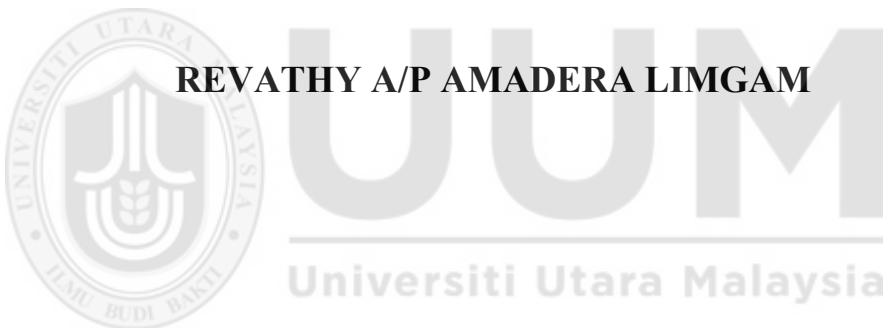


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**EXPLORING THE FLAMING SCENARIO ON YOUTUBE
WITHIN THE MALAYSIAN CONTEXT**



**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
2019**



Awang Had Salleh
Graduate School
of Arts And Sciences

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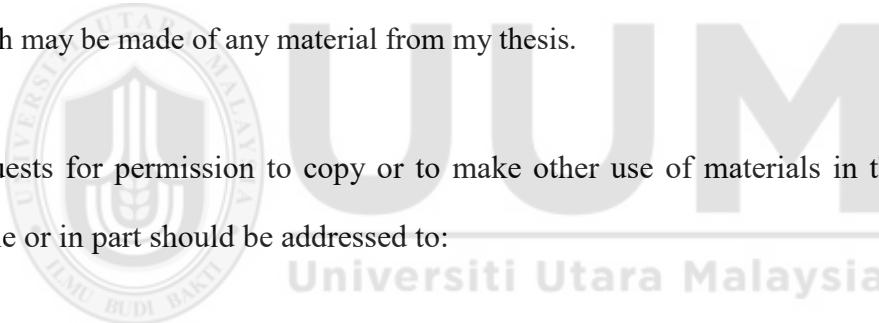
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Abstrak

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 temubual mendalam dan analisis kandungan. Seramai sepuluh orang ‘flamers’ telah ditemubual 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 penggunaan 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 Suruhanjaya 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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List of Abbreviations

UGT	Uses and Gratifications Theory
CMC	Computer-mediated communication



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).

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

The contents of
the thesis is for
internal user
only

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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.

Interviewee

Witness

Date

APPENDIX B

INTERVIEW GUIDE

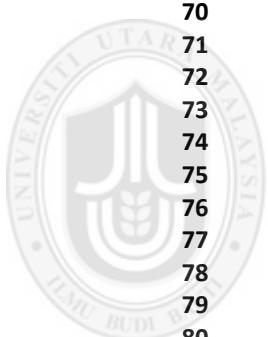
Demographic Background	
Name	
Age	
Race	<input type="checkbox"/> Malay <input type="checkbox"/> Chinese <input type="checkbox"/> Indian <input type="checkbox"/> Others
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Marital Status	<input type="checkbox"/> Single <input type="checkbox"/> Married
Occupation	
State of residence	
Highest Education Level	
Number of Siblings	
Theme one: Usage of YouTube	
1	How often do you access YouTube? <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • Time • Location
4	Do you think YouTube is a user-friendly website? <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • 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?

2	<p>If you were to express anger on YouTube, how would you do it?</p> <ul style="list-style-type: none"> • 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	<p>Have you ever received/done prank calls to others/anonymous peoples?</p> <ul style="list-style-type: none"> • Have you ever fake call to anyone ever in your life?
2	<p>What are your thoughts on the flaming activities on social media in general?</p> <ul style="list-style-type: none"> • What do you think on the hateful comments on Facebook, Instagram, 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	<p>How do you feel about the issue of flaming on YouTube?</p> <ul style="list-style-type: none"> • What is your take on the hateful comments on YouTube? • How do you see the flaming scenario on YouTube?
2	<p>What triggers you to click on a particular video?</p> <ul style="list-style-type: none"> • Ex: video title, the issue, the thumbnail, the uploader • What makes you want to click and watch a particular video on YouTube?
3	<p>Do you have any experience on flaming on YouTube?</p> <ul style="list-style-type: none"> • Can you share any story that has linked you to flaming on YouTube?
4	<p>Can you please share/explain the flaming experiences that you had gone through in any social media?</p> <ul style="list-style-type: none"> • 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	<p>How often do you comment on YouTube?</p> <ul style="list-style-type: none"> • Is there any pattern to your commenting habit on YouTube?
2	<p>What are your commenting patterns on YouTube?</p>
3	<p>Is your username in YouTube account is your real name?</p> <ul style="list-style-type: none"> • Why is it/not real name? • YouTube Username :
4	<p>How will you/ do you handle flames that are being projected to you?</p> <ul style="list-style-type: none"> • What do you do when someone says/uses negative/hateful comments on you? • What is your reaction towards flames that are thrown to you?

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
25	1	1	A
26	1	1	A
27	1	1	A
28	1	1	A
29	1	1	A
30	1	1	A
31	1	1	A
32	1	1	A
33	1	1	A
34	1	1	A
35	1	1	A
36	1	1	A
37	1	1	A
38	1	1	A
39	1	1	A
40	1	1	A
41	1	1	A
42	1	1	A
43	1	1	A
44	1	1	A
45	1	1	A
46	1	1	A



47	1	1	A
48	1	1	A
49	1	1	A
50	1	1	A
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89	1	1	A
90	1	1	A
91	1	1	A
92	1	1	A
93	1	1	A
94	1	1	A
95	1	1	A
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100	1	1	A
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102	1	1	A
103	1	1	A

104	1	1	A
105	1	1	A
106	1	1	A
107	1	1	A
108	1	1	A
109	1	1	A
110	1	1	A
111	1	1	A
112	1	1	A
113	1	1	A
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

$$A=120 \times 2 = 240,$$

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

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

