

Back-To-School Essentials' Representation In Sandy Hook Promises' Public Service Announcement Through Systemic Functional Linguistic

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Abstrak

Penelitian ini bertujuan untuk mengungkap pesan, alasan pemilihan konsep dan keefektifan video pengumuman layanan masyarakat dalam penyampaian pesan dengan menggunakan perspektif linguistik dalam Systemic Functional Linguistics (SFL). Video "Back-to-School Essentials" adalah pengumuman layanan publik yang kuat dan bermakna yang dipublikasikan pada tahun 2019 di YouTube. Video tersebut difokuskan pada teror dan penderitaan siswa dari insiden penembakan di sekolah sesuai kenyataan. Video tersebut dimulai dengan promosi kembali ke sekolah pada umumnya, namun sedikit demi sedikit ternyata menyoroti siswa yang menggunakan keperluan sekolah pada umumnya untuk bertahan hidup dari teror kekerasan senjata. Metode yang digunakan dalam penelitian ini adalah kualitatif. Untuk mengumpulkan data, peneliti menggunakan teknik observasi dan dokumentasi. Teori *systemic functional linguistic* diterapkan dalam penelitian ini. Penelitian ini akan mengumpulkan data dengan memasangkan data verbal dan visual yang sesuai. Untuk mengungkap tujuan-tujuan penelitian, peneliti menganalisis setiap aspek pada setiap tujuan penelitian dengan unsur visual terlebih dahulu dilanjutkan dengan unsur verbal. Setelah menemukan analisis pada kedua elemen tersebut, maka temuan dari masing-masing tujuan penelitian diungkapkan dengan menggabungkan hasil analisis dari data visual dan verbal. Hasil penelitian menunjukkan bahwa pesan yang ingin disampaikan adalah keperluan sekolah merupakan hal yang penting dan berguna bagi semua orang pada saat musim sekolah kembali lagi. Selain itu, konsep tersebut dipilih karena ingin mengingatkan baik pada para murid maupun orang tua bahwa pentingnya memiliki keperluan sekolah pada saat musim sekolah kembali lagi. Selain itu, video pengumuman layanan masyarakat tersebut terbukti berhasil menyampaikan pesan kepada penonton.

Keywords: back-to-school essential, iklan layanan masyarakat, penggambaran, Sandy Hook Promise, Systemic Functional Linguistic.

Abstract

This research aims to reveal the message, the reason for the chosen concept, and the effectiveness of the public service announcement video in delivering the message by using linguistics perspective in Systemic Functional Linguistics (SFL). The "Back-to-School Essentials" video is a strong and meaningful public service announcement that is published in 2019 on YouTube. It is focused on the terrors and students' distress of school shootings in the reality. The video starts with a common back-to-school promotion but gradually turns out to highlight the students using general back-to-school essentials to survive the terror of gun violence. The method used in this research is qualitative. To collect the data, the researcher uses observation and documentation techniques. The theory of systemic functional linguistic is applied in this study. The study gathers the data by pairing the verbal and visual data in accordance. To figure out the purposes of the study, the researcher analyzes every aspect of each purpose with the visual element first followed by the verbal element. After finding the analysis on both elements, the finding of each purpose of the study is revealed by combining the result of data analysis on visual and verbal. The result revealed that the message is the school essentials are important and useful for everyone should have for back-to-school. Moreover, the concept is chosen because the video wants to revive both parents and students the importance of having school essentials for back-to-school. However, the public service announcement video is proved to be successful in delivering the message to the viewers.

Keywords: back-to-school essential, public service announcement, representation, Sandy Hook Promise, systemic functional linguistic.

BACKGROUND

Public Service Announcement or PSA is similar to a television commercial, yet it is intended to give the viewers knowledge about a certain social topic that appears on several platforms and other online media (Study.co, 2018). PSA uses several modes – image, sound, gesture, even the text itself and others – and combines them to shape a complete message. As what Liu (2013) states that the meaning delivered through the use of many resources in public communication is not only recognized through language. Besides, a unique strategy is also used to attract the audiences' attention. However, the use of those modes and the particular strategy must be coherent with the context to avoid misunderstanding of what the real message is. Thus, doing research in PSA which consists of several modes involves verbal and visual communication as parts of the analysis.

