

## ANALYSIS OF AUDIENCE RECEPTION ON YOUTUBE TOWARDS ANTI CYBERBULLYING VIDEO CAMPAIGN IN THE CYBER BULLY BY CAMEOPROJECT

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**ABSTRACT** – Youtube is one of the leading sites to share videos. It also facilitates the video viewers to give comments. The research explores the video campaign entitled Cyber Bully (2016) produced by CameoProject and the authentic responses from the viewers in Youtube. The argument that the anti-cyberbullying video campaign generally creates only from victim's perspective and how the society should encourage them. As an attempt to give a new perspective, this research shows that the victim of cyberbullying should also change himself in a positive way to contribute and socialize well in the society. Applying the concept of encoding – decoding by Stuart Hall (1993), the three categories such as dominant, negotiated and oppositional representatives can be seen from the responses of the interviewees in negotiated position. The research uses qualitative descriptive methodology; reception analysis and critical discourse analysis to determine the results by using in-depth interview with the selected representatives of three categories from encoding-decoding concept by Stuart Hall. The interviewees were compared by three categories in audience research; structural, behavioural and cultural based on primary data, aims and method. Results indicates the three viewers have the same perception of objective at the end which are to have courageous to being tough and responsible for ourselves and not being intimidated by unfairness or dominant power. All of them agreed that the Cameo Project video has delivered well the message of cyberbullying's danger to the victims. To conclude, this phenomenon contributes to the cyber cultures in which Youtube is seen as a functional media in order to make meaning of a digital text and negotiate with the constructed cyber bullying by giving responses.

**Keywords:** *Audience Position, Cyberbullying, Encoding-Decoding, Public Opinion, Reception Analysis, Video Campaign, Youtube.*

### INTRODUCTION

Bullying has been rooted in Indonesian society since the country was established. Bullying has stood during the colonialism era before the country stated its independence until present time. It has been a relevant issue through decades. The globalization era and technology development has broadened the terminology of bullying into cyberbullying. This issue expands and becomes vaguer and more complicate to define.

Aricak (2011) stated that cyberbullying “is all of the behaviors which aim against and individual or a group, a specific individual or legal personality and endanger them technically or in a relational way.” According to Anderson (2010) cited in Tanrikulu (2014) “Cyberbullying is described, in other terms, as ‘the intentional and repetitious behaviors which include the use of information and communication technologies, such as e-mail, cell phone, beeper, short message service and web sites, by a group or an individual to endanger others and which support hostile attitudes. It covers aims, such as soliciting, humiliating or insulting and trying to embarrass, and it can be caused by and individual as well as by a group.”

The definition of cyberbullying in this research is defined as a behavior that's considered continuous and risky. These behaviors consist of psychological bullying and being done stealthily. Cyberbullying behavior has similarities with traditional bullying behavior that two parties are in an unbalanced power. The difference is in the used medium of delivery. Traditional bullying is a behavior that intimidates victims directly or face-to-face, while cyberbullying is done indirectly through social media.

In a 2012 survey released by Indonesia's National Child Protection Commission, approximately 87.6% of the 1,026 participants reported they had been bullied either physically or verbally in school. The behavior victims

experienced from abusive name calling to physical beatings. Of those who reported bullying behavior, 42.1% verified classmates as the primary source of abusive behavior. Approximately 29.9% of bullying victims said they were bullied by teachers and administrators while 28% said they were bullied by school staff such as janitors or security guards. As the number of Internet users increases in a country, so does the risk of cyberbullying. Indonesia has seen a marked increase in digital technology over the years, with over 71 million people using the Internet in 2014 alone. With greater Internet accessibility, there has been a widespread increase in the use of computers, tablets and smartphones. Young people between the ages of 15 to 30 make up most of the country's Internet users (50-80%).

These are the findings of the study "Digital Citizenship Safety among Children and Adolescents in Indonesia", released on Tuesday, 18 February 2014 in Jakarta. The study was commissioned by UNICEF as part of its multi-country project on Digital Citizenship and Safety, and conducted by the Ministry of Communication and Information Technology. The study covers the age group 10 to 19 years, a huge population of 43.5 million children and adolescents. Of particular concern is the relatively high percentage of children who have become victims of cyberbullying. Only 42% of respondents are aware of the risk of being bullied online, and 13% among those have become victims during the previous three months, which translates into thousands of children. Examples mentioned by respondents include name-calling and being ridiculed because of the work of their parents (e.g. farmers or fishermen) or their physical appearance, or even being threatened online ([www.unicef.org](http://www.unicef.org)).

