

## REFERENCES

- Abaido, G. M. (2019). Cyberbullying on social media platforms among university students in the United Arab Emirates. *International Journal of Adolescence and Youth*, 25(1), 407–420. <https://doi.org/10.1080/02673843.2019.1669059>
- Aboujaoude, E. (2015). Cyberbullying: Review of an old problem gone viral. In *Journal of Adolescent Health* 57(1), 10–18.
- Acharya, C. P. (2014). Use of ICT/Web tools in ELT in Nepal. *Journal of NELTA*, 19(1–2), 1–16. <https://doi.org/10.3126/nelta.v19i1-2.12076>
- Ackers, M. J. (2012). Cyberbullying: Through the eyes of children and young people. *Educational Psychology in Practice*, 28(2), 141–157. <https://doi.org/10.1080/02667363.2012.665356>
- Adebayo, D. O., & Ninggal, M. T. (2022). Relationship between social media use and students' cyberbullying behaviors in a west malaysian public University. *Journal of Education*, 202(4), 524-533. <https://doi.org/10.1177/0022057421991868>
- Adebayo, D. O., Ninggal, M. T., & Bolu-Steve, F. N. (2019). Influence of motivations for social media use on cyberbullying behaviours among undergraduates in Malaysian public universities. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, 9(1), 36–47.
- Adediran, A. O. (2021). Cyberbullying in Nigeria: Examining the adequacy of legal responses. *International Journal for the Semiotics of Law-Revue internationale de Sémiotique juridique*, 34(4), 965-984. <https://doi.org/10.1007/s11196-020-09697-7>
- Agatston, P. W., Kowalski, R., & Limber, S. (2007). Students' perspectives on cyber bullying. *Journal of Adolescent Health*, 41(6), S59-S60. <https://doi.org/10.1016/j.jadohealth.2007.09.003>
- Aizenkot, D., & Kashy-Rosenbaum, G. (2021). Cyberbullying victimization in WhatsApp classmate groups among Israeli elementary, middle, and high school students. *Journal of interpersonal violence*, 36(15-16). <https://doi.org/10.1177/0886260519842860>
- Akulut, Y., & Eristi, B. (2011). Cyberbullying and victimisation among Turkish university students. *Australasian Journal of Educational Technology*, 27(7). 1155-1170 <https://doi.org/10.14742/ajet.910>
- Akulut, Y., & Çuhadar, C. (2011). Reflections of preservice information technology teachers regarding cyberbullying. *Turkish Online Journal of Qualitative Inquiry*, 2(3), 67-76.
- Akcil, S. (2018). Cyberbullying-victimization, acculturative stress, and depression among international college students [Doctoral Dissertation, Kent State University]. Ohiolink. [http://rave.ohiolink.edu/etdc/view?acc\\_num=kent1529712251699618](http://rave.ohiolink.edu/etdc/view?acc_num=kent1529712251699618)
- AlHarbi, B. Y., AlHarbi, M. S., AlZahrani, N. J., Alsheail, M. M., & Ibrahim, D. M. (2020). Using machine learning algorithms for automatic cyber bullying detection in Arabic social media. *Journal of Information Technology Management*, 12(2), 123–130. <https://doi.org/10.22059/JITM.2020.75796>
- Alhujailli, A., Karwowski, W., Wan, T. T., & Hancock, P. (2020). Affective and stress consequences of cyberbullying. *Symmetry*, 12(9), 1-25. <https://doi.org/10.3390/sym12091536>

- Alim, S. (2015). Analysis of tweets related to cyberbullying: Exploring information diffusion and advice available for cyberbullying victims. *International Journal of Cyber Behavior, Psychology and Learning*, 5(4), 31–52. <https://doi.org/10.4018/IJCBPL.2015100103>
- Alotaibi, N. B. (2019). Cyber bullying and the expected consequences on the students' academic achievement. IEEE Access, 7, 153417–153431. <https://doi.org/10.1109/ACCESS.2019.2947163>
- Alvi, S., Downing, S., & Cesaroni, C. (2015). The self and the 'Selfie': Cyber-bullying theory and the structure of late modernity. *Contemporary Perspectives in Family Research*, 9, 383–406. <https://doi.org/10.1108/S1530-353520150000009016>
- Amaghlobeli, N. (2012). Linguistic features of typographic emoticons in SMS discourse. *Theory and Practice in Language Studies*, 2(2), 348–354. <https://doi.org/10.4304/tpls.2.2.348-354>
- Antoniadou, N., & Kokkinos, C. M. (2015). Cyber and school bullying: Same or different phenomena?. *Aggression and Violent Behavior*, 25, 363–372. <https://doi.org/10.1016/j.avb.2015.09.013>
- Aoyama, I. (2011). Cyberbullying among high school students: Cluster analysis of sex and age differences and the level of parental monitoring. *International Journal of Cyber Behavior, Psychology and Learning*, 1(1), 25–35. <https://doi.org/10.4018/ijcbpl.2011010103>
- Aoyama, I., Saxon, T. F., & Fearon, D. D. (2011). Internalizing problems among cyberbullying victims and moderator effects of friendship quality. *Multicultural Education & Technology Journal*, 5(2), 92–105. <https://doi.org/10.1108/17504971111142637>
- Aoyama, I., & Talbert, T. L. (2010). Cyberbullying internationally increasing: New challenges in the technology generation. In *Adolescent Online Social Communication and Behavior: Relationship Formation on the Internet* (pp. 183–201). <https://doi.org/10.4018/978-1-60566-926-7.ch012>
- Arafah, B., & Hasyim, M. (2019). The language of emoji in social media. *KnE Social Sciences: The 2nd Annual International Conference on Language and Literature (AICLL 2019)*, 494–504.
