

A DISCOURSE ANALYSIS OF RACISM CAMPAIGN VIDEO BY NEW ZEALAND HUMAN RIGHTS

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ABSTRACT

Racism is the recently-arising phenomenon in New Zealand. The number of racists are increasing and it has become one of the country's Human Rights commission problems. Taika Waititi as an influencer has given impact through his speech on racism campaign video by New Zealand Human Rights. The aim of this small-scale research is to reveal the hidden and explicit messages on racism video. By using TACO (Text as a Critical Object) model by O'regan in analysing the discourse, it was found that the campaign as a discourse not only contradicts but also has a purpose to open New Zealanders' mind regarding racism.

Keywords: Discourse analysis, New Zealand, Racism, Text as Critical Object.

INTRODUCTION

Background

Racism is the new recently-arising phenomenon in New Zealand following the increasing of the diversity in the country. A census taken in 2006 showed that only 10% of all New Zealanders is identified with more than one ethnic group. By contrast, 25% of babies born in 2008 had more than one ethnicity. Two-thirds of Maori babies and almost half of Pacific babies belonged to multiple ethnic groups, as did nearly a third of babies of European and Asian descent (Human Right in New Zealand, Ethnic groups in New Zealand, 2010). Human Right commission stated that 2 of 3 people come to claim and speak up their racism cases everyday. The contrast number of diversity in New Zealand (NZ hereafter) is the factor that emerges racism. New Zealand Human Right Commission (NZHRC hereafter) is really appreciating the diversity and race in NZ. Race communities host hundreds of events on and around the 21st of March to commemorate the Race Relations Day.

Cheney et al (2006) defines racism as any attitude, action or inaction, which subordinates a person or group because of her/his race/color/ethnicity. In simple word, racism is the systemic mistreatment experienced by people of color. Because of the pervasive and

destructive impact of racism and racial discrimination, a specific convention on the Elimination of Racial Discrimination was adopted by the United Nations in 1965. NZHRC adopts the same definition of racism with this convention, racism discriminations defines as (New Zealand Human Right, 2010:58)

“...Any distinction, exclusion, restriction or Preference based on race, color, descent, Or national or ethnic origin which has the Purpose or effect of nullifying or impairing The recognition, enjoyment or exercise, On an equal footing, of human rights and Fundamental freedoms in the political, Economic, social, cultural or any other field Of public life. Racism is a complex reality which is present in everyday experience, both inside and outside of education centers, although its existence is usually denied...”

Daniels and Kitano (1970) stated that three stages of racism are prejudice, discrimination, and segregation. Prejudice is when the primary mechanism is stereotyping. Discrimination is when the primary mechanism has formal rules, agreements and law. The last is segregation, it is when the primary mechanism are things like lynching, the norms created by the special race and other action to make sure that the ordinary race does not step out of the line. Philip et al (2007) did the comparison survey about the Attitudes of New Zealanders to Immigrants and Immigration between year 2003 and 2006. Some of the results on 2006 shows that more respondents reported hearing racist remarks about immigrants; Kiwis attitudes toward immigrants is more negative; and younger people tend to be less tolerant and less supportive of immigrants. Furthermore, the result of the survey shows that racism mechanism in NZ is still in prejudice stage.

The harm of racism and the campaign carried by Human Right commission in New Zealand are the background of this paper. There were many ways to resist racist, for instance NZHRC choosed a video campaign. This paper is designed to analyze and discuss social critics of hidden and explicit message toward racism campaign by Taika Waititi, a speaker chosen by NZHRC. The purpose of this paper is to give a better understanding about racism in video campaign using TACO (Text as a Critical Object) model and Descriptive Qualitative method. The analysis of racism video will be analyzed deeper to figure out the descriptive, representative, social and deconstructive interpretation of racism campaign by NZHRC.

This paper is divided into 4 parts. The first part is the introduction that explains the background of the study, racism in NZ, the reason behind racism emerging, impact and harm of racism, the purpose of this paper, the theory used, and the lists of previous study. In order to have a better understanding of the content, explanation and theory of discourse are provided. The second part is research methodology, in which the research design, data source, data information, data collecting procedure, and data analysis procedure are described. The third part consists of findings and interpretation that explain the result of analysis and discussion. The last part is conclusion.