To anticipate the increasing risk of cyberbullying, many videos were produced to educate young people. Among one of them is the video campaign entitled *Cyber Bully* produced by Cameo Project sets in presents millennial high school students. It portrays the everyday life of high school students who is introvert, lonely and lives in an urban area. The audience are shown to a conflict of how high school students treat one abandon peer by traditional and cyberbullying. While most of other videos only describe the effects or the process of cyberbullying, this video offers a different perspective. It educates the bullied victims to fight back. The main idea of this video determines about a shifting from being a bullied victims that normally could not cope with the situations to turning out to change, be a happy individual and not being intimidated by the dominant power. This video which was published on November 16, 2016, already has the total of 43.198 views, 359 comments, 2000 likes and only 37 dislikes from the viewers.

## **LITERATURE REVIEW**

### **Active Audiences**

Morley (1993, pp. 13-19) explained the active audiences model basically recognised as a convincing technique to discuss about audiences. The behaviour of each individual in daily social life are different based on their values, experiences, attitudes, cultures and backgrounds. The audiences are active and contributing with the communication process and select media texts based on their own objectives. In other words, the audiences play two key roles as consumers and producers at the same time when react to anti cyberbullying campaign.

### **USES AND GRATIFICATIONS MODEL**

This theory comes from the idea that audiences are various combination of individuals who prefer media texts based on what best suits their needs. This theory also related to Maslow's Hierarchy of Needs. The audience are not passive and proactive decision makers in regard to what they experience in social life, cultural values and needs. Blumler & Katz cited in Media Studies (2017) defined that "media usage can be explained in that it provides gratifications (meaning it satisfies needs) related to the satisfaction of social and psychological needs." Therefore the audiences select what they want to watch in order to make them feel good as part of gratifications. For example, soap operas, sitcoms, drama, action films or other videos which could provide beneficial information for them (uses). Therefore, anti-cyberbullying video campaign in this research could be applied in term of uses and gratification theory.

Griffin, Ledbetter & Sparks (2015) stated that just as people eat in order to satisfy certain cravings, uses and gratifications assumes people have needs that they see to gratify through media use. He noted the close connection between the concepts of media use and gratification from media. The deliberate choices people make in using media are presumably based on the gratifications they seek from those media. Thus, uses and gratifications are inextricably linked.

Katz, Blumler & Gurevitch (1975) wrote an essay stated that "In the mass communication process much initiative in linking need gratification and media choice lies with the audience member. This places a strong limitation on theorizing about any form of straight-line effect of media content on attitudes and behavior."

Griffin, Ledbetter & Sparks (2015) added that a straight-line effect of media is a specific effect on behavior that is predicted from media content alone, with little consideration of the differences in people who consume that content.

The crucial uses describe in four categories based on Blumler, Katz & Gurevitch (1975) such as surveillance, personal relationships, personal identity and diversion. The surveillance means the audiences need to keep up to date with the news in regard to local or worldwide events that they have the knowledge to deal or avoid the threats. Personal relationship is creating virtual relationships with the characters or situations in media texts that related to the audiences. Personal identity is genuinely creating judgments about all situations and characters which can be an expression of our identities. This type of gratification usually known as value reinforcement. Therefore, the selected media by the audience have similar beliefs to every single audience holds. The last one is diversion which is all media context that can be ‘used’ to provide diversion as well as pleasing other needs at the same time which often called the need for entertainment and relaxation.

### RECEPTION ANALYSIS

Reception analysis is an active audience theory that expresses at how the interaction between audiences and media text grabbing into their ‘situated culture’ which is happening in their daily life. This theory recommends that daily social activities and experiences could bring effects to the way audiences read a media text and responds to it. Morley (1980, p.198) stated the theory in regard to how audiences grab a text was delivered by Professor Stuart Hall in the television discourse – encoding/decoding. He recommends the three significant roles in the process of reading a text as: the dominant or preferred reading which the audience shares the code of the text and fully accepts and understands its preferred meaning as intended by the producers or it can be called as a hegemonic reading; the negotiated reading which the audience shares only part of the code of the text and mostly accepts the preferred meaning, however they have tendency to change the meaning based on their own knowledge, values, cultures, experiences. This position members can also debate some representations might not accurate; the oppositional reading which the audience realizes the selected meaning but does not share the code of text and they reject the intended meaning in order to build an alternative meaning.

