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EXPLORING THE FLAMING SCENARIO ON YOUTUBE WITHIN THE MALAYSIAN CONTEXT

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Abstrak

Salah satu bentuk utama pembulian siber dalam era Internet dewasa ini ialah pembaraan. ‘Flaming’ merujuk penggunaan bahasa yang menyinggung perasaan seperti menyumpah-seranah, menghina dan memberi komen yang negatif melalui media dalam talian. Dalam kajian ini, ‘flaming’ diterokai dalam konteks media sosial khususnya YouTube. Penyelidikan ini bertujuan memahami motivasi seseorang untuk memberikan komen yang berbentuk negatif di YouTube dan mengklasifikasi komen berbentuk 'flaming' yang terdapat pada video YouTube di Malaysia. Teori Kegunaan dan Kepuasan (TKK) digunakan sebagai asas untuk menjelaskan kepuasan komentar yang diperoleh melalui aktiviti pembaraan dan motivasi untuk mengeluarkan komen di laman web. Metodologi yang digunakan untuk menjalankan kajian adalah melalui temu bual mendalam dan analisis kandungan. Seramai sepuluh orang ‘flamers’ telah ditemu bual bagi memahami motivasi di sebalik perbuatan pembaraan mereka di YouTube. Bagi analisis kandungan, satu video dipilih bagi setiap lima video teratas daripada lima belas kategori yang terdapat di YouTube. Lima kategori video yang terpilih adalah hiburan, filem dan animasi, berita dan politik, komedi, dan orang dan blog dengan jumlah tontonan sekurang-kurangnya 100,000 dan jumlah komen minimum sebanyak 100 dan dianalisis menggunakan pendekatan tematik. Secara rumusan, pembaraan di Malaysia didorong oleh ketanpanamaan, norma, aspek hiburan, mempertahankan diri dan sebagainya. Bagi klasifikasi komen untuk analisis kandungan, dapatan kajian menunjukkan bahawa jenis komen yang paling kerap ditemui di video Malaysia ialah komen berbentuk serangan politik dan serangan kaum. Subkategori komen lain yang ditemui ialah caci nama, penghinaan, kritikan, gangguan seksual, sindiran, serangan kenegaraan, spekulasi, fitnah, perbandingan, serangan kejantinaan, serangan keagamaan, ancaman, homofobia, stereotaip, serangan antara negeri, hasutan, pertahankan diri dan komen berbentuk menyimpang. Kajian ini secara keseluruhan menyumbang dari segi pengunaan TKK dari perspektif baharu, iaitu kepuasan diperoleh dari tindakan negatif (pembaraan). Kajian ini juga menyumbang secara praktikal, iaitu dalam perkembangan data berhubung pembaraan kepada pihak bertanggungjawab, termasuklah Suruhanjya Komunikasi Multimedia Malaysia dan Cyber Security Malaysia.

Kata Kunci: Kegunaan dan kepuasan, rangkaian sosial, buli siber, pembaraan, YouTube

Abstract

One of the major acts of cyber-bullying in today's Internet era is flaming. Flaming refers to the use of offensive language such as swearing and insulting as well as posting hateful comments through an online medium. In this study, the act of flaming was explored in the context of social media, particularly YouTube. The research aims to understand 'individuals' in posting hateful comments on YouTube and to classify 'flaming' comments posted on YouTube videos in Malaysia. The Uses and Gratifications theory (UGT) was used to explain the commenters' satisfaction obtained through the flaming activity and the motivation to flame on the site. The methodology in this study were in-depth interviews and content analysis. Ten flamers were interviewed to understand their motivation to flame on YouTube. As for content analysis, one video was chosen for each top five out of fifteen categories available on YouTube. The categories were entertainment, film and animation, news and politics, comedy and people and blogs, with at least 100,000 views and a minimum of 100 comments and analyzed thematically. It can be concluded that the motivation to flame in Malaysia includes anonymity, norm, aspect of entertainment, being defensive and so on. As for the comments' classifications for content analysis, the results show that the most prominent types of comments found on Malaysian videos are political attack and racial attack. Other subcategories include name calling, insult, criticism, sexual attack, sarcasm, inter-country attack, speculation, defamation, comparison, sexism, religious attack, threaten, homophobic, stereotype, inter-state attack, sedition, defensive and comments that are off-topic. This study contributes to the usage of UGT in a new perspective which is gratification sought through negativity (flaming). This study also contributes practically in the enrichment of the data on flaming for the concerning parties such as Malaysian Communications and Multimedia Commission and Cyber Security Malaysia.