TACO (Text as a Critical Object) Model

Text as a Critical Object (TACO) model is a new approach to analyse a discourse. It was found by John O'regan in 2006. He stated that to treat the text as a critical object is to problematise

the preferred representations of social practices in texts. Its aim is to raise awareness of how discourse is used publicly to present multiple representations of the truth. (O'Regan, 2006: 27).

Therefore, Text as Critical Object (O'Regan, 2006) interprets a discourse in four ways:

- a. Descriptive interpretation: The frame of the text, the visual organisation of the text, the topic, the reading position, the preferred reading, and the ideal reader.
- b. Representative interpretation: Interpretation of the image, grammar, vocabulary, and genre choices of the text.
- c. Social interpretation: The social context(s) which the text seems to be part of (e.g., contexts of gender, race, disability, economy, politics, family, class, income, psychology, age, etc.)
- d. Deconstructive interpretation: Aspects of the descriptive, representative and social dimensions of the text which appear to contradict or undermine the preferred reading.

Previous Study

The first previous study was done by John O'regon in 2002, he used his new approach of TACO model to analyse a discourse. The paper has two main objectives: first, to demonstrate that the discourses of modernity and of postmodernity are not necessarily incompatible, especially when they are brought together over texts in the classroom, and second, to argue against a perceived closure of the university as a public sphere due to the increasing focus on transferable skills in the delivery of subject-based knowledge. The result show that Universities should be taking a leading role in articulating public counter-discourses to prevailing trends in the practice of knowledge formation in university disciplines.

The second previous study was done by Philip Gendall, Paul Spoonley and Andrew Trlin in 2007. The survey research was titled *The Attitudes of New Zealanders to Immigrants and Immigration: 2003 and 2006 Compared*, involving 750 respondents. The survey reported as part of the New Settlers Programme, a multidisciplinary research programme supported by grants from the Foundation for Research, Science and Technology to contribute to knowledge and an understanding of the settlement experiences of immigrants and their impact on aspects of NZ society. Some of the results show that (1) more respondents were reported hearing racist remarks about immigrants than in 2003, (2) attitudes to immigrants and various aspects of immigration are more negative among Aucklanders than among other New Zealanders, (3) young people tend to be less tolerant of immigrants and less supportive of immigration than older people, (4) the strongest demographic influence on attitudes to immigrants and immigration is ethnicity. Maori attitudes to immigrants and immigration are consistently less positive and more negative than those of non-Maori, and this tendency has increased since 2003.

The last previous study was done by Joseph Rose on 2014, entitled 'The New Racism in the Media: A Discourse Analysis of Newspaper Commentary on Race, Presidential Politics, and Welfare Reform'. She conducted a research about newspaper comments toward racist. She analyzed the media discussion of welfare reform following a 2012 Mitt Romney attack advertisement that claimed that President Obama "gutted" welfare reform. She used discourse analysis and aimed at contributing to sociological knowledge about specific language and

strategies used by the media to perpetuate racism, and to demonstrate the relationship between political and social welfare discourse and racial ideologies.

Considering the previous researches, it can be seen that racism is not a new problem all over the world, yet it is a new and still growing phenomenon in NZ. The use of TACO analysis is also new in discourse analysis term. Based on those researches above, TACO was not used in analyzing the campaign given by Taika Waititi as an influencer on racism campaign video. The video was quite recent since it was uploaded to *Youtube* by NZHRC on Wednesday, 14 June, 2017. Yet, not a single analysis has ever done before, especially by using TACO analysis.

RESEARCH METHODOLOGY

Research Design

This research uses a qualitative design, as stated by Creswell (2012:16) qualitative research is used to see different major characteristics at each stage of the research process of: exploring the problem, justifying the problem, stating the purpose, collecting the data based on words, analyzing the description and the themes using the text, and writing a report. Moreover, he stated that qualitative research is best suited to address a research problem when the researcher does not know the variables and needs to explore. Furthermore, this research uses critical discourse analysis as a method.

Data Source and Data Information

The data source is from the Racism Campaign Video which was uploaded on Youtube account by NZHRC on Wednesday, 14 June, 2017. The speaker of the campaign video is Taika Waititi. The duration of the video is around 2 minutes. The data is the racism campaign video by Waititi which comprises of the words uses, the body gesture of the speaker and the viewers' responses on *Youtube* commentary section.