- Arafah, B., & Hasyim, M. (2023). Digital literacy: The right solution to overcome the various problems of meaning and communication on social media. *Studies in Media and Communication*, 11(4), 19. <https://doi.org/10.11114/sm.v11i4.6003>
- Arafah, B., Hasyim, M., Khaerana, A. St. A., Soraya, A. I., Ramadhani, R., Ismail, A., & Takwa, T. (2023). The digital culture literacy of generation Z netizens as readers, producers and publishers of text on social media. *International Journal of Intelligent Systems and Applications in Engineering*, 11(3), 112–123.
- Arai, K., Bhatia, R., & Kapoor, S. (2019). Intelligent Computing: *Proceedings of the 2019 Computing Conference*. Springer.
- Arató, N., Zsido, A. N., Lénárd, K., & Lábadi, B. (2020). Cybervictimization and cyberbullying: The role of socio-emotional skills. *Frontiers in Psychiatry*, 11, 1–8. <https://doi.org/10.3389/fpsyg.2020.00248>
- Aricak, T., Siyahhan, S., Uzunhasanoglu, A., Saribeyoglu, S., Ciplak, S., Yilmaz, N., & Memmedov, C. (2008). Cyberbullying among Turkish adolescents. *CyberPsychology & Behavior*, 11(3), 253–261.

- Arntfield, M. (2015). Towards a cybervictimology: Cyberbullying, routine activities theory, and the anti-sociality of social media. *Canadian Journal of Communication*, 40(3), 371–388. <https://doi.org/10.22230/cjc.2015v40n3a2863>
- Athanasiades, C., Kamariotis, H., Psalti, A., Baldry, A. C., & Sorrentino, A. (2015). Internet use and cyberbullying among adolescent students in Greece: The tabby project. *Hellenic Journal of Psychology*, 12(1), 14–39.
- Awford, J. (2015). Text speak makes your spelling BETTER, claims top linguist who says technology is making teenagers read more than ever. The Daily Mail. <https://www.dailymail.co.uk/news/article-2984220/Text-speak-makes-youngsters-spelling-BETTER-according-linguist-claims-technology-making-teenagers-read-ever.html>
- Bagaskoro, L. R. (2021). Jerat Hukum Pelaku Cyberbullying. HukumOnline.Com. <https://www.hukumonline.com/klinik/detail/ulasan/lt6063521a8e344/jerat-hukum-pelaku-icyberbullying-i/>
- Balakrishnan, V. (2018). Actions, emotional reactions and cyberbullying – From the lens of bullies, victims, bully-victims and bystanders among Malaysian young adults. *Telematics and Informatics*, 35(5), 1190–1200. <https://doi.org/10.1016/j.tele.2018.02.002>
- Baldry, A. (2019). Post-traumatic stress symptoms among Italian preadolescents involved in school and cyber bullying and victimization. *Journal of Child and Family Studies*, 28(9), 2358–2364. <https://doi.org/10.1007/s10826-018-1122-4>
- Barnes, A., Cross, D., Lester, L., Hearn, L., Epstein, M., & Monks, H. (2012). The invisibility of covert bullying among students: Challenges for school intervention. *Australian Journal of Guidance and Counselling*, 22(2), 206–226. <https://doi.org/10.1017/jgc.2012.27>
- Bashir, N. (2020). The qualitative researcher: The flip side of the research encounter with vulnerable people. *Qualitative Research*, 20(5), 667–683. <https://doi.org/10.1177/1468794119884805>
- Batra, M. (2014). Cyber-bullying in India: The search for a solution -- why the current law in india is ill-equipped. *SSRN Electronic Journal*. (16 February) 1-15. <https://doi.org/10.2139/ssrn.2396955>
- Beauchere, J. F. (2014). Preventing online bullying: What companies and others can do. *International Journal of Technoethics*, 5(1), 69–77. <https://doi.org/10.4018/ijt.2014010106>
- Belsey, B. (1999). Cyberbullying: An Emerging Threat to the “Always On” Generation. [Www.Billbelsey.Com](http://www.billbelsey.com/?cat=13). <http://www.billbelsey.com/?cat=13>
- Beran, T., & Li, Q. (2008). The relationship between cyberbullying and school bullying. *The Journal of Student Wellbeing*, 1(2), 16–33. <https://doi.org/10.21913/JSW.v1i2.172>
- Berne, S., Frisén, A., & Oskarsson, J. (2020). High school students' suggestions for supporting younger pupils counteract cyberbullying. *Scandinavian Journal of Psychology*, 61(1), 47–53. <https://doi.org/10.1111/sjop.12538>
- Bhat, C. S., Chang, S. H., & Linscott, J. A. (2010). Addressing cyberbullying as a media literacy issue. *New Horizons in Education*, 58(3), 34-43.
- Bhat, C. S., Ragan, M. A., Selvaraj, P. R., & Shultz, B. J. (2017). Online bullying among high-school students in India. *International Journal for the Advancement of Counselling*, 39(2), 112–124.

