

Metarepresentation Choice of Context in Virtual Environment: Negotiating Identity on Youtube Video Blogging

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Abstract: This study focuses on the the analysis focuses more specifically on the multimodality channel used by the blogger as the source of metarepresentation choice of context identity by the addressee. The previous research was done previously focuses on the sender user on this case was done to observe the prediction of relevance and intentions prediction of context identity. By observing similar object, the Daniel Howell channel in YouTube platform, the analysis was done by using the adaptation of Shifman's meme analysis framework, the analysis focuses on three dimensions of the video; content, form, and stance. The result shows that The stance of the internet message is built based on two important features; the language features and the structural features. The most dominant language features used in the video by Danniell Howell is sarcasm and insult. This linguistic strategy is used to create sense of relatable and to form his identity as a failure who is never sure of what he is saying. Meanwhile structural features plays very important role in creating the humorous effect as the context of the internet message.

1 INTRODUCTION

Computer mediated communication has become one of the most appealing research object in language and identity construction research. It relates with the idea that language, actions, interactions, ways of thinking, believing, and valuing are intergraded through discourse thus the various symbols, tools, and object are also involved to form certain socially recognizable identity (Gee J P., 2014). This research focuses on the use of the verbal, visual and multimodal attributes used by the video blogger to construct his identity and cyberpragmatics approach will be used to observe the role of the video blogs to effectively transfer the video blogger communicative intentions. The computer-mediated discourse in the form of YouTube video used as the object of observation since weblogs is considered as a source of virtual identity construction for its author/ creator (Efimova L., 2005; Hendrick S., 2005).

The cyberpragmatics framework of Internet-mediated communication is used to observe the multimodality channel used by the vlogger (Yus F., 2013). The data is taken from a YouTube channel called Daniel Howell. The high number of subscribers and reputations of the channel are the

reasons why this channel is considered as a representative data for YouTube video blog analysis. Prior research focuses on the sender user on this case was done to observe the prediction of relevance and intentions prediction of context identity. The observation shows that the vlogger as the sender user has a crucial role in constructing self-presentation and spectacle for the addressee users which further can assign the frame of the interpretative pattern of the interaction dimension among addressee users and between sender user and addressee users (Dewi U P., 2018). In this research the analysis focuses more specifically on the multimodality channel used by the blogger as the source of metarepresentation choice of context identity by the addressee.

2 CYBERPRAGMATICS FRAMEWORK

Yus frames that the interpretation of internet mediated communication is formed by four main aspects; sender users, context, channel, and addressee users (Yus F., 2011). The internet mediated communication is illustrated in the following representation:

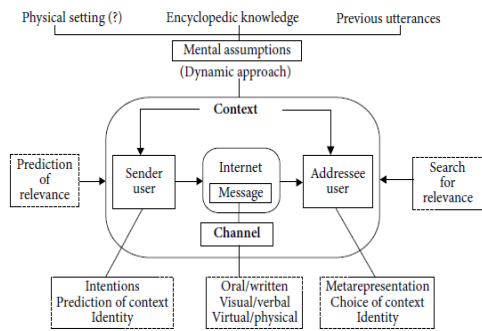


Figure 1. Internet-mediated communication according to cyberpragmatic (Yus F., 2011).

In video blogging, the sender users are the vloggers, the channel is the video blog itself, and the addressee users are the video viewers. The prior study is heavily focused on the observation of the YouTube channel and the theme of each video to observe intentions prediction of context identity and prediction of relevance. The finding of the prior research reveals that the context is formed through the consistency of themes performed within the YouTube channel, the more consistent the theme, the clearer context of the internet message and virtual identity of the sender user. The observation proves that in video blog, the prediction of relevance is performed through the channel naming and the flow of video which is intended to create interactivity and resulted in a greater feeling of community membership of its addressee users.

3 MULTIMODALITY CHANNEL IN FORMING METAREPRESENTATION CHOICE OF CONTEXT OF IDENTITY

Based on the channel analysis, the majority of themes of the videos are highlighting the clumsiness and negativity personality. The experience theme always highlight on embarrassment, clumsiness, awkwardness, and how unwell Daniel in handling certain situation. The same emphasize was made in his self-explanatory videos, he made similar impression as he did in the experience video (Dewi U P., 2018).

In this study, the observation is focused more on the video instead of the channel. Based on the intention prediction of context identity analysis, the most common theme of the videos are self-

explanatory video. Thus, the data of this study is taken from one of most viewed self-explanatory videos which represent the theme of the YouTube channel. The strategy of utilizing multimodal channel used by the sender user in the video to create the metarepresentation choice of context identity is the focus of the analysis. Adapting Shifman’s meme analysis framework, the analysis focuses on three dimensions of the video; content, form, and stance (Gal N., 2016; Shifman L., 2016; Kampf Z., 2016).