Data Collecting Technique and Data Collecting Procedure

In qualitative research, the data collection is more than simply deciding whether the researcher will use observation or interview to get the data (Creswell, 2012:204). Then, the researchers decide to use observation and audiovisual materials to collect the data. Observation is the process of gathering open-ended and firsthand information, while audiovisual materials consist of images or sounds that the researcher collect to help the researcher understand the core phenomenon under the study.

The data collecting procedure in this study are the following steps, first the researcher manually broke down the video into transcription, the researchers also observed the video commentaries section to know the impact of the video, then the researcher broke down the transcription sentence and words in to a line, then broke down the video into pictures to catch and capture the expression of the speaker, read the comments from the viewer, determined which visual materials would provide information, identified the visual material and chose the data which can be analyzed deeper.

Data Analysis Procedures

Analyzing the qualitative data requires the researcher understanding to make a sense from text and images in order to answer the research question (Creswell, 2012:236). The research used TACO model analysis to analyze the data of the video. The data analysis procedures are these following steps: (1) identify the descriptive data, (2) answer questions related to descriptive interpretation (3) identify the representative data (4) identify the semantic fields; identify the grammar used in the poetry. (5) answer questions related to the representative interpretation. (6) answer questions related to the social interpretation. (7) present and elaborate the findings (8) and the last is draw a conclusion.

FINDINGS AND INTERPRETATION

After analyzing the data, it was found that there were three discourse elements on racism campaign video. There are video transcription, special expression of face gesture, and the response of the viewer. The discussions explain deeper and detail of the findings. This part will consist of four parts. There are descriptive interpretation, representative interpretation, social interpretation, and deconstructive interpretation.

Descriptive Interpretation

Frame of the Text

The campaign video of racism was posted by NZHRC's *Youtube* account on Wednesday, 14 June, 2017 featuring Taika Waititi. This 1 minute and fifty seconds video is transcribed and broken down into 41 lines consisting of verbal and non-verbal features. Verbal feature can be found in spoken and written words from the video while the non-verbal features are available only in moving pictures. NZHRC mostly focused on law enforcement in NZ relate to human rights application and violation. The indication of a campaign or an invitation is shown in the title of video, "Give Nothing to Racism". Even though "give" is a less direct imperative word (Fairclough, 1989), but it is still a friendly gesture to invite people to not give anything to *racism*. Using descriptive and explanative text, the video is explaining about every tiny way to keep racism alive.

Macro and Micro Genre

The macro genre of the video is a campaign about racism while the micro genre is a descriptive and explanative text. It can be seen on how he explains every tiny way to keep racism alive.

Topic Presentation

The topic is presented through a formal appearance of a single speaker, but in a friendly and humorous way. Even though it is a campaign, the speaker tends to be little persuasive by doing the opposite act as racist person. This campaign consists of three phases, namely introduction, answering frequently asked and questioned about Racism (FAQaRs hereafter) and closing or conclusion.

Preferred Audience

The preferred reading of minimal consensus is about racism and its impact on people. The video is addressed to *Kiwis*, international colloquial demonym for New Zealanders (Belich and Wavers, 2008). However, choosing *Youtube* as the platform to spread the video gives us impression that its contents are meant to be widely watched by people from all around the world because through *Youtube* the video has the potential to quickly generate substantial audiences (Ricke, 2014).

Representative Interpretation

Image

The speaker Taika Waititi, wears a black suit in a black and white film effect while delivering his speech about racism and racist. The detail analysis will be mentioned below.

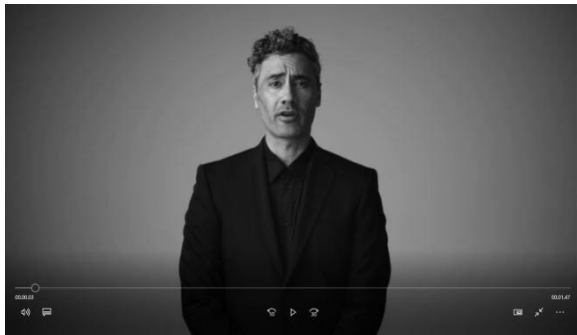


Figure 1



Figure 2

The organization of video only use black and white colour. Thus, there are only moving pictures depicted

- The speaker wears black suit in the centre of screen with frontal angle, framed by white background which is getting darker to the edge. Sometimes he speaks from medium shot (11 times), sometimes he stands very close to the camera (10 times).
- The black screen with a text written in white on it appears seven times
- On scene 22, When speaker is answering a question, a hand holding a black t-shirt appears from his left side, being offered a shirt written “RACIST”, he refuses it by saying ‘No, Thanks!’
- The speaker wears almost similar black t-shirt written “RACIST ON THE INSIDE” in white ink.
- The speaker laughs until his body leaned backward a little bit.
- The speaker points his right point finger to the audience.