- Bishop, J. (2013). The art of trolling law enforcement: A review and model for implementing 'flame trolling' legislation enacted in Great Britain (1981–2012). *International Review of Law, Computers & Technology*, 27(3), 301–318. <https://doi.org/10.1080/13600869.2013.796706>
- Bjorkqvist, K., & Osterman, K. (2014). Does childhood physical punishment predispose to a "Victim Personality"? *Pediatrics & Therapeutics*, 04(01), 2161-0665. <https://doi.org/10.4172/2161-0665.1000190>
- Blumenfeld, W. J., & Cooper, R. M. (2010). LGBT and allied youth responses to cyberbullying: policy implications. *International Journal of Critical Pedagogy*, 3(1), 114–133.
- Bocij, P., Griffiths, M. D., & McFarlane, L. (2002). Cyberstalking: A new challenge for criminal law. *The Criminal Lawyer*, 122, 3-5.
- Boulton, M., Lloyd, J., Down, J., & Marx, H. (2012). Predicting undergraduates' self-reported engagement in traditional and cyberbullying from attitudes. *Cyberpsychology, Behavior, and Social Networking*, 15(3), 141–147. <https://doi.org/10.1089/cyber.2011.0369>
- Bower, M. (2016). Deriving a typology of Web 2.0 learning technologies: Deriving a typology of Web 2 learning technologies. *British Journal of Educational Technology*, 47(4), 763–777. <https://doi.org/10.1111/bjet.12344>
- Bowler, L., Knobel, C., & Mattern, E. (2015). From cyberbullying to well-being: A narrative-based participatory approach to values-oriented design for social media. *Journal of the Association for Information Science and Technology*, 66(6), 1274–1293. <https://doi.org/10.1002/asi.23270>
- Bramwell, S., & Mussen, D. (2003, November 20). *Boy text bullied to death*. Star Times, A1.
- Broll, R., & Huey, L. (2015). "Just being mean to somebody isn't a Police matter": Police perspectives on policing cyberbullying. *Journal of School Violence*, 14(2), 155–176. <https://doi.org/10.1080/15388220.2013.879367>
- Brown, W. M., Hazraty, S., & Palasinski, M. (2019). Examining the dark tetrad and its links to cyberbullying. *Cyberpsychology, Behavior, and Social Networking*, 22(8), 552–557. <https://doi.org/10.1089/cyber.2019.0172>
- Bryce, J., & Fraser, J. (2013). "It's common sense that it's wrong": Young people's perceptions and experiences of cyberbullying. *Cyberpsychology, Behavior, and Social Networking*, 16(11), 783–787. <https://doi.org/10.1089/cyber.2012.0275>
- Bulut, İ., Erdoğan, M., Gönülal, B., Baş, R., & Kılıç, Ö. (2019). Using short texts and emojis to predict the gender of a texter. In Turkish," 2019 4th International Conference on Computer Science and Engineering (UBMK), Samsun, Turkey, 2019, pp. 435-438. <https://doi.org/10.1109/UBMK.2019.8907198>
- Burlet, R. E. (2019). *Cyberbullying Prevention and Intervention: Perspectives of School Psychologists and School Counselors*. Minnesota State University, Mankato.
- Bussey, K., Luo, A., Fitzpatrick, S., & Allison, K. (2020). Defending victims of cyberbullying: The role of self-efficacy and moral disengagement. *Journal of School Psychology*, 78, 1–12. <https://doi.org/10.1016/j.jsp.2019.11.006>
- Bykov, I. A., Balakhonskaya, L. V., Gladchenko, I. A., & Balakhonsky, V. V. (2018). Verbal aggression as a communication strategy in digital society. Proceedings of the 2018 IEEE Communication Strategies in Digital Society Workshop, ComSDS 2018, 12–14. <https://doi.org/10.1109/COMSDS.2018.8354954>

- Calmaestra, J., Rodríguez-Hidalgo, A. J., Mero-Delgado, O., & Solera, E. (2020). Cyberbullying in adolescents from Ecuador and Spain: Prevalence and differences in gender, school year and ethnic-cultural background. *Sustainability*, 12(11), 1-14. <https://doi.org/10.3390/su12114597>
- Calvo-Morata, A., Freire-Morán, M., Martínez-Ortiz, I., & Fernández-Manjón, B. (2019). Applicability of a cyberbullying videogame as a teacher tool: Comparing teachers and educational sciences students. *IEEE Access*, 7, 55841–55850. <https://doi.org/10.1109/ACCESS.2019.2913573>
- Calvo-Morata, A., Rotaru, D. C., Alonso-Fernández, C., Freire-Morán, M., Martínez-Ortiz, I., & Fernández-Manjón, B. (2020). Validation of a cyberbullying serious game using game analytics. *IEEE Transactions on Learning Technologies*, 13(1), 186–197. <https://doi.org/10.1109/TLT.2018.2879354>
- Campbell, M. A. (2005). Cyber Bullying: An old problem in a new guise? *Australian Journal of Guidance and Counselling*, 15(1), 68–76. <https://doi.org/10.1375/ajgc.15.1.68>
- Cappadocia, M. C., Craig, W. M., & Pepler, D. (2013). Cyberbullying: Prevalence, stability, and risk factors during adolescence. *Canadian Journal of School Psychology*, 28(2), 171–192. <https://doi.org/10.1177/0829573513491212>
- Carter, J. M., & Wilson, F. L. (2015). Cyberbullying: A 21st century health care phenomenon. *Pediatric Nursing*, 41(3), 115–125.