Keywords: Uses and gratifications, social networking, cyber-bullying, flaming, YouTube

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Universiti Utara Malaysia

Table of Contents

Permission to Use.....iii
Abstrak..... iv
Abstract.....v
Acknowledgement vi
Table of Contents.....vii
List of Tables..... xii
List of Figures.....xiii
List of Appendices…….……..…….…….xv
List of Abbreviations..... xvi
CHAPTER ONE INTRODUCTION..... 1
1.1 Background of the Study 1
1.2 Preliminary Study on Understanding Flaming on the YouTube Video Categories ……..…….....….4
1.2.1 Method of Study…….……....5
1.2.2 Findings and Discussions……..……..…..6
1.3 Problem Statement..... 12
1.4 Research Questions..... 17
1.5 Research Objectives.....17
1.6 Significance of Research…….....….18
1.6.1 Theoretical Contribution…….……...….18
1.6.2 Methodological Contribution……..……...….20
1.6.3 Practical Contribution…….……...20
1.7 Limitations……..……..……...…22
1.8 Conceptual and Operational Definitions……..…….……....23
1.9 Chapter Summary……...….....…31
CHAPTER TWO LITERATURE REVIEW..... 32
2.1 Introduction..... 32
2.2 Social Networking in Perspective.....34
2.3 Understanding YouTube.....36
2.4 YouTube as the Hostile Medium.....41
2.5 Motivations to flame on YouTube.....45

Universiti Utara Malaysia

2.5.1 Anonymity.....45
2.5.2 Miscommunications……...…….....50
2.5.3 Online and Offline Personalities……....…..……54
2.5.4 Cyber Aggression…….…...……58
2.6 YouTube Categories & Comments Classifications……..……61
2.7 YouTube Discourse…….……...……66
2.8 Theoretical Background…….……...……70
2.9 Chapter Summary…….…...…..……77
CHAPTER THREE RESEARCH METHODOLOGY.....78
3.1 Introduction.....79
3.2 Method of Study..... 81
3.3 Study One: In-depth Interview……..82
3.3.1 Informants of Interview……..84
3.3.2 Procedure and Data Collection…….……...…...86
3.3.3 Data Analysis…….……..……88
3.3.4 Validity and Reliability for In-Depth Interview…….…….88
3.4 Study Two: Content Analysis……...…..…90
3.4.1 Procedure and Data Collection……...…….90
3.4.2 Data Analysis…….....…..93
3.4.3 Netnography……...……94
3.4.4 Validity and Reliability and Inter-Coder Agreement for Content Analysis…….……95
3.5 Triangulation…….……96
3.6 Ethical Consideration……...……...…….100
3.7 Chapter Summary…….……...101
CHAPTER FOUR STUDY ONE: DATA ANALYSIS AND RESULTS…….……103
4.1 Introduction..... 103
4.2 Informant's Profile.....103
4.3 Flaming on YouTube…….…….…106
4.3.1 Theme One: YouTube Usage…….....…….....……108
4.3.1.1 Frequency of Usage…….…….…….……109
4.3.1.2 Time and Location of Access……..…….…..111