There have been some previous studies that were investigated by several researchers. First, a study held by Hidayat et al. (2018) in which they focused more on the interpersonal meaning conveyed in an Indonesian television advertisement. The study used visual communication by Kress and Van Leeuwen especially interpersonal meaning to investigate the interaction of each mode within the advertisement without conveying its message as a whole. The result showed that all modes used within the advertisement are well organized and related to each other so they can create perfect meaning that could attract the audiences.

If the preceding study more focused on the interpersonal meaning, the study held by Singh (2015) is more intended to an ideational perspective by revealing the visual and linguistic elements used in the cover stories on a mobile phone. He used the theory of the transitivity system by Halliday and Kress and Van Leeuwen's narrative and conceptual representation, and systemic functional linguistic as well. The result showed that the multi-clausal complex and the narrative process occurred the most within the process, yet this study did not go further on the message itself.

Lastly, the study by Bok (2008) was about multimodality in selected national loveLife HIV/AIDS prevention campaign texts. She focused on the role of the text design in affecting the success or failure of the campaigns by using Kress' and Van Leeuwen's multimodal discourse analysis and systemic functional

linguistic. The study showed that instead of competing for the gender inequity that feeds the spread of HIV, the campaign presents a particular form of heterosexual normativity.

Based on the explanation above, the previous studies use an advertisement, cover stories of a mobile phone, and a campaign text, meanwhile this study is going to take a public service announcement video as the object of the data that has not been studied yet. Their studies are focusing on how the combination of visual and verbal worked without going further to the meaning or representation implied inside the object and the role of the text in affecting the success of it. Instead of analyzing the combination of verbal and visual, this current study will also try to fill in the gap by investigating all the meaning in systemic functional linguistic by Halliday & Hasan (1989), as well as the meaning on the visual itself conducted by Kress & Leeuwen (2006) on Public Service Announcement since it is rarely found an analysis held on it, so it is such a challenge for this study. Even so, this study also reveals the reason behind the chosen concept and the effectiveness of it.

Systemic Functional Linguistic (SFL) is a study of language that is also known as Functional Grammar. SFL differs from the previous grammars which commonly considered language as a set of rules of form. This approach views language with a broader perspective as a resource for meaning-making. It is used to analyze the relationship between language and function in social settings (Halliday, 1994).

This study focused limited the data research in a public service announcement video found on YouTube published in 2019. The "Back-to-School Essentials" video is a strong and meaningful PSA that focused on the terrors and students' distress of school shootings in the reality. The video starts off with a common back-to-school promotion but gradually turns out to highlight the students using general back-to-school essentials to survive the terror of gun violence.

The video is chosen as the object of the study because of two reasons. For the first, the video was booming during its time in America since it was first published, even so, each viewer has their own opinion about the video. The second is that the video has a quirk that can be found in the smooth transition. The video starts off with a fun atmosphere with a feeling of nostalgia for going back to school with new stuff like

any commercial. But then slowly the atmosphere changed when they had to use their back-to-school items as a defense. It starts with the new sneakers used to escape the situation to the handphone used to convey the last message to the mother (M. Lay, 2019). From this, it appears that the video has a very strong message for the audience to notice. Thus, it is very interesting to investigate (a) the message that the PSA wants to convey through the back-to-school essentials' representation, (b) the reason of the back-to-school essentials as the concept in delivering the message, and (c) the effectiveness of the PSA in conveying the video of back-to-school essentials' message to the viewers by revealing all function both in verbal and visual using the systemic functional linguistic approach.

Systemic Functional Linguistic

Systemic Functional Linguistic (SFL), is a linguistic approach that aims to understand how a text constructs its meaning in a context (Halliday & Matthiessen, 2014). As Matthiessen said cited in Halliday & Webster (2009) that SFL is a dynamic system which means keeps changing in the step following the environment in which it is operating. As it changes, SFL is considered an open system which means that new features can be added every time in response to new needs (Halliday & Webster, 2009: p. 12). Regarding the open system, SFL is an approach used to analyze the correlation between language and its function in a social context. It is a source used to establish their purposes by showing the meanings in context through what and how language does it. Additionally, SFL does not only demand functional questions of how individuals use the language, but also construe the linguistic organization from a functional-semantic perspective (Eggins, 2004).