- Carvalho, M., Branquinho, C., & Gaspar De Matos, M. (2017). Cyberbullies, cybervictims and cyberbullies-victims: Discriminant factors in Portuguese adolescents. *Psicologia, Saúde & Doença*, 18(3), 657–668. <https://doi.org/10.15309/17psd180303>
- Cassidy, W., Brown, K., & Jackson, M. (2012a). “Making Kind Cool”: parents’ suggestions for preventing cyber bullying and fostering cyber kindness. *Journal of Educational Computing Research*, 46(4), 415–436. <https://doi.org/10.2190/EC.46.4.f>
- Cassidy, W., Brown, K., & Jackson, M. (2012). ‘Under the radar’: Educators and cyberbullying in schools. *School Psychology International*, 33(5), 520-532. <https://doi.org/10.1177/0143034312445245>
- Cassidy, W., Faucher, C., & Jackson, M. (2013). Cyberbullying among youth: A comprehensive review of current international research and its implications and application to policy and practice. *School psychology international*, 34(6), 575-612. <https://doi.org/10.1177/0143034313479697>
- Cesaroni, C., Downing, S., & Alvi, S. (2012). Bullying enters the 21st century? turning a critical eye to cyber-bullying research. *Youth Justice*, 12(3), 199–211. <https://doi.org/10.1177/1473225412459837>
- Chang, F.-C., Chiu, C.-H., Miao, N.-F., Chen, P.-H., Lee, C.-M., Chiang, J.-T., & Pan, Y.-C. (2015). The relationship between parental mediation and Internet addiction among adolescents, and the association with cyberbullying and depression. *Comprehensive Psychiatry*, 57, 21–28. <https://doi.org/10.1016/j.comppsych.2014.11.013>
- Chang, F.-C., Lee, C.-M., Chiu, C.-H., Hsi, W.-Y., Huang, T.-F., & Pan, Y.-C. (2013). Relationships among cyberbullying, school bullying, and mental health in Taiwanese adolescents. *Journal of School Health*, 83(6), 454–462. <https://doi.org/10.1111/josh.12050>
- Chapin, J. (2014). Adolescents and Cyber Bullying: The precaution adoption process model. *Education and Information Technologies*, 21(4), 719–728.

- Chatzakou, D., Leontiadis, I., Blackburn, J., Cristofaro, E. D., Stringhini, G., Vakali, A., & Kourtellis, N. (2019). Detecting cyberbullying and cyberaggression in social media. *ACM Transactions on the Web (TWEB)*, 13(3), 1-51.
- Chen, Y., Zhou, Y., Zhu, S., & Xu, H. (2012). Detecting offensive language in social media to protect adolescent online safety. 2012 International Conference on Privacy, Security, Risk and Trust and 2012 International Conference on Social Computing, 71–80. <https://doi.org/10.1109/SocialCom-PASSAT.2012.55>
- Cheng, L., Li, J., Silva, Y. N., Hall, D. L., & Liu, H. (2019, January). Xbully: Cyberbullying detection within a multi-modal context. In *Proceedings of the twelfth ACM international conference on web search and data mining* (pp. 339-347). <https://doi.org/10.1145/3289600.3291037>
- Chi, P. T. L., Lan, V. T. H., Ngan, N. H., & Linh, N. T. (2020). Online time, experience of cyber bullying and practices to cope with it among high school students in Hanoi. *Health Psychology Open*, 7(1). <https://doi.org/10.1177/2055102920935747>
- Choo, M. S. (2016). *Cyberbullying on Facebook and psychosocial adjustment in Malaysian adolescents* [Dissertation, University of Hawaii at Manoa]. HDL repo.
- Choong, L. H., & Varathan, K. D. (2015). Cyberbullying detection on Twitter. *International Journal of Information Systems and Engineering*, 3(1), 36–47.
- Cochet, H., & Vauclair, J. (2010). Pointing gestures produced by toddlers from 15 to 30 months: Different functions, hand shapes and laterality patterns. *Infant Behaviour and Development*, 33(4), 432–442. <https://doi.org/10.1016/j.infbeh.2010.04.009>
- Cohen-Almagor, R. (2020). Cyberbullying, moral responsibility, and social networking: Lessons from the Megan Meier tragedy. *European Journal of Analytic Philosophy*, 16(1), 75–98. <https://doi.org/10.31820/ejap.16.1.4>
- Cohn, N., Engelen, J., & Schilperoord, J. (2019). The grammar of emoji? Constraints on communicative pictorial sequencing. *Cognitive Research: Principles and Implications*, 4(1), 1–18. <https://doi.org/10.1186/s41235-019-0177-0>
- Cohn, N., Roijackers, T., Schaap, R., & Engelen, J. (2018). Are emoji a poor substitute for words? Sentence processing with emoji substitutions. CogSci.
- Coloroso, B. (2003). *The bully, the bullied, and the bystander breaking the cycle of violence*. Silver creek central school. Forestville
- Connect, U. (2017). *10 rules of netiquette for students*. UTEP Connect Extended University. UTEP
- Cowie, H., & Colliety, P. (2010). Cyberbullying: Sanctions or sensitivity?. *Pastoral Care in Education*, 28(4), 261–268. <https://doi.org/10.1080/02643944.2010.528017>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed). Sage Publications.
- Creswell, J. W. & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Crosslin, K., & Golman, M. (2014). “Maybe you don’t want to face it” College students’ perspectives on cyberbullying. *Computers in Human Behavior*, 41, 14–20. <https://doi.org/10.1016/j.chb.2014.09.007>
- Danesi, M. (2016). *The semiotics of emoji: The rise of visual language in the age of the internet*. Bloomsbury Publishing.