Universiti Utara Malaysia

4.3.1.3 User friendliness of YouTube……..……112
4.3.2 Theme Two: YouTube and Gratification.……..…114
4.3.2.1 Types of videos watched……..……..…114
4.3.2.2 Ways of Expressing Anger…..……..117
4.3.3 Theme Three: Prior Media-Use behaviour……...……120
4.3.3.1 Behaviour upon Prior Media (Prank Calls)……...……121
4.3.3.2 Thoughts on Flaming Activities on Social Media in General.....123
4.3.4 Theme Four: Value Judgment of Media Content…….…..…126
4.3.4.1 Triggering Factor…….……..…127
4.3.4.2 Thoughts on Flaming on YouTube……...….129
4.3.4.3 Experience on Flaming on YouTube…….……134
4.3.5 Theme Five: YouTube and Self-awareness……..……138
4.3.5.1 Identity Revelation…….……..….139
4.3.5.2 Commenting Pattern…….…….143
4.3.5.3 Ways of Handling Flames……..……144
4.4 Chapter Summary……...…..…147
CHAPTER FIVE STUDY TWO: CONTENT ANALYSIS FINDINGS……...…149
5.1 Introduction……....149
5.2 Comments Classification…….……...…149
5.3 Comments Classifications by Subcategory……...……...……152
5.3.1 Entertainment category…….……....153
5.3.2 News and Politics Category……..…….…..……164
5.3.3 People and Blogs Category……...…….……...……173
5.3.4 Film and Animation Category……...……...……184
5.3.5 Comedy Category……..…...……...……195
5.4 Prominent Categories……...……..…….……...…204
5.4.1 Political Attack……...……..…….……205
5.4.2 Racial Attacks……..…….……..…..……207
5.5 Comparison Table of Total Frequencies and Percentages……...……208
5.6 Chapter summary…….……...…213

Universiti Utara Malaysia

CHAPTER SIX CONCLUSION……..……...……214
6.1 Introduction……..……...……....214
6.2 Theoretical Contribution……...…..…….214
6.3 Methodological Contribution……...……...……226
6.4 Practical contribution……...……...…228
6.5 Recommendations……...…….……229
6.6 Limitations……...…….…...231
6.7 Suggestions for Future Research ……...…….…….……231
6.8 Conclusions…….……...……..…..…..232
6.9 Chapter Summary……..…….…….233
REFERENCES 234
APPENDICES……..……...……...……...……..…..……259

Universiti Utara Malaysia

List of Tables

Table 1.1: Number of flames and types of comments according to YouTube video categories……..……...…..7
Table 2.1: Terms of troll comments of YouTube and Slashdot……...……..69
Table 2.2: Examples of words that is considered as flames in Malaysia……...69
Table 3.1: Date, time and location details of the interviews conducted……85
Table 3.2: Malaysia's most subscribed YouTube channels, most type of video category and number of subscribers……..……91
Table 4.1: YouTube categories accessed by the informants…...…….116
Table 5.1: Comments' category and the description…….....150
Table 5.2: Comments classifications for entertainment category.....153
Table 5.3: Total frequency and percentage of entertainment category……..…163
Table 5.4: Comments classifications for news and politics category……..164
Table 5.5: Total frequency and percentage of news and politics category….....171
Table 5.6: Screenshot of categories of videos and type of comments……..172
Table 5.7: Comments classifications for people and blogs category……173
Table 5.8: Total frequency and percentage of people and blogs category……183
Table 5.9: Comments classification for film and animation category.....184
Table 5.10: Total frequency and percentage of film and animation category.....193
Table 5.11: Screenshot of the categories of Weblogs and the types of comments……...…….194
Table 5.12: Comments classifications for comedy category……195
Table 5.13: Total frequency and percentage of comedy category…..…….…202
Table 5.14: Screenshot of the types of comments and the platform type……..204
Table 5.15: Comparison table of total frequencies and percentages……...…….205