The aim of applying SFL in this study is because language use is functional to make meanings (Nordquist, 2019). Hence, Halliday & Matthiessen (2004) offer three distinct functions of text namely metafunction consist of ideational, interpersonal, and textual. Besides, SFL is not only a theory about language but also a theory of visual communication such as image since the image is considered as a way for communication too. Thus, Kress and Leeuwen (2006: p. 45-177) also provide a different terminology in analyzing the meaning of an image in visual

communication: representational instead of ideational; interactive instead of interpersonal; and compositional instead of textual.

Metafunction

The term "metafunction" according to Halliday (1989: p. 44) is part of the language's system like particular semantic and lexico-grammar resources that evolved to perform the function. It is classified into four main functional components as can be seen in Table 1. Halliday & Matthiessen (2004) unified the logical and experiential function into the ideational function which believes that language provides a theory of human experience and particular resources of lexicogrammar in every language are devoted to that function.

Table 1. Metafunctions and their reflexes in the grammar (Halliday & Matthiessen, 2004: p. 61)

Metafunction	Definition	Corresponding status in clause
Experiential	Construing a model of experience	Clause as representation
Interpersonal	Enacting social relationships	Clause as exchange
Textual	Creating relevance to context	Clause as message
Logical	Constructing logical relations	—

Regarding this study, Halliday & Matthiessen (2004) offer three metafunctions focusing on language which each of them has a different social function of language:

1. *Textual* meaning refers to how the message is conveyed. This can be seen from the organization or composition of the information conveyed, and whether the information is conveyed in oral or written media. In textual meaning analysis, the main information is called the theme (the focus of discussion).
2. In an *ideational* sense, language is as a conveyor of ideas (what is the essence of what is discussed, proposed, asked, etc.). The language used every

day has an idea or a subject in it. More specifically, the choice of words used or other language features can be reviewed.

3. *Interpersonal* meaning means the relationship between individuals, and people. The main focus discussed is the function of language as a tool to connect human relationships. It can analyze how close a person is to the interlocutor only by analyzing the language used through this function. Participants of the discourse, commonly referred to as tenors or people who are involved in the use of language greatly influence the course of communication. Thus, language is no longer just a matter of word choice and the rules of its structure, but also about who is the user.

To analyze the visual data, the researcher applies three following metafunctions on visual communication offered by Halliday, Kress & Leeuwen (2006: p. 45-177) which each of which corresponds to metafunctions focusing on language.

1. *Representational* (ideational) is expressed through participation like people, places, or things in the image.
2. *Interactive* (interpersonal) is emphasizing the interaction and the attitude of images that relate to the viewers
3. *Compositional* (textual) focuses on the layout of the page to define the degree to which both visual and verbal elements obtain cohesion in the whole unit.

Context of Situation

Context of situation offers social fundamental for language communication (Yang & Wang, 2017). The context of the situation is grouped into three main dimensions (Halliday & Webster, 2009: p. 7): *field* refers to what is happening, and what the text wants to convey; *tenor* refers to what their role and status are; *mode* corporates with the part that is being played by the language. *The field* is related to the experiential system since it is a determinant in selecting its options, including choices that belonged to process, participant, and circumstance. Tenor takes a side in deciding the selection of interpersonal options such as the systems of mood and modality. Last but not least, *mode* obligates in selecting the options of textual systems that are related to the overall texture of the text, such as choices involving cohesion, thematic, and

information structures. Those three situation types of semiotic structure somehow have a systematic correspondence with the functional organization of the semantic system (Halliday, 1978: p. 143) as in Table 2.