- Daud, N., & Ali, A. Z. M. (2018). The potentials of emoji in visual communication. *Ideology: Journal of Arts and Social Science*, 3(3), 217–225.
- Davidson, T., Warmsley, D., Macy, M., & Weber, I. (2017, May). Automated hate speech detection and the problem of offensive language. In *Proceedings of the international AAAI conference on web and social media*. 11(1) 512-515. <https://doi.org/10.48550/ARXIV.1703.04009>
- Davis, K., Randall, D. P., Ambrose, A., & Orand, M. (2015). ‘I was bullied too’: Stories of bullying and coping in an online community. *Information Communication and Society*, 18(4), 357–375. <https://doi.org/10.1080/1369118X.2014.952657>
- D’Cruz, P., & Noronha, E. (2018). Target experiences of workplace bullying on online labour markets: Uncovering the nuances of resilience. *Employee Relations*, 40(1), 139–154. <https://doi.org/10.1108/ER-09-2016-0171>
- Del Rey, R., Elipe, P., & Ortega-Ruiz, R. (2012). Bullying and cyberbullying: Overlapping and predictive value of the co-occurrence. *Psicothema*, 24(4), 608–613.
- Derkx, D., Fischer, A. H., & Bos, A. E. R. (2008). The role of emotion in computer-mediated communication: A review. *Computers in Human Behavior*, 24(3), 766–785. <https://doi.org/10.1016/j.chb.2007.04.004>
- DeSmet, A., Veldeman, C., Poels, K., Bastiaensens, S., Van Cleemput, K., Vandebosch, H., & De Bourdeaudhuij, I. (2014). Determinants of self-reported bystander behavior in cyberbullying incidents amongst adolescents. *Cyberpsychology, Behavior, and Social Networking*, 17(4), 207–215. <https://doi.org/10.1089/cyber.2013.0027>
- Didden, R., Scholte, R. H. J., Korzilius, H., de Moor, J. M. H., Vermeulen, A., O’reilly, M., Lang, R., & Lancioni, G. E. (2009). Cyberbullying among students with intellectual and developmental disability in special education settings. *Developmental Neurorehabilitation*, 12(3), 146–151. <https://doi.org/10.1080/17518420902971356>
- Dillon, K. P., & Bushman, B. J. (2015). Unresponsive or un-noticed?: Cyberbystander intervention in an experimental cyberbullying context. *Computers in Human Behavior*, 45, 144–150. <https://doi.org/10.1016/j.chb.2014.12.009>
- Dinakar, K., Reichart, R., & Lieberman, H. (2011). Modeling the Detection of Textual Cyberbullying. *Proceedings of the International AAAI Conference on Web and Social Media*, 5(3), 11–17. <https://doi.org/10.1609/icwsm.v5i3.14209>
- Doane, A. N. (2011). *Testing of a brief Internet cyberbullying prevention program in college students*. Old Dominion University.
- Doane, A. N., Pearson, M. R., & Kelley, M. L. (2014). Predictors of cyberbullying perpetration among college students: An application of the Theory of Reasoned Action. *Computers in Human Behavior*, 36, 154–162. <https://doi.org/10.1016/j.chb.2014.03.051>
- Donat, M., Rüprich, C., Gallschütz, C., & Dalbert, C. (2020). Unjust behavior in the digital space: The relation between cyber-bullying and justice beliefs and experiences. *Social Psychology of Education*, 23(1), 101–123. <https://doi.org/10.1007/s11218-019-09530-5>
- Doobo, S. (2014). The cyber bullying of pop star Tablo and South Korean society: Hegemonic discourses on educational background and military service. *Acta Koreana*, 17(1), 479–504. <https://doi.org/10.18399/acta.2014.17.1.018>
- Dooley, J. J., Pyzalski, J., & Cross, D. (2009). Cyberbullying versus face-to-face bullying: A theoretical and conceptual review. *Journal of Psychology*, 217(4), 182–188. <https://doi.org/10.1027/0044-3409.217.4.182>

- Drange, E.-M. D., Hasund, I. K., & Stenström, A.-B. (2014). "Your mum!" Teenagers' swearing by mother in English, Spanish and Norwegian. *International Journal of Corpus Linguistics*, 19(1), 29–59. <https://doi.org/10.1075/ijcl.19.1.02dra>
- Dresner, E., & Herring, S. C. (2010). Functions of the nonverbal in CMC: Emoticons and illocutionary force. *Communication Theory*, 20(3), 249–268. <https://doi.org/10.1111/j.1468-2885.2010.01362.x>
- Dynel, M. (2016). Conceptualizing conversational humour as (im) politeness: The case of film talk. *Journal of Politeness Research*, 12(1), 117–147. <https://doi.org/10.1515/pr-2015-0023>
- Ellison, L., & Akdeniz, Y. (1999). *Cyberstalking: The regulation of harassment on the Internet*. Routledge
- Elsherif, E., & Nsir, N. (2015). Introducing slang to English language learners. *Ohio TESOL Journal*, 7(3), 6–9.
- Englander, E., Donnerstein, E., Kowalski, R., Lin, C. A., & Parti, K. (2017). Defining cyberbullying. *Pediatrics*, 140, S148–S151. <https://doi.org/10.1542/peds.2016-1758U>
- Extremera, N., Quintana-Orts, C., Mérida-López, S., & Rey, L. (2018). Cyberbullying victimization, self-esteem and suicidal ideation in adolescence: Does emotional intelligence play a buffering role?. *Frontiers in Psychology*, 9, 1–9. <https://doi.org/10.3389/fpsyg.2018.00367>
- Farina, F., & Lyddy, F. (2011). The language of text messaging: "Linguistic ruin" or resource?. *Irish Psychologist*, 37(6), 145–149.