Winokur and Helsinger (2001) stated that film directors opt black and white to make a political and/or aesthetic point, connection to the history, self-reflexivity the character, establish a biographical past, and establish point of view. Based on those definitions above, it could be seen that NZHRC as a part of the government uses the effect of black and white color to convey a political program to resist racist as a war of race and skin color and to make the speaker as self reflexivity to be a good example of Kiwis person in society. Furthermore,

Taika Waititi was born from a Maori father and a Russian mother (Wikipedia). As half New Zealander but being a New Zealander of the year means that the speaker is a succes potrait of Kiwis who has been giving good impact to NZ while he even has another ethnic in his blood, it can be seen that NZHRC wants to open people minds, especially the thought of native Kiwis to respectfully accept the diversity in NZ.



Figure3

The colour setting around the speaker is white and it is getting darker as it goes away from the speaker. According to Roger Deakins (2001), black and white in the frame help the viewers focus on the content. The actor in the centre wears black suit as if he is attending a funeral; black associated with mourning, grief and sadness in many cultures (Bourn, 2010). Then, dignified and sophisticated colour of black in dress and formal dinner suit represents of overpowering, aloof, depressing, pessimistic and evil (Johnson, 2015). This is supported by dominate speaker's expression during the video, for the example is in figure 3 where Taititi shows his anger, and it can be seen from a person whose furrowed brow, eyes wide open, head erect (Kohler et al., 2001).

Vocabulary

The words racism and racist are the key issues of the video, the former appears five times and the later twelve times. Besides, there are five pronouns 'it' referring to racism. Along with adjective words family of degree, they form clauses that show the level or type of racism, such as:

- help support a VERY important course (Line 2)
- You may not be in position to give MUCH to racism (Line 5)
- Will make HUGE difference (Line 7)
- You don't have to be a full on racist (Line 8)
- Just being a TINY bit racist is enough (Line 9)
- But I'm not a REAL racist, can I still help? (Line 13)
- Even if you don't come from racist background, that's okay. (Line 15)
- Being a bit racist is SUPER easy. (Line 16)
- just be A BIT racist and they'll feel the SOCIAL PRESSURE to follow along. (Line 19)

- My mom says being a bit racist is bad. (Line 20)
- If I only give a little bit, will it even make a difference? (Line 26)
- They will be getting hundreds of SMALL BITS EVERYDAY, (Line 29)
- You might not want to wear a t-shirt, to show how much of racist you are. (Line 32)
- ((get offered a t-shirt from his left side)) No Thanks, I'm racist on the inside. (Line 33)
- you can LAUGH at racist comments, (Line 35)

Those clauses indicated that racism has level or degree. Daniel and Kitano (1970) argued that there are three ordinary stages of racism, namely stereotyping, discriminating and segregating. Based on those clauses above, it could be seen that racism level in NZ is still in stereotype stage. Stereotype stage includes giving a stare toward the immigrant, laughing toward people who did racist to immigrant and etc.

There are only two participants of the video, the speaker and the audience. Taika Waititi as the speaker chosen by NZHRC addresses himself in the beginning of the video by saying "As New Zealander of the year, I am...". Only once occurrence of "I" as himself, he presents almost all information as questionable facts that appear to be true, this is related to his 'individual invisibility' (Coulthard et al. 2000). There are four more 'I's in the rest of video, but those are spoken by Taika while reading written text on black screen on behalf of people who ask in FAQaRs.

Taika talks to the Kiwis and invites them to not give anything to racism. By calling them 'my fellow Kiwis', he remarks that he is the part of the community. Being a New Zealander of the year, he is calling for attention that his voice needs to be considered.

Grammar

There are three tenses used in the video: present, continuous and future tense. Present tense shows that the topic is happening nowadays. Fairchild (2004) stated that racism is a current phenomenon now, only its expression is more disguised and subtle. The use of present continuous tense such as 'I am calling on everyone...' in order to persuade are stated by Keraf (2004:118), persuasion is an art of verbal which has a purpose to convince and persuade the hearer to believe and do something which is stated by the speaker at that time and in the future. In term of future tense, there are a few modal auxiliaries in the text, mostly used in either predictive statements, *will* with future use or with relation to ability

'You' was mentioned 12 times, referring to the Kiwis and all the people who consciously and unconsciously doing racist. Most of them are being used in active voices. Depicted in negative sentence, the audience is an active agent who does racism consciously and unconsciously.

