's *YouTube* cooking lesson videos. Devina Hermawan's *YouTube* channel is used to choose five videos for the study. Those are cooking tutorials for an Indonesian snack. A question has also been posed, based on the theoretical study of functional discourse and code-mixing: What are the contexts of video on Devina Hermawan's *YouTube* channel? As a result, the researcher creates a paper called "Video Contexts on Devina Hermawan's *YouTube* Channel: A Functional Discourse Approach."

METHODS

Research Design

This research³⁸ uses descriptive qualitative approach. Qualitative research can be defined as a research which has unstructured analysis and non-numeric data (Thelwall and Nevill 2021). Therefore, in this study, the researcher will discuss the result of the study using words.

The researcher uses document research. Document analysis is one of qualitative research. Document research can be defined as a research which conducted systematically towards notes or documents as the source of data (Hardani et al. 2020). In the same way, it involves one or more document to be analyzed, such as business meeting minutes, policy document, or social media posts (Thelwall and Nevill 2021). Further, the characteristics of this research are the research obtained towards documented information, such as recording, pictures, etc. The subjects of the research are thing, book, magazine, and so on. Then, document becomes the primary data source.

Source of the Data

In qualitative research, there are three kinds of data—interviews, observations, and documents (Patton 2002). In this case, the researcher takes data from cooking tutorial videos in "Masakan Nusantara: Indonesian Cuisine" playlist on Devina Hermawan *YouTube* channel which contain code-mixing. The videos which become the source of data are uploaded in September 2021.

Data Analysis Technique

The researcher uses flow model in analyzing¹³ a. The data analysis consists of three flows of activity, i.e. data reduction, data display, and conclusion drawing (Miles and Huberman 1994). Initially, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. Secondly, display is an organized and gathered information which allows conclusion drawing, such as graphs, charts, and matrices. Lastly, the researcher should hold the conclusion lightly.

In data reduction, the researcher selected 5 videos in "Masakan Indonesia: Indonesian Cuisine" playlist which are aired in September 2021. After that, the researcher transcribed the selected videos. Then, the researcher analyzed the contexts of videos on Devina Hermawan *YouTube* channel. Additionally, the researcher uses table to display the contexts of videos on Devina Hermawan *YouTube* channel.

RESULT AND DISCUSSION

Context of situation

Based on the selected cooking tutorial videos in "Masakan Nusantara: Indonesian Cuisine" playlist on Devina Hermawan's *YouTube* channel to be analyzed, there are three aspects of context of situation: field, mode, and tenor. The description of the values for each of the aspects is called register description. The brief register description of five cooking tutorial videos in

"Masakan Nusantara: Indonesian Cuisine" playlist is presented in the Table 1.

TABLE 1. *The brief register description of data video*

Video	Context of situation		
	Field	Mode	Tenor
1	Cooking tutorial	Spoken, monologic, computer—mediated	Speaker-audience
2	Cooking tutorial	Spoken, monologic, computer—mediated	Speaker-audience
3	Cooking tutorial	Spoken, monologic, computer—mediated	Speaker-audience
4	Cooking tutorial	Spoken, monologic, computer—mediated	Speaker-audience
5	Cooking tutorial	Spoken, monologic, computer—mediated	Speaker-audience

Table 1 shows that the five selected videos are alike in field, mode, and tenor. For the field, all of videos in "Masakan Indonesia: Indonesian Cuisine" playlist on Devina Hermawan's *YouTube* channel are *33* type or cooking tutorial videos. Therefore, video 1, video 2, video 3, video 4, and video 5 use the language to talk about cooking tutorial.

Then, all of videos are uploaded on *YouTube* channel, it means that the communication here is mediated. The media used in this communication is electronic or computer, which is called computer mediated communication (CMC). *YouTube* video is the result of the development of digital communication technology in CMC. Thus, the mode of this situation is spoken, monologic, and mediated through computer.

In these videos, Devina Hermawan has a role as the speaker who gives cooking

tutorial by herself, monologic. Devina Hermawan is a chef, cooking instructor, cookbook author, and model. She is also known as the 7th finalist of *MasterChef Indonesia season 5*, a cooking reality television show which is aired on RCTI.

Devina Hermawan also wrote two books, entitled "*Indonesian Fusion Foods*" (2019) and "*Yummy! 76 Menu Favorit Anak*" (2021). She is also a brand ambassador of Tefal and Quaker Oats. Additionally, Devina has done some collaborations with both domestic and international clients, including: Rochiz, Bola Deli, Bright Gas, Bon Chef, New Zealand Trade and Enterprise (NZTE), Department of International Trade Promotion (DITP) Thailand, and Mercure Globals.