- Fasya, M., & Suhendar, E. N. M. (2013). Variabel sosial sebagai penentu penggunaan makian dalam bahasa indonesia. *Linguistik Indonesia*, 31(1), 81–102.
- Faucher, C., Jackson, M., & Cassidy, W. (2014). Cyberbullying among University Students: Gendered Experiences, Impacts, and Perspectives. *Education Research International*, 2014, 1–10. <https://doi.org/10.1155/2014/698545>
- Fayaz, H., & Khalique, A. (2016). A review on sociological impacts of social networking. *International Journal of Engineering, Applied Sciences and Technology*, 1(12), 6–12.
- Febriana, T., & Budiarto, A. (2019). Twitter dataset for hate speech and cyberbullying detection in Indonesian language. In Proceedings of 2019 International Conference on Information Management and Technology, ICIMTech 2019 (pp. 379–382).
- Francisco, S. M., Veiga Simão, A. M., Ferreira, P. C., & Martins, M. J. D. D. (2015). Cyberbullying: The hidden side of college students. *Computers in Human Behavior*, 43(1), 167–182. <https://doi.org/10.1016/j.chb.2014.10.045>
- Gahagan, K., Vaterlaus, J. M., & Frost, L. R. (2016). College student cyberbullying on social networking sites: Conceptualization, prevalence, and perceived bystander responsibility. *Computers in Human Behavior*, 55, 1097–1105. <https://doi.org/10.1016/j.chb.2015.11.019>
- Gámez-Guadix, M., Orue, I., Smith, P. K., & Calvete, E. (2013). Longitudinal and reciprocal relations of cyberbullying with depression, substance use, and problematic internet use among adolescents. *Journal of Adolescent Health*, 53(4), 446–452. <https://doi.org/10.1016/j.jadohealth.2013.03.030>
- Garaigordobil, M., & Larrain, E. L. (2020). Bullying and cyberbullying in LGBT adolescents: Prevalence and effects on mental health. *Comunicar*, 28(62), 77–87. <https://doi.org/10.3916/C62-2020-07>

- Garaigordobil, M., & Machimbarrena, J. M. (2019). Victimization and perpetration of bullying/cyberbullying: Connections with emotional and behavioral problems and childhood stress. *Psychosocial Intervention*, 28(2), 67–73. <https://doi.org/10.5093/pi2019a3>
- Garaigordobil, M., & Martínez-Valderrey, V. (2018). Technological resources to prevent cyberbullying during adolescence: The Cyberprogram 2.0 program and the cooperative Cybereduca 2.0 Videogame. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00745>
- Garby, L. (2013). Direct Bullying: Criminal act or mimicking what has been learned?. *Education*, 4(3), 448–450.
- Gawne, L., & McCulloch, G. (2019). Emoji as digital gestures. *Language@ Internet*, 17(2). 1-22.
- Gianesini, G., & Brighi, A. (2015). Cyberbullying in the era of digital relationships: The unique role of resilience and emotion regulation on adolescents' adjustment. *Sociological Studies of Children and Youth*. <https://doi.org/10.1108/S1537-466120150000019001>
- Gibson, W. (1984). *Neuromancer*. Ace Books.
- Gillespie, A. A. (2006). Cyber-bullying and harassment of teenagers: The legal response. *Journal of Social Welfare and Family Law*, 28(2), 123–136. <https://doi.org/10.1080/09649060600973772>
- Golato, A., & Taleghani-Nikazm, C. (2006). Negotiation of face in web chats. *Mult*, 25(3), 293–321. <https://doi.org/10.1515/MULTI.2006.017>
- González-Cabrera, J., Calvete, E., León-Mejía, A., Pérez-Sancho, C., & Peinado, J. M. (2017). Relationship between cyberbullying roles, cortisol secretion and psychological stress. *Computers in Human Behavior*, 70, 153–160. <https://doi.org/10.1016/j.chb.2016.12.054>
- Graeff, E. (2014), "Tweens, cyberbullying, and moral reasoning: separating the upstanders from the bystanders", *Communication and Information Technologies Annual (Studies in Media and Communications, Vol. 8)*, Emerald Group Publishing Limited, Bingley, pp. 231-257. <https://doi.org/10.1108/s2050-206020140000008016>
- Graves, T. N. (2013). *Bridging the divide: A case study investigating digitally-wise teacher perceptions of middle school cyberbullying*. [Dissertation, Liberty University]. <https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1737&context=doctoral>
- Greenleaf, G. (1998). An endnote on regulating cyberspace: architecture vs law? *University of New South Wales Law Journal* 21(2): 1-27.