Table 2. Semantic components and situational elements (Halliday, 1978: p. 143)

Semantic components		Situational elements
Ideational	Systems activated by features of	Field (type of social action)
Interpersonal		Tenor (role relationships)
Textual		Mode (symbolic organization)

METHOD

The qualitative method fits this study because most of the analysis is done with words. According to Miles et al. (2014: p. 5), a qualitative approach is mostly done by collecting words that can be gathered, subclustered, or organized into segments. The goal is to discover the true intention of that representation. Moreover, this method is applied because the information inside the video is not clear enough and needs more exploration (Creswell, 2014). Thus, this current study uses *observation* and *documentation* as the technique for collecting the data since it is taken from both the video and the transcription as the form of students' utterance and action. First, the writer gathers the data by capturing the video and transcribing the verbal element. In order to figure out every purpose of the study, the research analyzes every aspect of each purpose with the visual element first followed by the verbal element. After finding the analysis on both elements, the finding of each purpose of the study is revealed by combining the data analysis of visual and verbal.

The object of this study is a video from Sandy Hook Promises' YouTube channel. The data is taken in December 2020. It is taken from the transcription of the students' utterance which is provided online and their action in presenting those essentials as the visual elements involved. There are 10 utterances that is analyzed in this study. The source of the data is a

public service announcement video from Sandy Hook Promises' YouTube channel that just published last year, 2019: <https://youtu.be/b5ykNZl9mTQ>. The YouTube channel is chosen instead of Twitter, Facebook, Instagram, and Website since it provides subtitles of the conversation.

RESULTS

Data 1



Figure 1. Bag (1)



Figure 2. Bag (2)

Verbal element: *This year my mom got me the perfect bag for back to school.*

The screenshots as in Figure 1 and Figure 2 of the bag scene show a male student is in the school corridor with lockers and a wall behind him. He emphasizes the bag by talking in front of the camera. It is proved from he takes and points at the bag. Moreover, the subtitle has appeared simultaneously while he emphasizes the bag.

The verbal element of this essential is only shown in the first scene of the video. It is considered as a simple sentence which consists of a noun phrase, verb phrase, indirect object, and adverb of time. The idea of the verbal element delivered in this scene can be seen in the noun phrase of-*This year my mom* and the indirect object of-*the perfect bag*. The verbal element of the subject in *my mom* is a good mom. The student's mother really knows what their child wants. As proved with the word-*perfect* means that he is satisfied with it.

Furthermore, the verbal element discusses that the student has a good mom because he gets the perfect

bag from her for this back-to-school. In this case, the tenor status of the text is mother to son as a giver to the receiver. The use of possessive adjectives in-*my mom* makes it clear that the mother here belongs to the student. Moreover, the use of the pronoun *me* strengthens it. The whole verbal element is spoken by a student as a monologue in which the text itself is the whole of the relevant activity. It is spoken as a public service announcement.

Data 2

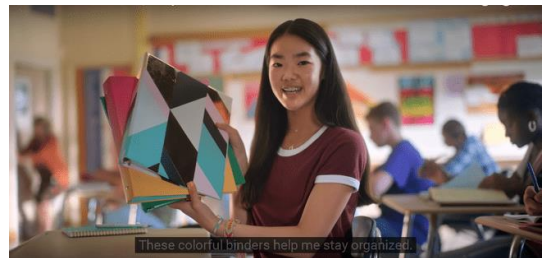


Figure 3. Colorful binders

Verbal element: *These colorful binders help me stay organized.*

The visual element as in Figure 3 shows a female student as the main focus and her friends behind her. The presence of several students studying and tables prove that the setting is in the classroom. She explains the colorful binders while talking in front of the camera. It can be seen that she holds her colorful binders and show them forward. Also, the subtitle of the verbal element has appeared simultaneously while she explains the colorful binders.

The verbal element is considered as a simple sentence which consists of a noun phrase, verb phrase, and direct object. The idea of the verbal element delivered in this scene is a colorful binder as can be seen in the noun phrase-*These colorful binders*. Moreover, the complete information is delivered also through verbal phrase-*stay organized* as due to the colorful binders, her note is always organized.

Furthermore, the verbal element discusses that the binders help her to stay organized. In this case, the tenor status of the text is the female student owns the colorful binders since she is the only person who performs the essential. In addition, the whole verbal element is spoken by a student as a monologue in which the text itself is the whole of the relevant activity. It is spoken of as a public service announcement.