Universiti Utara Malaysia

List of Figures

Figure 1.1: Examples of 'name-calling' type of flaming comments……...……..9
Figure 1.2: Examples of 'stereotyping' type of flaming comments……..…..9
Figure 1.3: Examples of 'racial attacks' type of flaming comments…….10
Figure 1.4: Examples of 'political attacks' type of flaming comments…...…….11
Figure 1.5: Examples of 'religious attacks' type of flaming comments……...……11
Figure 1.6: Examples of 'inter-country attacks' type of flaming comments…….12
Figure 2.1: The screenshot of an example of a tutorial video on YouTube…….39
Figure 2.2: The screenshot of an example of a flaming comment. ……..43
Figure 2.3: The screenshot of the 15 video categories that are available on YouTube……...…63
Figure 2.4: Comments mean rating distribution graph for YouTube video categories…….64
Figure 2.5: The mean rating of negativity, objectivity and positivity of YouTube video categories……...……..…….……65
Figure 2.6: Top-50 terms of accepted and unaccepted comments……68
Figure 3.1: The two methods used in this research……..…….……97
Figure 4.1: Main themes and sub-themes of the activity of flaming on YouTube……108
Figure 4.2: Ways of expressing anger recap……...……...….120
Figure 4.3: The history of prank calls recap……...……...….123
Figure 4.4: Thoughts on flaming activity in general recap…….……...…….…126
Figure 4.5: Video clicking triggering factor recap…….……..…..129
Figure 4.6: Thoughts on flaming activity recap……...……..…133
Figure 4.7: Experience on YouTube recap……..……...……138
Figure 4.8: Identity revelation recap ……..……..….142
Figure 4.9: Ways of flames are handled recap……..…..…147
Figure 5.1: Screenshot of an example of 'political attack' comment……148
Figure 5.2: Screenshot of an example of 'racial attack' comment…….…….149
Figure 5.3: Comments classification on entertainment videos……..……164
Figure 6.1: The model of flaming in Malaysia……...…....222

Universiti Utara Malaysia

List of Appendices

Appendix A Consent form…….…….……259

Appendix B Interview guide…….……..……260

Appendix C Inter coder reliability test result…….……262

Universiti Utara Malaysia

List of Abbreviations

UGT	Uses and Gratifications Theory
CMC	Computer-mediated communication

Universiti Utara Malaysia

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In 2012, a 15-year-old teenage girl named Amanda Todd was found dead reported suicide at her home in Port Coquitlam. Amanda hanged herself after being cyberbullied among her peer friends for months after experiencing severe depression, anxiety and panic disorder. Before the suicide attempt, she posted a 9-minute video entitled 'My Story: Struggling, bullying, suicide and self-harm' to YouTube, showing a series of flash cards with her story on it on how she was blackmailed and bullied. She had received many hating comments and flaming on the video which led her to committing suicide a few days after the video was uploaded (The Story of Amanda Todd, 2014).

Universiti Utara Malaysia

According to a statistics report from I-Safe foundation, more than 1 over 3 young people around the world has experienced bullying online (Bullying Statistics, 2017). One of the major acts of cyber-bullying that happens frequently and becomes the topic of concern in today's Internet era is flaming. Flaming refers to the use of offensive language such as swearing, insulting and providing hating comments in a particular forum (Moor, Heuvelman & Verleur, 2010). In this study, the act of flaming will be studied in the context of social media, particularly, YouTube.

Relatively, flaming is part of cyber-bullying. Cyber-bullying can be done in a few ways that includes harassment, exclusion, outing, masquerading and flaming (George, Alias, Khader, Jabbar & Ranjith, 2017). Harassment involves continuous sending of

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APPENDIX A

INFORMED CONSENT FOR PARTICIPATION

School of MultiMedia Technology and Communication

Informed Consent for Participation in Research Activities:

Flaming on YouTube in Malaysia

Thank you for the valuable time allocated for this interview session.

My name is **Revathy Amadera Limgam** and I would like to ask some question on the flaming activity on YouTube.

Flaming refers to the use of offensive language such as swearing, insulting and providing hateful comments through an online medium, which in study is on YouTube.

The interview should take about an hour or less. I will be taping the session because I don't want to miss any of your comments.