- Griffin, R. (2013). *Fascism, Totalitarianism and Political Religion*. Routledge. <https://doi.org/10.4324/9780203320624>
- Gross, C. M. (2016). *The dangerous side of social media: Manipulating bystander aggression and support to cyberbullying victims through an application of side* [Thesis Doctoral, University of Wisconsin-Milwaukee]. <https://dc.uwm.edu/etd/1145>
- Hamer, A. den, Konijn, E. A., & Keijer, M. G. (2014). Cyberbullying behavior and adolescents' use of media with antisocial content: A cyclic process model. *Cyberpsychology, Behavior, and Social Networking*, 17(2), 74–81. <https://doi.org/10.1089/cyber.2012.0307>
- Hamuddin, B., & Dahler. (2018). blogs as powerful learning tools: the perception from EFL students in Riau main island Indonesia. *IOP Conference Series: Earth and Environmental Science*, 156(1), 1–6. <https://doi.org/10.1088/1755-1315/156/1/012060>

- Hamuddin, B., Kurniawan, K., Syaifulah, S., & Herdi, H. (2018a). Detecting major problems in learning english through blog-based class. *Journal of Education and Learning (EduLearn)*, 12(3), 529–537. <https://doi.org/10.11591/edulearn.v12i3.7766>
- Hamuddin, B., Syahdan, S., & Kurniawan, K. (2018b). Cyberbullying on students' blog: Exploring bully in digital era. *ELT- Lectura*, 5(2), 189–197. <https://doi.org/10.31849/elt-lectura.v5i2.1700>
- Hamuddin, B., Syahdan, S., Rahman, F., Rianita, D., & Derin, T. (2019). Do they truly intend to harm their friends? the motives beyond cyberbullying among university students. International. *Journal of Cyber Behavior, Psychology and Learning*, 9(4), 32–44. <https://doi.org/10.4018/IJCBPL.2019100103>
- Hanafiah, M. G., & Yusoff, M. Y. M. (2015). Kontroversi Program "i want to touch a dog" dalam Media Kontemporer daripada Perspektif Melayu.". *Jurnal Komunikasi, Malaysian Journal of Communication*, 31, 195-210.
- Haslam, N., Loughnan, S., & Sun, P. (2011). Beastly: What makes animal metaphors offensive? *Journal of Language and Social Psychology*, 30(2), 311–325. <https://doi.org/10.1177/0261927X11407168>
- Heiman, T., Olenik-Shemesh, D., & Eden, S. (2015). Cyberbullying involvement among students with adhd: relation to loneliness, self-efficacy and social support. *European Journal of Special Needs Education*, 30(1), 15–29. <https://doi.org/10.1080/08856257.2014.943562>
- Herring, S., & Ge-Stadnyk, J. (2020). Do emoji sequences have a preferred word order?. *Proceedings of the 14th International AAAI Conference on Web and Social Media*. 1-5. <https://doi.org/10.36190/2020.05>
- Hijmans, E. (1996). Logic for qualitative media content analysis: A typology. *Communications-Sankt Augustin Then Berlin-*, 21, 93-108.
- Hinduja, S., & Patchin, J. W. (2007). Offline consequences of online victimization: School violence and delinquency. *Journal of School Violence*, 6(3), 89–112. [https://doi.org/10.1300/J202v06n03\\_06](https://doi.org/10.1300/J202v06n03_06)
- Hinduja, S., & Patchin, J. W. (2010). Bullying, cyberbullying, and suicide. *Archives of Suicide Research*, 14(3), 206–221. <https://doi.org/10.1080/13811118.2010.494133>
- Hinduja, S., & Patchin, J. W. (2019). Connecting adolescent suicide to the severity of bullying and cyberbullying. *Journal of School Violence*, 18(3), 333–346. <https://doi.org/10.1080/15388220.2018.1492417>
- Hmielowski, J. D., Hutchens, M. J., & Cicchirillo, V. J. (2014). Living in an age of online incivility: Examining the conditional indirect effects of online discussion on political flaming. *Information, Communication & Society*, 17(10), 1196–1211. <https://doi.org/10.1080/1369118X.2014.899609>
- Hollá, K., Fenyvesiová, L., & Hanuliaková, J. (2017). Measurement of cyber-bullying severity. *New Educational Review*, 47(1), 29–38. <https://doi.org/10.15804/tner.2017.47.1.02>
- HosseiniMardi, H. (2016). *Multimodal labelling and characterization of social network data for detection and prediction of cyberbullying* [Thesis Doctoral, University of Colorado]. CU Scholar. [https://scholar.colorado.edu/concern/graduate\\_thesis\\_or\\_dissertations/8049g524z](https://scholar.colorado.edu/concern/graduate_thesis_or_dissertations/8049g524z)
- HosseiniMardi, H., Mattson, S. A., Rafiq, R. I., Han, R., Lv, Q., & Mishra, S. (2015). *Prediction of cyberbullying incidents on the Instagram social network*. MobiSys.

- Howlett-Brandon, M. (2014). *Cyberbullying: An examination of gender, race, ethnicity, and environmental factors from the national crime victimization survey: Student crime supplement, 2009*. [Dissertations, Virginia College University]. VCU Scholar Compas. <https://doi.org/10.25772/TENZ-WB86>
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Hsieh, S. H., & Tseng, T. H. (2017). Playfulness in mobile instant messaging: Examining the influence of emoticons and text messaging on social interaction. *Computers in Human Behavior*, 69, 405–414. <https://doi.org/10.1016/j.chb.2016.12.052>
- Hua, T. K., Abd Hamid, B., & Mat So'od., S. M. (2019). Linguistic features of Cyberbullying. *Proceeding in International Conference on Advanced Research in Social Sciences*, 49–59. <https://doi.org/10.33422/icarss.2019.03.90>
- Huang, C.-M., & Mutlu, B. (2013). Modelling and evaluating narrative gestures for humanlike robots. *Robotics: Science and Systems*, 57–64. <https://doi.org/10.15607/RSS.2013.IX.026>
- Huang, Y., & Chou, C. (2010). An analysis of multiple factors of cyberbullying among junior high school students in Taiwan. *Computers in Human Behavior*, 26(6), 1581–1590. <https://doi.org/10.1016/j.chb.2010.06.005>
- Huberty, J., Green, J., Puzia, M., & Stecher, C. (2021). Evaluation of mood check-in feature for participation in meditation mobile app users: Retrospective longitudinal analysis. *JMIR mHealth and uHealth*, 9(4), e27106.