Table 1. Three Audience Research Compared

	<i>Structural</i>	<i>Behavioral</i>	<i>Cultural</i>
<i>Main Aims:</i>	Describe composition; enumerate; relate to society.	Explain & predict choices, reactions, effects.	Understand meaning of content received and of use in context.
<i>Main Data:</i>	Social-demographic, media and time use.	Motives. Acts of choice. Reactions.	Perceptions of meaning. Re social & cultural context.
<i>Main Methods:</i>	Survey & statistical analysis.	Survey; experiment; mental measurement.	Ethnographic; Qualitative.

Source: McQuail (1997)

### ENCODING-DECODING BY STUART HALL

Stuart Hall’s “Encoding-Decoding” (1993, p.91) model of communication essentially states that meaning is encoded by the sender and decoded by the receiver and that these encoded meanings may be decode to mean something else. That is to mean, the senders encode meaning in their messages according to their ideals and views and the messages are decoded by the receivers according to their own ideals and views, which may lead to miscommunication or to the receiver understanding something very different from what the sender intended.

Hall says that there are different positions audiences (receivers) take in order to decode the meanings within cultural texts, particularly televisual discourses. They are the dominant-hegemonic position, the negotiated position and the oppositional position (Hall, 1993, p.101).

The dominant-hegemonic position is when the viewer, or audience member, is located within the dominant point of view. Within this position, there is little misunderstanding and miscommunication, as both sender and receiver are working under the same rule set, assumptions and cultural biases. It is this position that will allow the transmission of ideas to be understood the best, despite certain frictions that may occur due to issues of class structure and power, specifically between the elite who are able to dictate the rule set and the non-elites who must adopt the elite’s rules as dominant (Ibid).

The negotiated position is when the audience member, or receiver, is able to decode the sender's message within the context of the dominant cultural and societal views (Hall, 1993, p.102). The messages are largely understood, but in a different sense than the dominant-hegemonic position. The receivers in the negotiated position are not necessarily working within the hegemonic viewpoint, but are familiar enough with dominant society to be able to adequately decode cultural texts in an abstract sense. However, it is entirely possible for the audience member to decipher the message as a more personal message, which is when their own biases and viewpoints muddy the decoding process. This "near view" of the message usually occurs in certain situations that are close to the audience member, as opposed to the general "long view" they take of cultural texts in abstract.

The oppositional view is when the audience member is capable of decoding the message in the way it was intended to be decoded, but based on their own societal beliefs, often sees nother, unintended meaning within the message (Hall, 1993, p. 103).

## **METHOD**

This study uses Stuart Hall's Encoding-Decoding as the concept. This study also uses descriptive qualitative research method. Qualitative methods are typically used providing an in depth understanding of the research issues that embraces the perspectives of the study population and the context in which they live. Qualitative research is useful for exploring new topics or understanding complex issues. (Hennink, et al., 2011).

Qualitative research in this research is obtained to examine the purposes of why audiences consume a particular text in anti-cyberbullying video campaign. Qualitative research is completed through discussion one on one and setting up interview sessions. Interview questions created to find audience opinions, preferences, positions and desires in order to measure the success of what messages the anti-cyberbullying campaign video as a media text wants to deliver to the audiences.

The primary data were collected through observing the comments of cyberbully video on Youtube and semi-structured interviews, direct examination of the needs, media habits and desires of an audience that includes direct discussion to members of the target audience individually through phone calls, emails and meet in person, while the secondary data were collected about the audience through journals, articles, websites and research papers. A critical analysis can be constructed by accessing a wide scope of sources and opinions.

The informants were selected using purposive sampling technique. Purposive sampling is virtually synonymous with qualitative research. However, because there are many objectives that qualitative researchers might have, the list of purposive strategies that may be followed is virtually endless, and any given list will reflect only the range of situations the author of that list has considered (Palys, 2008). The informants selected were three viewers that represented dominant, negotiated and oppositional positions.