Further, Devina creates cooking tutorial videos on her *YouTube* channel. There are 14 playlists about cooking tutorials and tips related to recipes. Here is the list of playlists on Devina Hermawan's *YouTube* channel:

- a. 01/15 Wajib Coba Subscriber Baru: Must-Try for New Subscribers
- b. 02/15 Nasi, Mie, Pasta: Rice, Noodles, Pasta
- c. 03/15 Telur & Sayuran: Eggs & Vegetables
- d. 04/15 Ayam & Daging: Poultry & Meat
- e. 05/15 Hidangan Laut: Seafood
- f. 06/15 Bakso, Sosis, Siamay: Processed Meat
- g. 07/15 Kue, Roti, Minuman: Desserts & Pastries
- h. 08/15 Vlog Lainnya: Others
- i. 09/15 Masakan Nusantara: Indonesian Cuisine
- j. 10/15 Masakan Oriental: Chinese Cuisine
- k. 11/15 Masakan Jepang & Korea: Japanese & Korean Cuisine
- l. 12/15 Masakan Barat & Eropa: Western & European Cuisine
- m. 13/15 Masakan Timur Tengah: Middle Eastern Cuisine

- n. 14/15 Masakan India & Asia Tenggara Lainnya: Indian & Other South East Asian Cuisine

- o. 15/15 Sambal, Saus, Tips Lainnya: Sambal, Sauces, Other Tips

In brief, most of playlists are cooking tutorials and tips about cooking. Another playlist contains some vlogs such as kitchen tips, kitchen tour, challenge, and holiday vlog. Moreover, Devina's *YouTube* channel has had 1,86 million subscribers and 195.304.737 views (October 11th, 2021).

Context of culture (genre)

All of the videos in "Masakan Indonesia: Indonesian Cuisine" playlist on Devina

Hermawan's *YouTube* channel are recipe or cooking tutorial videos. The genre of recipes or cooking tutorials is procedural text. In SFL, context of culture becomes the environment of the linguistic system. Then, the system provides the functional varieties which recognized as genre.

Procedural text genre consists of several stages which is the generic structure. The generic structure of procedural text is generally the goal, ingredients (for recipe), and sequence of steps. Moreover, the structure of procedure text could consist of goal, steps, and results (optional stage). Therefore, the generic structures of the videos are presented in the Table 2.

TABLE 2. *The generic structure of data video*

Generic structure	Data video				
	1	2	3	4	5
Goal	√	√	√	√	√
Ingredients	√	√	√	√	√
Sequence of steps	√	√	√	√	√
Result	√	√	√	√	√
Others					
Notice	√	√	√	√	√
Book promotion	√	√	√	√	√
Ingredient promotion	√	-	-	√	-
Materials promotion	-	√	-	√	√
Product promotion	-	-	√	-	-
Tips and tricks	√	√	√	√	√
Thanking viewers	√	√	√	√	√
Reminder to tag Devina when recook the dish	√	√	√	√	√
Reminder to like, comment, share, and subscribe	√	√	√	√	√

Table 2 compares the generic structures of five selected videos in "Masakan Indonesia: Indonesian Cuisine" playlist on Devina Hermawan's *YouTube* channel. It shows that there are some differences in generic structures of each of videos. On video 1, video 2, video 4, and video 5, Devina Hermawan promoted ingredients or materials used in the process of cooking, while video 3 contains product promotion which is not related to the process of cooking, headache drug. Moreover, video 4 not only presents the promotion of ingredients but also the promotion of utensil. Further explanation about the generic structure of each video is presented in the following section.

TANPA Oven! Resep KLAPPERTAART Gurih, Wangi, Lembut. (video 1)

The video which is aired on September 2nd, 2021 has been watched 233.392 times (October 17th, 2021). It is also liked by 5.700 people. In this video, Devina Hermawan shared how to make *Klappertaart*. Moreover, Devina segmented this video into eight:

- 1) intro;
- 2) prepping the ingredients;
- 3) making coconut custard;
- 4) preparing the ladyfinger;
- 5) assemble;
- 6) making Swiss meringue;
- 7) adding toppings;
- 8) chilling the *Klappertaart* before serving.

Further, the goal of this video is in the title of the video, the intro segment at 00:00—00:21, and the opening of the video at 00:47—00:59. Then, the ingredients are explained in prepping the ingredients segment at 01:32—02:52. After that, the sequence of steps, 6 steps, which started from making coconut custard at 02:54—05:45; preparing the ladyfingers at 05:44—06:41; assembling the custard and ladyfingers at 06:41—06:54; making Swiss meringue at 07:36—08:40; adding toppings at 08:40—09:17; and chilling the *Klappertaart* before serving at 09:19—09:25.

The optional stage is the result which shows the final state of the activity at 09:25—10:53. Then, this video also presents other stages such as notice at 00:21 and 11:21; and the promotion of Devina's books at 00:35. The promotion of ingredients, Vicenzovo Ladyfinger, are shown at 01:08, 01:16, 05:44, 10:32, and 10:55. Devina also gives some tips and tricks, which are at 02:18; 03:48; 05:52; 08:07; and 09:17.

The next stage is reminder to tag Devina if the viewers recook the dish, at 11:14. Then, she also reminds the viewers to like, subscribe, share, comment, etc., at 11:16. After that, Devina reminds to stay

tuned and thanks the viewers who had been viewing her video, at 11:20.