Data 3

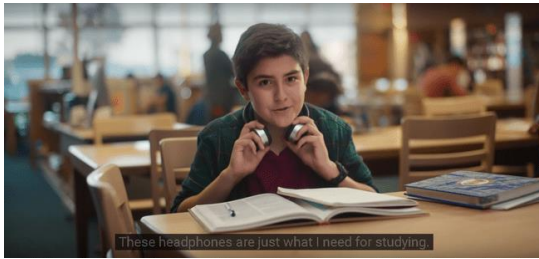


Figure 4. Headphone

Verbal element: *These headphones are just what I need for studying.*

In the screenshot above, there is one participant, a male student. It can be seen that the student is holding the headphones with some books in front of him. The presence of some tables, desks, and also books around him proves that he is studying in a library. He holds and emphasizes the headphone while talking in front of the camera. The subtitle also appears simultaneously.

The verbal element is considered as a simple sentence which consists of a noun phrase, verb phrase, and noun clause. The idea of the verbal element delivered in this scene is headphone as can be seen in the noun phrase-*These headphones*. Moreover, the complete information is delivered also through noun clause-*what I need for studying* as he needs headphones and it helps him a lot in studying.

Furthermore, the verbal element discusses that wearing headphone while studying help him get a calm atmosphere to stay focus. In this case, the student owns the headphones since he is the only participant who presents the headphone proved with the use of the word-*I*. The whole verbal element is spoken by a student as a monologue in which the text itself is the whole of the relevant activity. It is spoken of as a public service announcement.

Data 4



Figure 5. Sneaker (1)



Figure 6. Sneaker (2)

Verbal element: *These new sneakers are just what I need for the new year.*

The screenshots above show one participant, a male student as the main focus. It can be seen that he is in the center position pointing downward to his new sneakers. The setting can be easily said that he is in the corridor proved with the existence of several lockers and the long hallway. In Figure 5, the student's footsteps are big, this indicates that he is running. It can also be proven that the screenshots obtained cannot focus perfectly on the student. While emphasizing his new sneakers, his focus is in front of the camera. In addition, the subtitle also appears simultaneously.

The verbal element is considered as a simple sentence which consists of a noun phrase, verb phrase, and noun clause. The idea of the verbal element delivered in this scene is a new sneaker as can be seen in the noun phrase-*These new sneakers-These new sneakers*. Moreover, the complete information is delivered also through noun clause-*what I need for the New Year* as a new sneaker for *New Year* implicitly means that a new sneaker is a must-have essential for back-to-school.

Furthermore, the verbal element discusses the introduction of the new sneakers for the new school year. In this case, the student owns the new sneaker since he is the only participant who present it proved with the use of the word-*I*. The whole verbal element is spoken by a student as a monologue in which the text itself is the whole of the relevant activity. It is spoken as a public service announcement.

Data 5



Figure 7. Jacket

Verbal element: *This jacket is a real must-have.*

The screenshot above shows one prominent participant, a female student. She has a jacket with her but it is tied to the door handle. The stands behind her and the sports uniform she wears show that the setting is in the sports center. While tying her jacket on, her focus is in front of the camera. In addition, the subtitle also appears simultaneously.

The verbal element is considered as a simple sentence which consists of the noun phrase and verb phrase. The idea of the verbal element delivered in this scene is the jacket as can be seen in the noun phrase- *This jacket*. Moreover, the complete information is delivered also through the noun phrase *a real must-have* as it gives a hint that the jacket must be owned for everyone for when the school year is back.

Furthermore, the verbal element discusses the importance of the jacket as it is a must-have item. In this case, the verbal element's role is as an advisor where the professional one gives advice to the interlocutor. The whole verbal element is spoken by a student as a monologue in which the text itself is the whole of the relevant activity. It is spoken of as a public service announcement.