All responses will be kept confidential. This means that your interview responses will only be used for this study only and I will ensure that any information included in the report does not identify you as the interviewee. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Thank you for willing to participate in this study for research purposes. Your contribution may result in a positive change in the moral development and the perceptions of our society.

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Interviewee	Witness	Date

APPENDIX B

INTERVIEW GUIDE

Demographic Background	
Name	
Age	
Race	☐ Malay ☐ Chinese ☐ Indian ☐ Others
Gender	☐ Male ☐ Female
Marital Status	☐ Single ☐ Married
Occupation	
State of residence	
Highest Education Level	
Number of Siblings	

Theme one: Usage of YouTube	
1	How often do you access YouTube? • How many times of access in a day? • How frequent do you login to YouTube?
2	How long does each access prolongs?
3	When and where do you usually access YouTube? • Time • Location
4	Do you think YouTube is a user-friendly website? • Do you access YouTube at ease? • Is it easy to login to YouTube?
5	How well do you know the functions/ features on YouTube? (technology efficiency) • Ex: Change quality; Watch Later; Annotations • What are the features of YouTube that you are aware on? • Can you name some of the recent updates of YouTube?
Theme two: Media and Gratification	
1	What kinds of videos do you usually watch on YouTube? • What are the genre of the videos that you watch? • What categories of YouTube videos do you usually watch? • What kinds of videos on YouTube sparks joy in you?

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2	If you were to express anger on YouTube, how would you do it? • How do you show other users on YouTube that you are not happy with the content whatsoever? • In which form do you express disagreements on YouTube?
Theme three: Prior Media Influence	
1	Have you ever received/done prank calls to others/anonymous peoples? • Have you ever fake call to anyone ever in your life?
2	What are your thoughts on the flaming activities on social media in general? • What do you think on the hateful comments on Facebook, Intagram, Twitter and all the social media that you access in general? • What is your opinion towards the broad issue of flaming in social media?
Theme four: Value Judgment of Media Content	
1	How do you feel about the issue of flaming on YouTube? • What is your take on the hateful comments on YouTube? • How do you see the flaming scenario on YouTube?
2	What triggers you to click on a particular video? • Ex: video title, the issue, the thumbnail, the uploader • What makes you want to click and watch a particular video on YouTube?
3	Do you have any experience on flaming on YouTube? • Can you share any story that has linked you to flaming on YouTube?
4	Can you please share/explain the flaming experiences that you had gone through in any social media? • Is there any stories that you wish to share with me regarding flaming scenarios that you have experienced in any social media?
Theme 5: YouTube and Self-Awareness	
1	How often do you comment on YouTube? • Is there any pattern to your commenting habit on YouTube?
2	What are your commenting patterns on YouTube?
3	Is your username in YouTube account is your real name? • Why is it/not real name? • YouTube Username :
4	How will you/ do you handle flames that are being projected to you? • What do you do when someone says/uses negative/hateful comments on you? • What is your reaction towards flames that are thrown to you?

Universiti Utara Malaysia

APPENDIX C

Inter coder reliability test result

UNIT	Coder 1	Coder 2	Agreement and Disagreement
1	1	1	A
2	1	1	A
3	1	1	A
4	1	1	A
5	1	1	A
6	1	1	A
7	1	1	A
8	1	1	A
9	1	1	A
10	1	1	A
11	1	1	A
12	1	1	A
13	1	1	A
14	1	1	A
15	1	1	A
16	1	1	A
17	1	1	A
18	1	1	A
19	1	1	A
20	1	1	A
21	1	1	A
22	1	1	A
23	1	1	A
24	1	1	A
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45	1	1	A
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47	1	1	A
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104	1	1	A
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114	1	1	A
115	1	1	A
116	1	1	A
117	1	1	A
118	1	1	A
119	1	1	A
120	1	1	A

TOTAL **120**

A=120X2=240,

The reliability coefficients were calculated based on the results above using Holsti's (1969) formula as follows:

$$PA_O = \frac{2A}{(n_A + n_A)} = \frac{240}{120 + 120} = 1.0\ (100\ \%)$$

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