TANPA Cetakan! Resep KUE AWUG / KUE PUTU: Empuk, Gurih, Manis! (video 2)

Devina Hermawan released this video on September 5th, 2021. This video is one of episodes of "Challenge in the Kitchen with Devina" in collaboration with Bright Gas. In this video, Devina Hermawan selected requested menu by the winner of the challenge, *Kue Awug* or *Kue Putu* which is similar to *Ombus-ombus* from Tapanuli. Further, this video has been watched 265.088 times and liked by 4.500 people (October 17th, 2021). Moreover, Devina segmented this video into seven:

- 1) intro;
- 2) prepping the ingredients;
- 3) steaming the rice flour;
- 4) making *Awug* dough;
- 5) molding and wrapping with banana leaf;
- 6) steaming *Awug*;
- 7) the dish is ready to serve (serving the dish).

The goal of this video is presented in the title of the video, the intro segment at 00:00—00:17, and the opening of the video at 00:48—01:35. The ingredients used are explained in prepping the ingredients segment at 01:39—02:18. Further, the sequence of steps, 5 steps, which started from steaming the rice flour at 01:19—03:06; making *Awug* dough at 03:06—04:13; molding and wrapping with banana leaf and steaming *Awug* at 04:13—06:45; and serving the dish at 07:01—07:45.

The optional stage is the result which shows the final state of the activity at 07:45—08:30. Moreover, this video also has the other stages such as notice at 00:24 and 09:03; and the promotion of Devina's books at 00:38—00:47. The promotion of material or equipment used in cooking, Bright Gas, is shown at 00:21; 01:01; 02:18; 05:29; 05:44; 08:32; and 09:00. In this video, Devina also

gives some tips and tricks, which are at 02:49; 05:12; and 06:53.

The next stage is thanking the viewers at 08:33. Devina also reminds the viewers to tag her Instagram accounts whether they recook the dish, which is at 08:49. Then she also reminds the viewers to like, subscribe, share, comment, and stay tuned, which is at 08:53.

100% Sukses! Resep DONAT MINI Empuk, Lembut, Tahan Lama [Tanpa Mixer & Ulen] (video 3)

This video is aired on September 13th, 2021. It has been viewed 134.969 times and liked by 4.000 people (October 17th, 2021). The menu of the video is the fusion of Western and Indonesian cuisine, mini donut. Furthermore, Devina segmented this video into six:

- 1) intro;
- 2) prepping the ingredients;
- 3) making donut dough;
- 4) frying the donuts;
- 5) coating the donuts with cinnamon and sugar;
- 6) the dish is ready to serve (serving the dish).

The goal of this video is presented in the title of the video, the intro segment at 00:00—00:15, and the opening of the video at 00:40—00:01. Then, the ingredients used are presented in the prepping the ingredients segment at 00:01—01:48. The sequence of steps, 4 steps, are making donut dough at 01:49—03:31; frying the donuts at 03:31—05:16; coating the donuts with cinnamon and sugar at 05:16—05:49; and serving the dish at 05:49—06:22.

The optional stage, the result which presents the final state of the activity is at 06:22—06:33. Further, this video has the other stages such as notice at 00:15 and 07:01; and the promotion of Devina's books at 00:30—00:39. Another stage is the promotion of sponsor's product, Bodrex Migra, at 00:37, and 06:39. Devina also gives

some tips and tricks in making the dish, which are at 02:05; and 04:27.

The other stage is thanking the viewers at 06:37. Moreover, Devina also reminds the viewers to tag her Instagram accounts whether they recook the dish, which is at 06:48. She also reminds the viewers to like, subscribe, share, comment, and stay tuned, which is at 06:52.

21

Istimewa! Resep KUE BUGIS MANDI TARO [Kue Putri Mandi] (video 4)

In this video, Devina Hermawan shared the tutorial how to make Indonesian traditional snack, *Kue Bugis Mandi* or *Kue Putri Mandi*. This video is aired on September 23rd, 2021. It has been viewed 121.912 times and liked by 2100 people (October 17th, 2021). Moreover, Devina segmented this video into eleven:

- 1) intro;
- 2) prepping the ingredients;
- 3) making the filling;
- 4) steaming and mashing the taro;
- 5) making *Bugis* dough;
- 6) shaping the *Bugis* dough;
- 7) shaping the filling;
- 8) filling the *Bugis* dough;
- 9) steaming the *Bugis*;
- 10) making coconut sauce;
- 11) the dish is ready to serve (serving the dish).

The goal of this video is presented in the title of the video, the intro segment at 00:00—00:23, and the opening of the video at 00:48—01:06. The ingredients of the dish in this video are explained in the prepping the ingredients segment at 01:17—01:55. Then the sequence of steps, 9 steps, are making the filling at 01:58—02:19; steaming and mashing the taro at 02:23—02:40; making *Bugis* dough at 02:41—03:23; shaping the *Bugis* dough at 04:00—04:41; shaping the filling at 04:41—04:52; filling the *Bugis* dough at 04:53—05:21; steaming the *Bugis* at 05:21—05:42; making coconut sauce at 05:44—06:17; and serving the dish at 06:30—07:14.