Data 6



Figure 8. Skateboard (1)



Figure 9. Skateboard (2)

Verbal element: *My parents got me this skateboard I wanted, it's pretty cool.*

The screenshots above show one prominent participant, a male student who holds the skateboard. There are also some other students behind him. The position of the other student is standing on the table, looking out the window show that the setting is in the classroom. While emphasizing the skateboard, her focus is in front of the camera. In addition, the subtitle also appears simultaneously.

The verbal element is considered as a simple sentence which consists of the noun phrase, verb phrase, and indirect object. The idea of the verbal element delivered in this scene can be seen in the clause-*My parents got me* and indirect object *this skateboard I wanted*. The verbal element of the subject in my parents is as good parents. The words express that the parents really know what their child wants and he is satisfied with it.

Furthermore, the verbal element discusses the parents' attention toward their children. Here, the verbal element's role is mother to son as a giver to the receiver. The verbal element tries to share the student's feelings about the skateboard he got from his parents. The whole verbal element is spoken by a student as a monologue in which the text itself is the whole of the relevant activity. It is spoken of as a public service announcement.

Data 7



Figure 10. Scissor

Verbal element: *These scissors really come in handy in art class.*

The screenshot above shows one participant, a female student. She stands behind the door with a scissor. The presence of several handicrafts behind her shows that she is in the art class. While holding it, her focus is in front of the camera. In addition, the subtitle also appears simultaneously.

The verbal element is considered as a simple sentence which consists of the noun phrase, verb phrase, and adverb of place. The idea delivered in this scene is scissor as a useful art tool proved with the whole text. This means that the scissor can only be useful for art class.

Furthermore, the verbal element discusses the importance of the scissor. In this case, the verbal element's role is as an authority to the essential where the owner can say that the scissor is useful. The whole verbal element is spoken by a student as a monologue in which the text itself is the whole of the relevant activity. It is spoken of as a public service announcement.

Data 8



Figure 11. Colored pencils

Verbal element: *These colored pencils too.*

The screenshot above shows one participant, a male student. He stands behind the door with colored pencils in his hands. The colored pencils and a painting behind him show that he is in the art class. While emphasizing the colored pencils by holding them, his focus is in front of the camera. The subtitle also appears simultaneously.

The verbal element is considered as a noun phrase. The idea of the verbal element delivered in this scene is the colored pencils themselves. There is no other information delivered through this noun phrase.

Furthermore, the verbal element discusses the colored pencils as the prominent idea. In this case, the

verbal element's role is as a further sentence in which the word-*too* can refer to the previous idea before this noun phrase. Based on the previous verbal element as in Data 8, the colored pencils are also useful for art class. The whole verbal element is spoken by a student as a monologue in which the text itself is the whole of the relevant activity. It is spoken of as a public service announcement.

Data 9



Figure 12. Sock (1)



Figure 13. Sock (2)

Verbal element: *These new socks, they can be a real-life saver.*

The screenshots above show two prominent participants, female students. The girl on the right is injured with blood in her leg. The girl on the left side already took off her shoe and is about to take off her sock too as in Figure 12. She then uses her sock to bandage her friend's wound as in Figure 13. The long hallway behind them shows that they are in the school corridor and sitting down behind the wall. While both taking off and bandaging the wound, the girl on the left side is the focus in front of the camera. In addition, the subtitle also appears simultaneously.

The verbal element is considered as a simple sentence which consists of the noun phrase and verb phrase. The idea of the verbal element delivered in this scene is new socks as can be seen in the noun phrase *These new socks*. Moreover, the complete information is delivered also through noun phrase-*a real life-saver*

as it gives a hint that the sock has many functions, one of them as a life-saver.

Furthermore, the verbal element discusses the socks has other function, as a *life-saver*. Regarding the visual element, *life-saver* here means self-defense. In this case, the verbal element's role is as an advisor where the professional one gives advice to the interlocutor. The whole verbal element is spoken by a student as a monologue in which the text itself is the whole of the relevant activity. It is spoken of as a public service announcement.

Data 10



Figure 14. Phone (1)



Figure 15. Phone (2)

Verbal element: *And I finally got my own phone to stay in touch with my mom.*

The screenshots above show one participant, a female student. She has a phone with her. The setting is in the toilet since she sits in the closet and the presence of tissue beside her as in Figure 14. While emphasizing the phone, her focus is in front of the camera. In addition, the subtitle also appears simultaneously.