- You may not be in position to give MUCH to racism, (Line 5)
- You don't have to be a full on racist, (Line 8)
- You don't actually have to talk people into it, (Line 18)
- you might not want to wear a t-shirt (Line 32)
- you can LAUGH at racist comments (Line 35)

A single passive voice in line 2, the agent is racism. Meaning, racism has no power according to the video maker, it is the people who keep it alive.

Only 2 modal verbs ‘can’ in line 7 in the form of question and 25 ‘you can laugh at racist comment. It does the same’. There is no nominalisation at all. Almost in every line of the text, the forbiddance of doing racist even a little is always put in first place. It follows by the impact of the action. The relation between clauses in sentences of first phase is ‘causes and results’ while the second phase of dialogue is ‘question-answer-action’; actions carried out by the speaker are the examples of being racist.

Audience Reaction

Regarding to the uploaded video on NZHRC’s *Youtube* account on June 14, 2017 (https://www.youtube.com/watch?v=g9n_UPyVR5s), there are two forms of reaction that will be discussed in this part, viewers’ reaction on *Youtube*’s commentary section and the amount of likes and dislikes. According to the website on August 7th 2017, the video was played 27.290 times and got 409 likes, 130 dislikes with 119 comments.

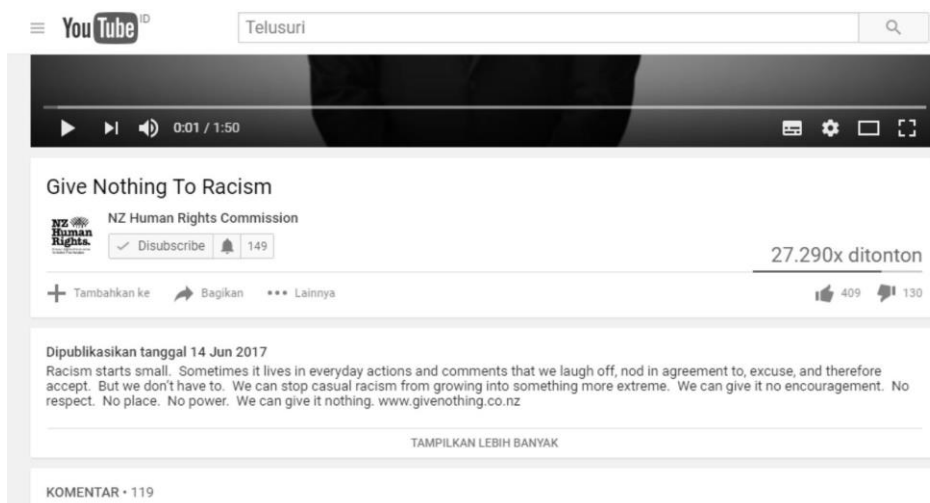


Figure 4

Some comments were posted by the viewers, consisting of positive comments that show their awareness of racism and the negative ones which make them belong to contradict side. The negative comments are listed below.



Figure 5

Social interpretation

NZ claimed their country as the most diversity country. The 2013 census identified 213 ethnic groups and the five largest being New Zealander are European, Maori, Chinese, Samoan, and Indian (cited on “are New Zealanders becoming more racist”, 2016). Along with this, the number of NZ racism also increased. Apparently, racism is coming from natives NZ who think immigrant causes problem in their land such as claiming their culture (Philip et al, 2007). Based on this case, NZHRC decided to make a campaign video featuring a native NZ with good achievement and manner to persuade his people to not being racist, no matter how small it is.

The examples of being racist such as talking about it—even a small one, wearing racist t-shirt and laughing to racist comment are taken from FAQaRs. Meaning, those acts have been occurring in real life. Showing the actions in front of viewers hopefully will increase the awareness of racism. It will open people’s mind and implement reflexivity whether what they are doing is racism or not.

However, there are countless racism cases from the past decade and even century until now in global society (Fairchild, 2004). Nowadays society should be educated about how dangerous racism is and how can racism spread fast like a virus and contagious other people. If we look to the African race living in the United States, they have gone through a lot of racism abuse for over centuries and the issue about racism still appear in the middle of modern society nowadays.