The optional stage is the result which presents the final state of the activity at 07:14—07:47. The other stages of this video are notice at 00:24 and 08:14; and the promotion of Devina's books at 00:38—00:47. Further, Devina also promotes the ingredients used to make the dish, Bola Deli flours, at 01:09, 01:18, 01:51, 02:42, 05:50, 07:45, and 07:56. Then, the promotion of material or utensil used is at 05:41. Devina also gives some tips and tricks, which are at 02:14, 02:35, 03:24, and 05:31.

The other stage is thanking the viewers at 07:47. In this video, Devina also reminds the viewers to tag her Instagram accounts whether they recook the dish, which is at 08:06. She also reminds the viewers to like, subscribe, share, comment, and stay tuned, which is at 08:09.

21 HANYA 6 BAHAN! Resep BOLEN PISANG LILIT Legit Rasanya (video 5)

In this video, Devina Hermawan showed the instruction about how to make *Bolen Pisang Lilit*, Indonesian version of Danish pastry which filled with banana. This video is aired on September 25th, 2021 and liked by 4100 people. Moreover, it has been watched 193.924 times (October 17th, 2021). This video has seven segments:

- 1) intro;
- 2) prepping the ingredients;
- 3) cooking the banana;
- 4) rolling and slicing Danish pastry;
- 5) filling the bananas with cheese/chocolate and twisting the pastry;
- 6) baking the banana twist pastry;
- 7) the dish is ready to serve (serving the dish).

The goal of this video is presented in the title of the video, the intro segment at 00:00—00:13, and the opening of the video at 00:38—00:55. The next stage is ingredients which shown in prepping the ingredients segment at 01:07—02:39. Then, the sequence of steps, 5 steps, are cooking the banana at 02:40—03:28; rolling and

slicing Danish pastry at 03:50—04:28; filling the bananas with cheese/chocolate and twisting the pastry at 04:29—05:37; baking the banana twist pastry at 05:38—05:47; and serving the dish at 06:19—06:42.

The optional stage is the result which presents the final state of the activity at 06:42—07:19. The other stages are notice at 00:14 and 07:51; and the promotion of Devina's books at 00:28—00:37. Furthermore, the promotion of the materials or the utensils used, Tefal, appears at 00:57, 01:00, 02:51, 03:28, 05:48, and 07:21. Devina also gives some tips and tricks, which are at 02:45, 03:24, and 04:14.

The other stage is thanking the viewers at 07:20. Devina also reminds the viewers to tag her Instagram accounts whether they recook the dish, which is at 07:43. In the next stage, Devina reminds the viewers to like, subscribe, share, comment, and stay tuned, which is at 07:47.

DISCUSSION

Context of situation

Based on the results, the selected videos from "Masakan Indonesia: Indonesian Cuisine" playlist on Devina Hermawan's YouTube channel show the similarity of three aspects of context of situation. The field of those videos is cooking tutorial of Indonesian cuisine especially traditional snacks or cakes. The videos focus on the action shown in the images which accompanied by spoken language. In the videos, Devina becomes single speaker (monologic) who delivers cooking tutorial to the viewers through her YouTube channel.

Presently, there are 18 different genre-li¹⁵ categories exist on YouTube (music, how-to and style, ⁴¹ovies, news and politics, autos and vehicle, comedy, entertainment, e³¹cation, film and animation, gaming, non-profit and activism, people and blogs, pets and animals, science and technology, trailers, sport, shows, travel

and event) which one of them needs to be chosen to label both channels and individual videos (Bärtl 2018). The results present that Devina labels both channel and videos with how-to genre-like category. It can be seen that 14 of 15 playlists on her channel are about cooking tutorials. Therefore, this result reinforces the findings of Bärtl (2018) study revealing that 75% of all channel on *YouTube* have the same category assigned to at least 80% of the channels' videos. In his study, the mainly used category seems fair to be representation of each channel.

Devina becomes single speaker in delivering cooking tutorials on *YouTube* videos. The data videos are how-to video which relatively new multimodal genre of computer-mediated communication (CMC), whereas the videos are not categorized as vlogs as Devina has a team in the process of the taping of the material and the editing of the videos. Moreover, the monologue might be scripted as it also contains books promotion, ingredients promotion, kitchen utensils promotion, and product promotion. The description of the channel also shows that all the cooking tutorials had been tried before uploaded. The results also show that Devina demonstrates the action (cooking) and explains the action with spoken language. It reflects the definition that the content of how-to videos focuses on the action show in the images which are accompanied by spoken language (Frobenius 2011).

The results show that the form of interaction and level of communication of the data videos can be categorized as the first level communication on *YouTube*. The first level communication on *YouTube* concerns video interaction encompassing the speaker and several hearer categories (Dyner 2014). Devina becomes first and single speaker, while the viewers become the hearer. This result sharpens the findings of Dyner (2014) study that one of hearer category is ratified participants. It also

called interlocutors, the individuals who take part in an exchange.