3.1 Content (Video Structuring)

The content analysis highlights the theme created by the sender user in producing the storyline of the video. As analyse in the previous research (Dewi U P., 2018), the theme of selected videos is classified as self-explanatory video. The video is framed as a “how to” videos where the sender user gives life guide to the addressee users. The duration of the whole video is 4 minutes 4 seconds. Based on the timeline of the video, the content of the video is divided as follow:

Table 1: Video Structuring.

	Content
00:00–00:11	The opening In this scene, the sender user took the video outside in the completely different setting from his normal videos and decide to end it after 11 seconds because it’s too cold to film the video outside in the snowy wheatear
00:00 – 00:46	Topic Introduction In this part the sender user explain about the reason why this topic is important. He addresses the topic specifically for those who is going to go back to school
00:47 – 00: 56	Sarcastic Intro In this part the sender users put a sarcastic illustration and background music to make it like he is a host in a variety show to make his video look more professional.
00:56 – 05:10	Main topic This part contains list of advices to the viewers about what not to do in school:

	<ol style="list-style-type: none"> 1. Leave all your homework to the last minute 2. Dealing with dickheads 3. Teachers <p>In each point he gives the dramatization of reality where he plays several role of characters to illustrate his point.</p>
05:11-6:30	<p>Closing</p> <p>In this part the sender user conclude all the explanations and putting his personal views about the positive side of school despite all his negativity toward school he performed throughout the video. Just like the main topic part, this part also contains the dramatization of reality to illustrate his point.</p> <p>Remark conclusion: "So yeah, it sucks to be you! I'll just go back to worrying what I'm doing for the rest of my life"</p>

3.2 Form (Common Feature)

Form analysis deals with how the internet message, in this case video, is composed (Shifman L., 2013). There are four different form of video composition in this video; amateur video with an amateur cameraman, semi-professional video with no cameramen, formed as if it is professional production, and a sketch. The Amateur format is used as the opening session of the video from 00:00 to 00:11. Unlike his other video, in this video, he has cameraman holding the camera. Most of his videos in his channel is him talking to a static camera within the bedroom/ house. But in this scene, he has the cameramen and was outside in the snowy weather. Second type of form is the semi-professional video with static camera, just like most of his common videos in the channel. The majority content of the videos is him talk to the static camera and point out his opinion about school. When he tried to illustrate his experience and his point he will illustrate it and form the scene into a sketch where he plays several different characters. In the sketch form he plays several different characters; himself, dickhead friend, classmate, teachers, and robber. Another form of scene that he uses within this video is a fake

professional production. This form is used by the sender user to form professional image by using background music and fictional credit and Text Title "How not to survive school" which makes him look like a professional host of variety show which give him authority to give people advice.

3.3 Stance

There are several stances taken by the sender users to create the metarepresentation identity and context to the addressee users. The clearest identity that he tries to build throughout the video is how much failure he is back in the school. There are several language and structural features that he applies in constructing this identity. Below is the analysis of the stance based on each part division of the video:

3.3.1 The Language Features

Table 2: Language Features Analysis.

Content	Stance
The opening (00:00– 00:11)	<p>He tried to create an image of a failure who has no idea what to do and how to film his video clearly.</p> <ul style="list-style-type: none"> - Sarcastic statement: "Hey Dan, why don't you film your video outside! That's a great idea!"
Topic Introduction (00:00 – 00:46)	<p>He tried to create image as a person who are luckier/know things better than the addressee users who has to go back to school because he wants to frame the story based on his experience.</p> <ol style="list-style-type: none"> 1. Insult: "Suck to be you!" (00:15-00:17) 2. Creating a sense of relatable with those who are not in school: <ul style="list-style-type: none"> - Hi five to people who are not in school! How is that existential crisis coming along? (00:17 – 00:21) 3. Creating fictional dialogue with himself: <ul style="list-style-type: none"> - He pretends to be the addressee user:

	<p>“Dan, you didn’t finish education that long ago, how did you survive school?”</p> <p>“To put it simply, I didn’t” (00:24 – 00:30)</p>
<p>Sarcastic Intro (00:47 – 00: 56) Main topic (00:56 – 05:12)</p>	<p>He tried to play a role as professional host of variety show who will be expected to be a legitimate person to give advice to his addressee users He picture himself as a failure based on past experience he had back in school by giving the negative point of view about school and sarcastic statement. The sarcastic statement and point of view is illustrated through a sketch which will be described further in structural features.</p>
<p>Closing (05:11-6:30)</p>	<p>He uses oxymoron expression to show his stance in the conclusion. He concludes that it is not good to be those who are in school, but it worse to be a school dropout like him. The oxymoron statement is: “So yeah, it sucks to be you! I’ll just go back to worrying what I’m doing for the rest of my life”</p>