Deconstructive interpretation

In the study of any object, the object preferred idea of itself which it publicly wants to present has to be compared with what the object does in practice. This is stated by O’regan according to Adorno (2000) as the way to detect contradictions of an object in TACO. The preferred reading of video is racism and its impact to the people, yet there are few things in the practice that show disjuncture to the idea.

Taking example from the comments of the video, it can be seen that racist is related to the ‘black’ and ‘white’ people. The monochrome effect in the video helps the audience to focus on the message (Mitchel, 2001), but this also make people focus on the ‘white and black people’, although racist is more than skin color. Addressing ‘black and white background’ makes this video seemed to focus on apartheid issue. If this is what NZHRC wants to emphasize, it is better if the speaker is a black person. However, NZ deals with diversity and multi-ethnicities, not apartheid, which seems to be the focus of the commentary. It would be appropriate to address the diversity by colorful video, not black and white. The majority of negative sentences also indicate that the speaker blames and assumes that the audiences are racist people; and this distracts people from getting the message.

The way Taika Waititi presented his idea, by giving two big points of view (from a racist and the victim) backfired. The idea is to make it more ‘interesting and easy to remember by the younger generation’. But these two point-of-views confused the audiences because of its indirect invitation. This way of campaigning can also turn people into a racist by doing things they should avoid.

All of them are the evidences that the practice seems to contradict the preferred idea of the video. However, those are the ways how Taika Waititi as the representative of NZHRC to spread the message for raising people awareness on racism, what the impact is to people who receives it, and how the future hold if the world is full of racist people.

CONCLUSION AND SUGGESTION

Conclusion

People were not born to be racists, but then we all learn how to be one while growing up. Whether we want to or not, consciously or unconsciously, we express racist opinions, and we transmit racist attitudes and ideas. How? The societies transmit racist assumptions in almost imperceptible way, and accept it without questioning; sometimes they do not even aware of this process.

While we watch the racism campaign video by NZ Human Right commission, at the first, Taititi as the speaker gives his thought about racist using negative sentences, thus he states how racist works to destroy humanity. He also gives the example of a tiny bit racist that people do everyday unconsciously, in order to raise people awareness of what they do in their life, whether they are flourish or give nothing to racism. Furthermore, the video purposes to resist racist is not only by giving the words or inviting the influncer of the year but to persuade people and to raise people awareness toward racist thing. Konvalinka (2007:10) ever stated that human should consider dealing with racism through three processes namely awareness, reflection, and action. After people are aware, then they will reflect of what they do and they will have an action to resist racist. Furthermore, based on those video analysis, it can be concluded that NZHRC not only wants to raise Kiwis awareness on racism but also have an explicit message to native Kiwis to try to open their mind to accept diversity and imitate Waika Taititi as a half newzealander who have given a good impact with his succes to their country.

Suggestion

The researchers of this study recommend the further researchers who are interested in conducting similar research of CDA to a different social action discourse (e. g. gender inequality, diversity, women power, ethnicity and etc). Thus the further research could be more detail in conducting other discourse themes.

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ATTACHMENT 1 - VIDEO TRANSCRIPTION

1. As New Zealander of the YEAR.
2. I'm calling on EVERYONE of my fellow KIWIS to help support a VERY important course.
3. RACISM. ((pause))
4. Need YOUR HELP to survive.
5. You may not be in position to give MUCH to racism,
6. but whenever you feel comfortable giving,
7. will make HUGE difference.
8. You don't have to be a full on racist,
9. Just being a TINY bit racist is enough.
10. A smile, a cheeky giggle, even a simple nod an agreement,
11. it all adds up, AND, it gives others the message, that it's okay.
12. Frequently asked questions about racism.
13. but I'm not a REAL racist, can I still help?
14. OF COURSE.
15. even if you don't come from a racist background, that's okay.
16. Being a bit racist is SUPER easy.
17. How do I spread the word?
18. You don't actually have to talk people into it,
19. just be A BIT racist and they'll feel the SOCIAL PRESSURE to follow along.
20. My mom says being a bit racist is bad.
21. Gosh, SHUT UP mom. ((Breaking eye contact))
22. Whats in it for me?
23. Aaah ((thinking)) nothing, there is no: benefit whatsoever to being racist.
24. But ask yourself, what if everyone stopped giving to racism.
25. what KIND OF FUTURE would that be for our children?
26. If I only give a little bit, will it even make a difference?
27. Not to you, NO.
28. BUT to the people who RECEIVING the racism.
29. They will be getting hundreds of SMALL BITS EVERYDAY,
30. so it WILL add up, it will be noticed.
31. How do I show my support?
32. you might not want to wear a t-shirt, to show how much of racist you are.
33. ((get offered a t-shirt from his left side)) No Thanks, I'm racist on the inside.
34. ((Posing in different outfit))
35. you can LAUGH at racist comments,
36. it DOES the same thing.
37. ((laughing until his body leaned backward a bit))
38. Remember, the only thing that can keep racism alive and help it grow,