The previous study also divides the interlocutors into the speaker and ratified hearers. The speaker is a participant who produce an utterance using any communicative channel or mode. The addressee here is the viewers to whom the speaker directs a given utterance, usually as indicated by verbal cues such as the use of second person pronouns and non-verbal cues such as direct gaze. As *YouTube* video is a mass-mediated version of monologue, Devina becomes the speaker and the viewers become ratified hearers, addressee, as there is no third party in the interaction. In this case, when Devina is talking directly to the camera eye, she seems to be addressing the viewers. Nonetheless, the viewers become the distinct type of hearer as they can only response the interaction through posting a comment on Devina's video.

Context of culture

The results show that five selected videos in "Masakan Indonesia: Indonesian Cuisine" playlist on Devina Hermawan's *YouTube* channel are recipe or cooking tutorial videos. Each video has several stages which is called generic structure (O'Donnell 2021). Generic structure of recipe and cooking tutorial are generally the goal, ingredients, and sequence of steps. Furthermore, it could consist of result, optional stage which shows the final states of the activity. The result of this study presents that the genre of the selected videos is the goal, ingredients, sequence of steps, and result. Moreover, there are any other stages such as notice; book promotion; ingredient promotion; materials promotion; other product promotion; tips and tricks; thanking viewers; reminder to tag Devina when recook the dish; and reminder to like, comment, and subscribe. The other stages highlight the differences of procedural text

genre in paper-based tutorials and video tutorials. Therefore, this study extends the findings of Hallinan et al., (2021), who argue that genres are meticulously related to communication technologies, with cultural and generic transformations accompanying technological developments.

From the result, the goal of those videos is shown in the title of the videos, the introduction segment of the videos, and the opening of the videos. The title of the videos has represented the goal of the video. It can be seen from the word recipe in every title of the videos such as in "TANPA Oven! Resep KLAPPERTAART Gurih, Wangi, Lembut" (Without an Oven! Klappertaart Recipe Crunchy, Aromatic, Soft). Further, it is shown in the introduction segment of the videos, in the narration of the activity such as in video 2 "*Ciri khas dari kue awug ya, dia tuh fluffy, gurih, dicampur sama manis...*" (the characteristics of awug cake are fluffy, tasty, mixed with sweet taste) with the visual of serving awug cake and cooking preview of the cake at 00:00—00:16. The excerpt reflects the activities which will be done and helps the viewers understand the aim of the video.

The goal of the videos is also expressed in the opening of the five selected videos. Devina always greets the viewers with "*Halo! Welcome back to my channel, Devina Hermawan*" and tells the activity or recipe of the episode by saying "*Hari ini kita akan bikin...*" (Today we will make...). This result reinforces the findings of Frobenius (2011) study reporting that behavioral patterns are an essential part of some vloggers' routine. Further, Devina's opening sequence pattern contains a combination of some features such as greeting, term of address, self-identification, and date. Devina starts the opening sequence by greeting the viewers with "*Halo!*" (hello!). Additionally, "*Welcome back to my channel, Devina Hermawan*" introduces the speaker by her channel name which is also her name. It implies that this video is not the first video

she has uploaded, hence the viewers should recognize her.

Then, the term address of this video is reflected in "*Welcome back*", which implies that she greets the subscribers or the viewers. She also addresses the viewers with "*kita*" (we), which shows that she is interacting with the viewers and building a better relationship with the viewers. Further, this excerpt does not have discourse marker which shows sign of the transition from the greeting to the topic, but the change of the topic is headed by "*Hari ini kita akan bikin...*". The date cannot only be found in the video description, but also in the spoken part. As mentioning "*Hari ini...*" (today...) is part of Devina's fixed routine in opening sequence. Therefore, the results reinforce the previous study conducted by Frobenius (2011) that some vloggers (YouTubers) arguably have introductory phase to prepare the viewers for topic discussed.

The next stage is ingredients of the recipes which presented in prepping the ingredients segment. The ingredients of the selected videos are shown in the description box and in the content of the videos. For instance, Devina explains the ingredients needed in spoken part, but she does not mention the measure of the ingredients in detail. The detail of the ingredients is written in the description box. The ingredients are written both in Indonesian and English. It helps the viewers to find the ingredients easily without pausing the video and writing the ingredients manually. Moreover, the visual elements become an essential part of this segment as they provide perfect illustration of the ingredients.

The sequence of steps of selected videos are presented in the content of the videos and in the description box. The result shows that several segments become a stage which explains the sequence of steps. In this case, video 5 has four segments which each segment demonstrates every step in

cooking the dish. In this stage, Devina does not only actively cook, but she also explains each activity in detail. The visual elements also help the viewers to understand the activities as they show the real cooking demonstration which cannot be found in the sequence of steps written in the description box.

The optional stage, result, shows the final states of the activity. Take the case of the selected videos, the result stage is the last segment of the videos such as "the dish is ready to serve". In this stage, Devina prepares, tries, and gives her review about the dish. The activities of this stage are also accompanied by the visual elements such as the scene of garnishing the dish, cutting the dish, and eating the dish. The results of this study support the findings of Matwick & Matwick (2014) study exploring that cooking shows offer visual pleasure and imagined food consumption for the viewers who virtually taste and smell the food which reviewed by the show host. In this case, the videos are analogous to cooking shows and the YouTuber (speaker) is analogous to the show host.

