CHAPTER II

METHOD

2.1 Research Design

This study is a qualitative case study, which is descriptive in nature. A qualitative case study is a thorough study of a phenomenon in its natural setting that is naturalistic and reckon with non-numerical data (Priya, 2021; Nassaji, 2020). It is in line with the characteristics of this study as it seeks to study a specific phenomenon in its natural environment and uses non-numerical data in the form of transcriptions of the five most popular "why" TEDx Talk videos to investigate the patterns that can possibly appear.

As a case, five "why" TEDx Talks were investigated to unpack two things, namely: 1) how the "why" TEDx Talks are staged and 2) how the meaning of each stage of the talks is developed. To achieve these objectives, this study employs Systemic Functional Linguistics (SFL) based theoretical frameworks which include Hasan's (1985) theory of Generic Structure Potential (GSP) that emphasizes that a text will always have a structure that contains obligatory and optional stages in it, Mann & Thompson's (1987) Rhetorical Structure Theory (RST) which underlines that the relationships of parts in a text influence meanings and the objective to achieve, Martin's (1994) concept of Macrogenre that emphasizes that meaning can be expanded through embedding and complexing of genres, and Martin & Rose's (2008) ideas related to genre relations that explores how genres are patterned across different contexts of situation and culture.

2.2 Data Collection

The data of this study are in the form of transcripts of five TEDx Talk videos from the TEDx Talks channel on YouTube. The videos were chosen based on two considerations: 1) the inclusion of the word "why" in the beginning of the titles. TEDx Talk videos with "why" titles were selected due to their tendency to attract the audience's massive interest, 2) high number of views in the popular tab of TEDx Talks channel. The videos chosen were only those with the highest number of viewers within the "why" category. Videos with the highest number of views are deemed to be relevant data as they indicate a strong connection with the audience. This demonstrates that the contents of the talks are relevant, appealing, and fulfills the needs or interests of the viewers. In addition, the diverse topics of the talks found in the five "why" TEDx Talks with the highest number of views also allow the speakers to structure and develop the talks in their own unique and creative ways which enables the identification of generic structuring and idea development of "why" TEDx Talks. Based on the selection using these considerations, five videos were obtained as follows.

No.	Title	Speakers	Number of viewers	Release date

1.	Why I Stopped Watching Porn	Ran Gavrieli	21.603.108	October 27, 2013
2.	Why I Read a Book a Day (and why you should too): The Rule of 33%	Tai Lopez	13.030.471	January 15, 2015
3.	Why I, as a Black Man, Attend KKK Rallies	Daryl Davis	12.770.090	December 08, 2017
4.	Why Do We Ask Questions?	Michael Stevens	7.238.157	December 09, 2013
5.	Why We Need to Talk About Suicide	Mark Henick	6.967.750	October 02, 2013

Table 1. Information of the talks selected

After determining the five videos that were going to be analyzed, the embedded transcripts of each video were taken and moved to a word processing program. Then, the transcripts were formatted to facilitate the analysis process.

2.3 Data Analysis

After the data had been collected in the form of formatted transcripts, they were analyzed through five steps that were in line with the research questions. The first research question which sought to reveal the stages and the nucleus and satellite placement patterns was answered using General Structure Potential theory proposed by Hasan (1985) and Mann & Thompson's (1987) Rhetorical Structure Theory. In line with this, the first step of the data analysis was identifying the units of meaning that became the main blocks of the talks. The units of meaning were identified based on the theme shift, pauses, and linguistic markers as the indicators. The identified units of meaning were later labeled as the stages of the talks based on their functions on the basis of General Structure Potential theory proposed by Hasan (1985). After the stages were identified, the second step was identifying the patterns of relations between the stages by determining which were the nucleus and satellite among the stages of every talk based on Mann & Thompson's (1987) Rhetorical Structure Theory. It was done by looking at the importance or role of each stage in the talks. The main stage that contained the main message of the talk was identified as the nucleus while the supporting stages were identified as the satellites. The other two frameworks applied in this study were used to answer the second research question which sought to reveal the meaning development of each stage of the talks. It was answered in the next steps of the data analysis. The third step of the data analysis was examining the meaning development in each stage of the talks by identifying whether the meaning was

4

developed by using an embedded genre or without an embedded genre drawing on Martin's (1994) theory of Macrogenre and Martin & Rose's (2008) ideas related to genre relations. It was done by doing a close examination of each stage of the talks to identify the presence of genre structures that might be embedded in the idea development of each stage of the talks. Following this, the fourth step was mapping the patterns of genre distribution in each stage of the talks. Then, the last step was drawing conclusions regarding stagings and meaning developments of the talks as a whole.