3.3.2 Structural Features of Each Advice

Based on the analysis of the video content, there are common pattern that the sender user use to illustrate his stance through his opinion. On part of the video is observed to exemplify the pattern uses by the sender user. The part of the video where he give the advice not to leave all the homework to the last minute (00:52 – 02: 06) is used to show how he is a failure based on past experience he had back in school by giving the negative point of view about school. The video is structured in the three sequences: What not to do (the advice), past experience in school to convince how much a loser he is, and the reason why he gives the advice.

What not to do

In this part he will start by giving the main advice what the addressee users must not do in school. In the video he gives a sarcastic statement by saying:

“Leave all your homework to the last minute (long pause). Everytime. The idea that after spending six hours walking around hell. I’d have to go home and solve more equations. I just disagree with. Morally.” (00:52 – 01:04)

He shows he stance in the convincing statement as the opening of the advice to show the addressee user where he stands. He makes it clear that he disagree with the homework given to the students by the teacher in school.

What happen back in the school to convince how much a loser he was

The humorous aspect of the video is emphasized in this part through the dramatization of reality of role playing where he play as few different characters (the teachers, other students, and as himself in the past).

One of the scene is the reconstruction of him and the teacher having conversation about the homework which are constructed in three different scenes:

SCENE 1 (Classroom setting)

Teacher : “(Sigh) What it is this time?”
Dan : “Would you believe my printer broke? Ugh, so annoying.

SCENE 2 (Home setting)

A scene where Dan is at home and forcibly removes the paper form a printer to make it looked like the printer broke and ruin the paper.

Dan : Yeah, That’ll do (holding a ruined paper in his hand)

SCENE 3 (Classroom setting)

Dan : I had nose cancer.
Teacher : (Disbelieve expression)
Dan : Yeah, but I’ve totally recovered now.
Teacher : (Angry pose)
Dan : And I’ve got a, uh, letter from my mum.

The reason why he gives the advice

After creating the scene to show his past experience related to the advice he previously gave, the sender user then try to create more conviction to the addressee user by creating another reality dramatization to illustrate his point. The bellow scene is taken from 1:40 – 02:00 where he tries to convince the addressee users.

SCENE 1 (Dan talks to the camera)

But trust me, okay, unless you aspire to having a successful career or something, you will not need trigonometry, at any point in your life. Probably.

SCENE 2 (Dark Alley)

Robber : Alright, mate, give me your iPhone.

Dan : No, good sir, for I have the power of triangles.

Robber : You what?

Dan : (using imaginary animated triangle to punish the robber)

Robber : (disappear into smoke)

The scene was then continued with sarcastic meme which try to the prove his point that studying mathematic is useless. The meme is captured in the following figure.

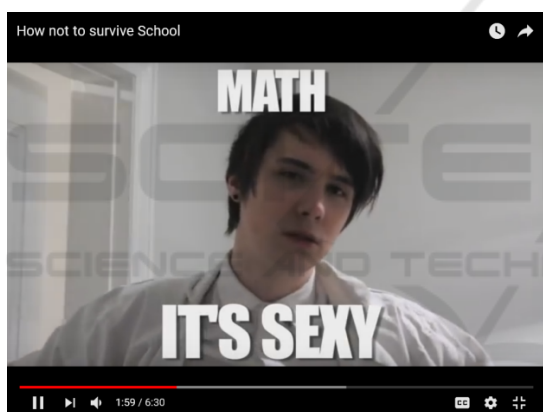


Figure 2. Sarcastic Meme within the Video

The sarcasm is clearly pointed out within the two scenes to prove how much trigonometry and studying triangle will not help people when they are getting robbed by a robber in the dark alley. The sarcasm is strengthening with the meme showed in the video right after the Dark Alley scene finished.

4 CONCLUSION

The discussion points out that there are things that are playing important roles in video blogging to create the metarepresentation of choice of context and identity, those are the storyline as the content of the internet message, the form of video which build the context and intention of the internet message, and the

stance which shows the voice of the sender users. The stance of the internet message is built based on two important features; the language features and the structural features. The most dominant language features used in the video by Danniell Howell is sarcasm and insult. This linguistic strategy is used to create sense of relatable and to form his identity as a failure who is never sure of what he is saying. Meanwhile structural features plays very important role in creating the humorous effect as the context of the internet message. As pointed out in the discussion, the dramatic realization and the use of meme allows the sender user to set the tone of the video so that it can be well interpreted by the addressee users.

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