In Devina's cooking tutorial videos, there are some fixed routine stages. First, notice contains some information about the complete recipe and how to switch the subtitle off. This stage is shown twice in every video, after the introduction segment and the closing of the video. Further, it does not contain spoken part and real activity of the speaker, whereas it shows the steps to find the complete recipe and to switch the subtitle off.

The next stage is promotion such as book promotion, ingredient promotion, material promotion, and another product promotion. In the videos, Devina promotes her recipe books to the viewers by saying "...jangan sampai kehabisan!" (get a copy before it runs out!). The books promotion shows the title of the book and tells the viewers how to get the books which presented before Devina opens the video.

From the result of this study, 2 of 5 videos contain promotions of the ingredients. Devina promotes the products which used as the ingredients in the prepping ingredients segment, in the middle of cooking, the result stage, and the closing of the video. Devina does not only promote the product of the ingredients, but also promote the materials or cooking utensils she used in the cooking activities. Furthermore, she also promotes another product which is not related to the cooking activity such as in video 3, Devina promotes a tablet for headache.

The promotions in the videos are not only spoken, but they are also presented in the product display on the frame along with the speaker, in the last minute of the video with a textual message "in collaboration with: ...", and in the description box. This result coincides with previous study by Schwemmer & Ziewiecki (2018) arguing that the product promotion on YouTube is not necessarily accomplished by direct recommendations such as by explicitly asking the viewers to purchase certain product. It is also attainable by communicating a positive sentiment toward the products or brand, for instance, trying a product and talking about its function in a good way or providing a link in the description box. Furthermore, Devina also promotes herself (her professionalism in cooking) through self-marketing platform such as *Instagram*, *Cookpad*, *Facebook*, *Twitter*, and her personal website. Thus, the viewers are able to reach her through her social media.

The other stage is giving tips and tricks. The results (Table 2.2) show that all of selected videos contain tips and tricks. Devina gives the tips and tricks related to the selection of the ingredients or the cooking technique of certain dish. The tips and tricks stage appear in the prepping ingredients segment and the cooking activities segments. They are not only explained orally by Devina, but they are also

shown on the pop-up text in the top-right-corner of the video. The pop-up texts are noticeable, so that the viewers can easily read and understand the right cooking technique advised by Devina.

In the next stage, Devina thanks to viewers who have watched her videos. In thanking the viewers, she has fixed routine formula, "... Thank you for watching...". Since the interaction in *YouTube* videos is often still mainly one-sided, with the viewers knowing a lot about the YouTuber but YouTuber are doing the opposite, so the YouTuber can use some ways to evoke para-social experiences within the viewers. Para-social experience commences by spending time with the YouTuber. Thus, YouTuber can build the viewers' beliefs through the positive speaking about a brand and the appreciation for the viewers. The present results reinforce the findings from the previous study by Munnukka et al. (2019) asserting that vloggers (here YouTubers) who are likely to persuade para-social experiences among their viewers will strengthen the effectiveness of the brand endorsement (brand promotion).

The next stage is a reminder to tag Devina when recook the dish. In her videos, she says, "*Kalau kalian recook juga jangan lupa tag @devinahermawan @devispantry di Instagram...*" (If you recook the dish, do not forget to tag @devinahermawan @devispantry on *Instagram*...). She does not only remind the viewers orally, but she also provides pop-up text box contains her *Instagram* accounts. This result also becomes the way to manage relationship and participation of the viewers. Tagging Devina on *Instagram* helps her to analyze the viewers' interests about her contents on *YouTube*. It also strengthens the potential viewers perception to watch her contents. Moreover, Devina usually repost the pictures (the result of re cooking Devina's recipe) from her followers (viewers) who tag her on *Instagram* to appreciate the followers and maintain her credibility.

The last stage is a reminder to like, comment, share, and subscribe. Devina reminds the viewers by saying, "... like, subscribe, share, comment, *dan lain-lain*. Stay tune *terus* and see you in the next video!" (... [don't forget to] like, subscribe, share, comment, etc. Stay tuned and see you in the next video!). Previous study conducted by Munnukka et al. (2019) presents that *YouTube* videos with the high level of positive participation of the viewers (likes, comments, share, subscriptions, etc.) are likely to increase the agreement of brand promotion through enhanced credibility perceptions among consumers. In contrast with the study of Ashman et al., (2018) asserting that it (reminder to like, share, subscribe, etc.) is a certain types of entrepreneurial endeavor which encourages a self-centered subjectivity where individuals make an effort to get their own self-interest by seeking the popularity at all costs. In this case, Devina may have reciprocal interaction with the viewers as she gets a good *YouTube* engagement rate, the percentage of viewers who participate in *YouTube* interactions, while the viewers enjoy the videos.

CONCLUSION

Based on the results, the five selected videos from "Masakan Indonesia: Indonesian Cuisine" playlist on Devina Hermawan's *YouTube* channel show the similarity of three aspects of context of situation. First, the field of those videos is cooking tutorial of Indonesian cuisine especially traditional snacks or cakes. Second, modes of the videos are spoken, monologic, and mediated. In this case, Devina becomes single speaker who delivers cooking tutorials to the viewers through the videos which are uploaded on her *YouTube* channel. Third, tenor of the videos is Devina (single speaker/addresser) and the viewers (addressee).