This research was analyzed using reception analysis. To test the validity of the research data, this study uses triangulation to define and validate the answers. In Social Science triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic. The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study. The mixing of methodologies, e.g. mixing the use of survey data with interviews, is a more profound form of triangulation (Denzin & Lincoln, 2011).

## **RESULT AND DISCUSSION**

The research uses cultural aspect to analyse the interview process and collecting data. The objective is to analyse the deliverance, applications, and the content of cyberbullying. The related context may different from previous decades to present time. Therefore, three selected interviewees who categorized in millennial generation represent dominant, negotiated and oppositional positions discover the perceptions of meaning cyberbullying in social and cultural context nowadays.

CameoProjects (2016) stated in the anti-cyberbullying video that:

*They hate me with no reason. Comparing me with others on an unfair competition. Sometimes I wonder, Am I just like a clown to be laughed at? I still can stand the situation if this only happens a few minutes each day. But this.. This.. this.. It always haunts me 24 hours. It makes me believe that... I am not needed... I am a trash... and the world is better without me...Yes, the world is better without me. So I decided to bid farewell to the world. Yes, good bye to a world that doesn't need me anymore. Good bye to myself who is like a clown to be laughed at. 1 out of 8 children in Indonesia has experienced cyber-bullying and cyber-threat. 1 out of 10 cyber-*

*bullying victim committed suicide. In a year, there are 4,500 children who committed suicide. Based on Indonesian Statistics Center in 2006, the cyber-bullying case in Indonesia reached 25,000,000 cases. And it doubled in 2013-2014. With little efforts of combating cyber-bullying, there will be more Indonesian children who have low self-esteem. Good bye to my old self. Who is always quiet, accepting, downcast and stagnant. So... I must change.. I won't let them get what they want. I won't let their words define my future.*

This anti cyberbullying video campaign reflected to the situation and feeling of the victim. It is not only harassment through words in cyber world but also haunting their life all the time. Being underestimated, laughed at with no reasons, consider them as trash in this world, always be quiet, accepting and have low esteem are examples that can be considered as perfect potential of cyberbullying victim. The increasing number of cyberbullying in 2014 that reached more than 50,000,000 cases based on CameoProjects (2016) approached a big question on how university students as millennial generation see this issue.

Based on the interviews, three chosen informants were two female university students, Florencia and Nurdiana; and one male university student, Chudali. The electronic devices used by the three viewers are smartphone, laptop and tablet. Their daily online activities are browsing internet, streaming video, social media and instant messaging for around 8 hours in a day. According to them, cyberbullying is an activity to threaten, insult or defame other person through internet without thinking about the impact. Cyberbullying is a continuously action and could be considered as a non-physical violence. Cyberbullying may take forms of cursing, insulting and attacking comments with improper words, or uploading an improper meme or video. The informants stated that the difference between cyberbullying and traditional bullying is the media. People do the traditional bullying by seeing face to face the bullied person. The actions can be both non-physical such as attacking words or insulting and physical such as beating or kicking.

All informants agreed that Youtube is an interesting media channel and it offers more than television. Youtube provides various video content from numerous categories for free and easy to access with long duration; therefore, the messages can be delivered right to the audience. It also allows the user to show abundant expression such as upload pictures, post comments, subscribe and like video easily.

A message in social media could be described as cyberbullying when it contains negative meaning. The words are mentioned to hurt other person. The informants stated that the example of hurting words are fat, ugly, fuck, hooker, dog, pig, poor, stupid, moron, damn, pug nose, black, sick – disoriented sex, illegitimate child, idiot and other keywords that related with specific race, religion, individual appearance and sexual orientation.

#### **THE ANALYSIS OF THE DOMINANT POSITION BASED ON STUART HALL'S CONCEPT**

Florencia, one of the informants, categorized in dominant position, stated that she was never be bullied. However, if she becomes a cyberbullying victim, she will report the person who bullies her to the social media service so the bullier's account will be blocked. For the victims of cyberbullying, she suggested to report the bullier and block his or her account. She also concerns that cyberbullying happens every day, everytime in internet. She considers herself never done cyberbullying to hurt other person. If she could produce a legislation about cyberbullying, she hopes there would be a cyberbullying police squad to investigate cyberbullying and that they would have to hold conferences of young people to help solve the problem.