39. is FEEDING it, NURTURING it, and THAT’S where you come in.
40. Will you help it FLOURISH? ((pause))
41. or WILL YOU give to racism? ((point his right point finger to the audience))

This video transcription is manual transcription. The researchers transcript the video based on Handford and Gee (2012, 383). The transcription conventions are listed below:

ALL CAPS The utterance is louder or otherwise emphasized, in comparison to surrounding words

- [Overlapping talk
- (?) unintelligible speech
- (abc) “best guess” transcription
- (()) Additional information or description
- : Elongated vowel sound
- ? Rising intonation and pause
- . Falling intonation and pause
- , Slight pause
- self-interruption/repair

ATTACHMENT 2 VIDEO DESCRIPTION

Scene	Visualisation	Spoken words	Written words	Non-verbal
1	Medium shot	As New Zealander of the year, I am calling on everyone of my fellow Kiwis to help support a very important course,	-	Sad expression as if he disappointed about something. Eyes fixed to the camera.
2	Close up shot	Racism, need your help to survive	-	
3	Medium shot	You may not in position to give much to racist. But, whenever you feel comfortable giving, will make huge difference	-	
4	Close up shot	You don't have to be a full on racist, just being a tiny bit racist is enough	-	
5	Medium shot	A smile, a cheeky giggle, even a simple nod an agreement it all adds up and it gives others the message that it's okay	-	
6	Black background with white written words on it	Frequently asked questions about racism	FAQars	-
7		But I am not a real racist, can I still help?	-	
8	Medium shot	Off course	-	Sad expression as if he disappointed about something. Eyes fixed to the camera.
9	Close up shot	Even if you don't come from a racist background, that's okay. Being a bit racist is super easy.	-	
10	Black background with white written words on it	How do I spread the words?		-
11	Close up shot	You don't actually have to talk people into, it just a bit racist and they'll feel the social pressure to follow along	-	Sad expression as if he disappointed about something. Eyes fixed to the camera.
12	Black background with white written words on it	My mom says being a bit racist is bad		-
13	Medium shot	Gosh, shut up mom!	-	Breaking the eyes contact
14	Black background with white written words on it	What's in it for me?		-

15	Close up shot	Aaa, nothing! There is no benefit whatsoever to being racist.	-	Sad expression as if he disappointed about something. Eyes fixed to the camera.
16	Medium shot	But ask yourself what if everyone stopped giving to racism	-	
17	Close up shot	What kind of future would that be for our children	-	
18	Black background with white written words on it	If I only give a little bit, will it even make a difference?	-	-
19	Medium shot	Not to you, no! but to the people who receiving the racism	-	Sad expression as if he disappointed about something. Eyes fixed to the camera.
20	Closed up shot	They will be getting hundreds of small bits every day. So it will add up, it will be noticed.	-	
21	Black background with white written words on it	How do I show my support?	-	-
22	Medium shot	You might not want to wear a t-shirt to show how much of racist you are. No, Thanks!	-	A hand comes out from speaker's left side and offers a black T-shirt written "RACIST" in white ink
23	Close up shot	I am racist in the inside	-	A cheerful expression
24	Medium shot	-	-	Wearing black T-shirt written "RACIST IN INSIDE" in white ink and smiling horribly
25	Close up shot	You can laugh at racist comment. It does a same thing	-	Serious face
26	Medium shot	-	-	Laughing until his body leaning backward a bit.
27	Close up shot	Remember! The only thing that keep racism alive and help it grow. Is feeding it, nurturing it and that's where you come in. will you help it flourish	-	-
28	Medium shot	Or, will you give to racism?	-	Pointing his right finger point.