In addition, recipes and cooking tutorials are procedural text which has

genre, generally the goal, ingredients, and sequence of steps. It also could consist of result, optional stage which shows the final states of the activity. The result of this study presents that the genre of the selected videos is the goal, ingredients, sequence of steps, and result. Moreover, there are any other stages such as notice; book promotion; ingredient promotion; materials promotion; other product promotion; tips and tricks; thanking viewers; reminder to tag Devina when recook the dish; and reminder to like, comment, and subscribe. The other stages which are shown in these videos highlight the differences of procedural text genre in paper-based tutorials and video tutorials.

This study contains a few limitation which provide opportunities for future studies. The first limitation concerns the object of the study which involves specific *YouTube* video. Further, the results are specific to the genre and the *YouTube* present in this study, and thus future studies should analyze the contexts of the other digital media, *YouTube* videos, tutorial videos, and different *YouTube*s.

REFERENCES

- Adler, Ronald B., and George R. Rodman. 2006. *Understanding Human Communication*. 9th ed. New York: Oxford University Press.
- Ashman, Rachel, Anthony Patterson, and Stephen Brown. 2018. "Don't Forget to like, Share and Subscribe': Digital Autopreneurs in a Neoliberal World." *Journal of Business Research* 92:474–83. doi: 10.1016/j.jbusres.2018.07.055.
- Bärtl, Mathias. 2018. "YouTube Channels, Uploads and Views: A Statistical Analysis of the Past 10 Years." *Convergence: The International Journal of Research into New Media Technologies* 24(1):16–32. doi: 10.1177/1354856517736979.
- Brian Dean. 2021. "How Many People Use YouTube in 2021? [New Data]." *Backlinko*. Retrieved May 10, 2021 (<https://backlinko.com/youtube-users>).
- Dynel, Marta. 2014. "Participation Framework Underlying YouTube Interaction." *Journal of Pragmatics* 73:37–52. doi: 10.1016/j.pragma.2014.04.001.
- Frobenius, Maximiliane. 2011. "Beginning a Monologue: The Opening Sequence of Video Blogs." *Journal of Pragmatics* 43(3):814–27. doi: 10.1016/j.pragma.2010.09.018.
- Hallinan, Blake, Bumsoo Kim, Rebecca Scharlach, Tommaso Trillò, Saki Mizoroki, and Limor Shifman. 2021. "Mapping the Transnational Imaginary of Social Media Genres." *New Media & Society* 146144482110123. doi: 10.1177/14614448211012372.
- Hardani, Nur Hikmatul Auliya, Helmina Andriani, Roushandy Asri Fardani, Jumari Ustiaty, Evi Fatmi Utami, Dhika Juliana Sukmana, and Ria Rahmatul Istiqomah. 2020. *Metode Penelitian Kualitatif & Kuantitatif*. Yogyakarta: CV. Pustaka Ilmu.
- Jarboe, Greg. 2009. *YouTube and Video Marketing: An Hour a Day*. Indianapolis, Ind.: Wiley Pub.
- Matwick, Keri, and Kelsi Matwick. 2014. "Storytelling and Synthetic Personalization in Television Cooking Shows." *Journal of Pragmatics* 71:151–59. doi: 10.1016/j.pragma.2014.08.005.
- Miles, Matthew B., and A. M. Huberman. 1994. *Qualitative Data Analysis: An*

Expanded Sourcebook. 2nd ed.
Thousand Oaks: Sage Publications.

7 Munnukka, Juha, Devdeep Maity, Hanna Reinikainen, and Vilma Luoma-aho. 2019. "Thanks for Watching'. The Effectiveness of YouTube Vlogendorsements." *Computers in Human Behavior* 93:226–34. doi: 10.1016/j.chb.2018.12.014.

22 O'Donnell, Mick. 2021. "Dynamic Modelling of Context: Field, Tenor and Mode Revisited." *Lingua* 261:102952. doi: 10.1016/j.lingua.2020.102952.

17 Patton, Michael Quinn. 2002. "Two Decades of Developments in Qualitative Inquiry: A Personal, Experiential Perspective." *Qualitative Social Work* 1(3):261–83. doi: 10.1177/1473325002001003636.

14 Schwemmer, Carsten, and Sandra Ziewiecki. 2018. "Social Media Sellout: The Increasing Role of Product Promotion on YouTube." *Social Media + Society* 4(3):205630511878672. doi: 10.1177/2056305118786720.

6 Thelwall, Mike, and Tamara Nevill. 2021. "Is Research with Qualitative Data More Prevalent and Impactful Now? Interviews, Case Studies, Focus Groups and Ethnographies." *Library & Information Science Research* 43(2):101094. doi: 10.1016/j.lisr.2021.101094.

Thompson, Geoff, Wendy L. Bowcher, and Lise Fontaine, 37. 2019. "Preface." Pp. xxix–xxx in *The Cambridge Handbook of Systemic Functional Linguistics*. Cambridge University Press.