Based on the CameoProject video, Florencia feels she is being supported. According to her, this video contains positive input that a cyberbullying victim has to change his or her way of thinking and has the courage to fight back. The victims should not end their problem by committing suicide or other disadvantage actions for themselves. She also stated that the video's content has raised the conscience on the effect of bad words such as “*lonte, anjing, bangsat, tai, jancuk, babi, fuck you*” to other person. She found the emotion in the video is well delivered to describe the danger of cyberbullying.

#### **THE ANALYSIS OF THE NEGOTIATED POSITION BASED ON STUART HALL'S CONCEPT**

Nurdiana, another informant, categorized in negotiated position, explained that she had been cyberbullied since elementary school by all her schoolmates, nobody wanted to talk to her and she felt excluded. She only reported the cyberbully case to her close friends. She never told her parents due to her parents were busy working and giving less attention to her. She reflects herself that she had done cyberbullying unintentionally to her friends through sending online chat which she assumed it was only jokes but it was not on the same page with the receivers of the chat. She considers cyberbully was not a good act. However, it does give strength to individual to be tough, brave, confident and open minded. Their bad words do not shape or determine the future of her.

## THE ANALYSIS OF THE OPPOSITIONAL POSITION BASED ON STUART HALL'S CONCEPT

Chudali, the informant that's categorized in oppositional position, determined that he also had been cyberbullied since school due to his situation; being more comfortable having friends with girl compared to boys. He agreed that cyberbully is alright as it gives reflection to the victim of not being weak and care too much for what others thought about themselves. In addition, he also experienced cyberbullying which telling him the uncertainty of finishing his undergraduate degree due to family economy issue. However, he said he has bullied his friends only for fun perusal. He said that sometimes cyberbully is alright as long to improve the quality of individual perusal.

The similarities of this anti cyberbullying campaign video towards international cyberbullying campaign in other continents and countries are the delivered facts about the suicide victims because of cyberbullying actions, the cyberbullying activities and how it could hurt individual. However, the differences are how the victim responds cyberbullying, the way of the video is packed and how the video is delivered through social experiments, anti-cyberbullying campaign videos with supports from well-known actors or actresses or singers and experience sharing with motivations from them in regard to how the overcome the problem. Cyberbullying in the USA for example, it has become a common issue that people take this prevention seriously. In other words, Indonesia takes cyberbullying as a new issue which has been happening since late of 2015, therefore the number of anti-cyberbullying campaign video is not as many as other countries.

This anti Cyberbully video by Cameo Project (2016), the victim chose to fight and respond the negative comments in positive manner. However, anti-cyberbullying campaign video in other countries represent how the victim ended their life through suicide or isolate themselves from the society as the dangerous effect of cyberbullying. Therefore, people need to think many times before they decide to do cyberbully to others.

## CONCLUSIONS

The Anti Cyberbullying video delivers unpredictable ending as the cyberbully victim does cope with the situation and change to be a new person who are sociable, free to express his opinion, brave to face intimidation from other people and have positive thinking and attitude. As the interview responses, participants represent each dominant, negotiated and oppositional positions but they have the same perception of objective at the end which are to have courageous to being tough and responsible for ourselves and not being intimidated by unfairness or dominant power. According to them, the video of Cameo Project has delivered very well the message of cyberbullying's danger to the victims. However, the video's ending surprised them that the victim can fight back and cope with the situation.

In other words, there are same meanings or perceptions that Youtube as an online medium can be determined as negotiated space that audience generally can express and deliver their opinion with the cyberbullying issue. The research found a specific form of audience who experience traditional and cyberbullying in regard to the code they interpret. Therefore, three audience positions by Hall (1973) is also applied in Youtube. It's also found that they decode a text as a whole from the beginning until the ending scenes. There are the same codes which belong to different position due to different interpretation. This fact proves that a text could be seen from various ways in reaching its meaning and it depends on the audience completely. It is fascinating to see that Youtube has a distinctive part as an online media for the audiences to communicate in digital world generally.

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