The verbal element is considered as a simple sentence which consists of the noun phrase, verb phrase, and adverbial purpose. The idea of the verbal element delivered in this scene is the phone as can be seen in the clause-*I finally got my own phone*. Moreover, the complete information is delivered also through the whole sentence as she uses the phone to contact her mother.

Furthermore, the verbal element discusses the other usage of a phone at school. She uses the phone to contact her mother every time. In this case, the verbal element's role is as an authority to the essential. The student who owns the phone proved with the words *got my own phone*. The whole verbal element is spoken by a student as a monologue in which the text itself is the whole of the relevant activity. It is spoken of as a public service announcement.

DISCUSSION

Message

The result on visual analysis shows the participation of people, places and things as in representational function (Kress & Leeuwen, 2006). It proves that most of the individuals involved are both students who present these essentials and other students, various places inside the school as setting such as the corridor, classroom, library, art class, sports center, and toilet, and several items that are related to or existed in the school, including the essentials: bag, binder, headphone, sneakers, jacket, skateboard, scissor, colored pencil, sock, and phone. The participation of individuals, things, and settings fit with the concept of back to school in general. In addition, the interactive function is built with the interaction that relate to the viewers (Kress & Leeuwen, 2006). The way the students present each essential in the designated place is similar in which focusing in front of the camera. The interaction they make with the viewers can be simply said that they introduce their essential. However, in presenting it, they also said a description about the essential orally. This description comes out as the verbal element.

The main idea of each verbal element can be seen in the noun phrase as the subject of the sentence as in ideational function that the language used every day has an idea or a subject in it (Halliday & Matthiessen, 2004). However, the rest sentences give more explanation to shape the complete information from the main idea. The verbal analysis emphasizes back-to-school essentials and parents as a major idea. Based on the result analysis above, the information about the essentials is varied. They are the colorful binders that help the girl to organize her note; the headphones can help him to get a calm atmosphere while studying; the new sneakers for the new school year; a jacket as a must-have item; the scissor and colored pencils are

useful in art class; the other function of sock as a life-saver; and a phone to contact her mother every time. To generalize the information, the essentials are important and useful for the student. On the other hand, there are 2 verbal elements with parents as the main idea. Data 1 has *my mom* as the subject, meanwhile Data 6 has *my parents* as the subject. These two subjects are somehow similar since the mother is included in the parents. The rest of the sentence in the verbal element of each data explains them as good parents. It is proved that the parents really care and understand what their children want. The word-perfect bag in the verbal element of Data 1 and *it's pretty cool* in the verbal element of Data 6 expresses that the students are satisfied with the thing they get from their parents. These 2 ideas, good parents and the essentials, are the main concern of the message in the verbal element.

Regarding the message of the PSA, the *field* of context of situation contributes in revealing the message since it tells the discussion and the occurrence of the text (Halliday & Webster, 2009). Based on combining the analysis of visual and verbal elements above, the message conveyed within the PSA video is that the school essentials are important and useful for everyone should have for back-to-school, proved with the participation of students, the school essentials, and the setting in certain places in the school. The information delivered through the verbal analysis proves that the presence of school essentials helps them a lot on several occasions. Moreover, parents' role here supports the children in having the essentials as they know what their child wants for back-to-school.

Reason

In order to find out the reason of the chosen concept, the interactive function is one of the contributors that relates the interaction with the viewers (Kress & Leeuwen, 2006). The relationship between the student and the essential is perfectly presented. It is proved with their focus while emphasizing the essentials is the camera. It means that the students want the viewers to focus on them and the essentials. The selected school essentials such as bag, binders, headphones, sneaker, jacket, skateboard, scissors, colored pencil, sock, and phone are the common essentials for back-to-school. Thus, they are

used for an illustration that these essentials are what the students need. The participation of students as the main individual in the visual element is involved in the reason for the chosen concept.