Thurlow, Crispin, Laura Lengel, and Alice Tomic. 2011. *Computer Mediated Communication: Social Interaction and the Internet*. Reprinted. Los Angeles: SAGE.

THE CONTEXT OF SITUATION AND CONTEXT OF CULTURE (GENRE) IN THE VIDEO TUTORIALS ON YOUTUBE CHANNEL: A FUNCTIONAL DISCOURSE APPROACH

ORIGINALITY REPORT

12%

SIMILARITY INDEX

9%

INTERNET SOURCES

8%

PUBLICATIONS

7%

STUDENT PAPERS

PRIMARY SOURCES

1	journals.sagepub.com Internet Source	1%
2	Peter Bisong Bisong. "A COMPARATIVE ANALYSIS OF TAOISM AND COMPLEMENTARY REFLECTION (IBUANYIDANDA PHILOSOPHY)", Social Sciences, Humanities and Education Journal (SHE Journal), 2021 Publication	1%
3	digilib.phil.muni.cz Internet Source	1%
4	digitalcommons.usu.edu Internet Source	<1%
5	www.arin2610.dmu.net.au Internet Source	<1%
6	Submitted to City University Student Paper	<1%
7	Steffi De Jans, Liselot Hudders. "Disclosure of Vlog Advertising Targeted to Children",	<1%

8	ejournal.stitpn.ac.id Internet Source	<1 %
9	Keri Matwick, Kelsi Matwick. "Storytelling and synthetic personalization in television cooking shows", Journal of Pragmatics, 2014 Publication	<1 %
10	www.acrwebsite.org Internet Source	<1 %
11	Submitted to SAE Institute (Worldwide) Student Paper	<1 %
12	Submitted to Temple University Student Paper	<1 %
13	etd.lsu.edu Internet Source	<1 %
14	library.acadiau.ca Internet Source	<1 %
15	Mathias Bärthel. "YouTube channels, uploads and views", Convergence: The International Journal of Research into New Media Technologies, 2018 Publication	<1 %
16	en.communication.huji.ac.il Internet Source	<1 %

17	jultika.oulu.fi Internet Source	<1 %
18	www.rotamaster.co.za Internet Source	<1 %
19	prosiding.unipma.ac.id Internet Source	<1 %
20	s3-eu-west-1.amazonaws.com Internet Source	<1 %
21	jurnalsoreang.pikiran-rakyat.com Internet Source	<1 %
22	Submitted to University of Queensland Student Paper	<1 %
23	knilt.arcc.albany.edu Internet Source	<1 %
24	Anggraini Wulansari. "Teaching descriptive-text writing through flannel doll for eight grade students of Junior High School", English Teaching Journal : A Journal of English Literature, Language and Education, 2019 Publication	<1 %
25	cmst1a0651448.blogspot.com Internet Source	<1 %
26	muse.jhu.edu Internet Source	<1 %

27	eprints.uns.ac.id Internet Source	<1 %
28	Blake Hallinan, Bumsoo Kim, Rebecca Scharlach, Tommaso Trillò, Saki Mizoroki, Limor Shifman. "Mapping the transnational imaginary of social media genres", <i>New Media & Society</i> , 2021 Publication	<1 %
29	Submitted to Universiti Teknologi MARA Student Paper	<1 %
30	Lorenzo J. Torres Hortelano. "Audio-Visual Genres and Polymediation in Successful Spanish YouTubers", <i>Future Internet</i> , 2019 Publication	<1 %
31	creatorrepublic.com Internet Source	<1 %
32	en.wikipedia.org Internet Source	<1 %
33	www.medintensiva.org Internet Source	<1 %
34	oaktrust.library.tamu.edu Internet Source	<1 %
35	prod--journal.elifesciences.org Internet Source	<1 %

36

Fatchur Rahman, Nurhadji Nugraha, Sudarmiani Sudarmiani. "APPLICATION OF PROBLEM BASED LEARNING (PBL) MODEL BY MICROSOFT POWER POINT MEDIA TO IMPROVE ACTIVITIES AND RESULTS OF LEARNING SOCIAL SCIENCE OF SMP in MADIUN", Social Sciences, Humanities and Education Journal (SHE Journal), 2020

Publication

<1 %

37

Tom Bartlett, Wendy L. Bowcher. "Context in Systemic Functional Linguistics", Functions of Language, 2021

Publication

<1 %

38

pdffox.com

Internet Source

<1 %

39

scidok.sulb.uni-saarland.de

Internet Source

<1 %

40

Rachel Ashman, Anthony Patterson, Stephen Brown. "'Don't forget to like, share and subscribe': Digital entrepreneurs in a neoliberal world", Journal of Business Research, 2018

Publication

<1 %

41

Melodie Yun-Ju Song, Anatoliy Gruzd. "Examining Sentiments and Popularity of Pro- and Anti-Vaccination Videos on YouTube", Proceedings of the 8th International

<1 %

Conference on Social Media & Society - #SMSociety17, 2017

Publication

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off