On the other hand, the verbal elements of ideational function have revealed that there are 2 major ideas, parents and essentials. Somehow, these 2 ideas are related as interpersonal function builds a relationship between individuals (Halliday & Matthiessen, 2004). Good parents can always know what kind of essentials their children need as can be proved with the word-perfect bag as in Data 1 and *it's pretty cool* as in Data 6. Thus, parents are included as the participant in the verbal element.

The analysis of visual and verbal elements above shows that there are several factors involved in the reason for the chosen concept. They are the student's focus, the selected essentials, the participation of students and parents, and the ideas. Since the participant in the video is mainly a student, therefore the student's focus in front of the camera is targeted to the student as the audience. Regarding the revealed message in the previous discussion, the reason for back-to-school as the chosen concept is to revive parents and students that having essentials for back-to-school is important and useful.

Effectiveness

The visual and verbal elements affect the effectiveness of the PSA to convey its message. Based on compositional function, the whole visual and verbal element obtain the cohesion (Kress & Leeuwen, 2006). The cohesion between the essentials and the students can be seen from the way the students present the essentials. As can be seen in the visual analysis result above, the students emphasize by either pointing as in Data 1 and Data 4 or holding the essentials as in Data 2, Data 3, Data 5, Data 6, Data 7, Data 8, Data 9, and Data 10 while the focus in front of the camera. Even though the verbal component is delivered orally, the transcription is available in the low-center position which is clear enough and does not cover the screen. Thus, the cohesion of the layout in each composition is good.

Meanwhile, the verbal analysis uses oral media in the form of video where the verbal element is delivered orally by each student. Thus, the viewers can also easily know the intended emotions. Moreover, the

language used and the composition of each sentence is simple which is easy to understand in a short time. Proven by the use of simple sentences consist of noun phrase, verb phrase, direct and indirect object, adverb of time, adverb of place, and adverbial purpose. Furthermore, the tenor status of the verbal elements affects the effectiveness as it reveals the role played by the verbal element (Halliday & Webster, 2009). The tenor status is varied. They are a mother to son as a giver to receiver for Data 1 and Data 6; authority to the essentials for Data 2, Data 3, Data 4, Data 7, Data 8, and Data 10; and advisor for Data 5 and Data 9. Tenor refers to who is taking part in the language (Halliday & Webster, 2009). As it can be concluded that there are receiver, owner, and advisor roles in the verbal elements. Therefore, the played role helps the viewers to easily understand who the performer is in the verbal element.

Furthermore, the message is delivered in the form of a PSA video published on the YouTube platform that can spread very easily in the wider community. The use in the form of video is also interesting because it involves the sense of sight and hearing where in order to be able to understand what is being said, the audience can also see the actual situation. In addition, the mode of context of situation can be seen through the role of the verbal element (Halliday & Webster, 2009). It is a monologue because each student presents essentials that are different from one another. This is intended to emphasize their wishes or hopes for something related to the message contained. Thus, from this simple and brief explanation, it can be concluded that the PSA is effective in conveying its message.

CONCLUSION

In conclusion, the PSA video itself has two components that need to be analyzed together to avoid misunderstanding. Therefore, the systemic functional linguistic approach to the text and visual itself is crucial. The result of the discussion reveals that the message tries to deliver is that school essentials are important to have and useful for everyone for back-to-school. Moreover, regarding the back-to-school as the chosen concept, the result of the analysis through the visual and verbal element is targeted to the audience. Based on the discussion, the audience means here is students as in visual element and parents as in verbal

element. Therefore, the reason is to revive either parents or students that having school essential for a back-to-school year is important. Last but not least, the PSA video is proved to be successful in delivering the message since the cohesion between students, essentials, the language used and the composition is simple, the performer of the verbal element, the media used and the verbal component displayed is good.

SUGGESTION

The study does not thoroughly go further on the visual element. The future researchers may include the whole visual element, such as the back sound and the movement inside the video. The study uses only PSA video as the data by using the theory of SFL. Therefore, the future researchers may use one or more video, such as PSA, advertisement, and the other media as the object of the study. Moreover, the future researcher may go further on the grammar of SFL since this study only cover the general theory of SFL.

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