- Irwin, G. (2019). *Swearing in a Second Language*. Grand Valley State University.
- Isik, B., & Ozdemir, N. (2019). How does cyberbullying affect the values of university youth?: It's analysis in terms of education and mental health. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 6(1), 405–412. <https://doi.org/10.18844/prosoc.v6i1.4193>
- Jacobs, N. C., Völlink, T., Dehue, F., & Lechner, L. (2014). Online Pestkoppenstoppen: systematic and theory-based development of a web-based tailored intervention for adolescent cyberbully victims to combat and prevent cyberbullying. *BMC public health*, 14, 1-16. <https://doi.org/10.1186/1471-2458-14-396>
- Jäger, T., Amado, J., Matos, A., & Pessoa, T. (2010). Analysis of experts' and trainers' views on cyberbullying. *Australian Journal of Guidance and Counselling*, 20(2), 169–181. <https://doi.org/10.1375/ajgc.20.2.169>
- Jamil, H. M., & Breckenridge, R. (2018). GreenShip: A social networking system for combating cyber-bullying and defending personal reputation. *Proceedings of the ACM Symposium on Applied Computing*, 1813–1820. <https://doi.org/10.1145/3167132.3167326>
- Jawaami, A. J. (2017, Oct). Mengapa anjing jadi kata makian? Ayo bandung. <https://www.ayobandung.com/unik/pr-79625743/mengapa-anjing-jadi-kata-makian?page=all>
- Jaya, P. H. I. (2012). Efektifitas penjara dalam menyelesaikan masalah sosial. *Hisbah: Jurnal Bimbingan Konseling Dan Dakwah Islam*, 9(1), 105–124. <https://doi.org/10.14421/hisbah.2012.091-06>
- Jelenchick, L. A., Eickhoff, J. C., & Moreno, M. A. (2013). "Facebook depression?" Social networking site use and depression in older adolescents. *Journal of Adolescent Health*, 52(1), 128–130. <https://doi.org/10.1016/j.jadohealth.2012.05.008>

- Jenaro, C., Flores, N., Vega, V., Cruz, M., Pérez, M. C., & Torres, V. A. (2018). Cyberbullying among adults with intellectual disabilities: Some preliminary data. *Research in Developmental Disabilities*, 72, 265–274. <https://doi.org/10.1016/j.ridd.2017.12.006>
- Jibril, T. A., & Abdullah, M. H. (2013). Relevance of emoticons in computer-mediated communication contexts: An overview. *Asian social science*, 9(4), p201. <https://doi.org/10.5539/ass.v9n4p201>
- Jin, C., Kaur, H., Khatun, A., & Uppalapati, S. (2019). Detecting traces of bullying in Twitter posts using machine learning. In *Intelligent Computing: Proceedings of the 2019 Computing Conference, Volume 1* (pp. 796-803). Springer International Publishing. [https://doi.org/10.1007/978-3-030-22871-2\\_56](https://doi.org/10.1007/978-3-030-22871-2_56)
- Kelly, R., & Watts, L. (2015, Sept 20). *Characterising the inventive appropriation of emoji as relationally meaningful in mediated close personal relationships. Experiences of Technology Appropriation: Unanticipated Users, Usage, Circumstances, and Design*. In <https://researchportal.bath.ac.uk/en/publications/characterising-the-inventive-appropriation-of-emoji-as-relational>
- Kerstens, J., & Veenstra, S. (2016). Cyber bullying in the Netherlands: A criminological perspective. *International Journal of Cyber Criminology*, 9(2), 144–161. <https://doi.org/10.5281/zenodo.55055>
- Khine, A. T., Saw, Y. M., Htut, Z. Y., Khaing, C. T., Soe, H. Z., Swe, K. K., ... & Hamajima, N. (2020). Assessing risk factors and impact of cyberbullying victimization among university students in Myanmar: A cross-sectional study. *PloS one*, 15(1), e0227051. <https://doi.org/10.1371/journal.pone.0227051>
- Kift, S., Marilyn, C., & Butler, D. A. (2010). Cyberbullying in social networking sites and blogs: Legal issues for young people and schools. *Journal of Law, Information and Science*, 20(2), 60-97.
- Kircaburun, K., Demetrovics, Z., Király, O., & Griffiths, M. D. (2020). Childhood emotional trauma and cyberbullying perpetration among emerging adults: A multiple mediation model of the role of problematic social media use and psychopathology. *International Journal of Mental Health and Addiction*, 18(3), 548–566. <https://doi.org/10.1007/s11469-018-9941-5>
- Koehler, C., & Weber, M. (2018). "Do I really need to help?!" Perceived severity of cyberbullying, victim blaming, and bystanders' willingness to help the victim. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 12(4), 1–15. <https://doi.org/10.5817/CP2018-4-4>
- Kokkinos, C. M., & Antoniadou, N. (2019). Cyber-bullying and cyber-victimization among undergraduate student teachers through the lens of the General Aggression Model. *Computers in Human Behavior*, 98, 59–68. <https://doi.org/10.1016/j.chb.2019.04.007>
- Kokkinos, C. M., Antoniadou, N., & Markos, A. (2014). Cyber-bullying: An investigation of the psychological profile of university student participants. *Journal of Applied Developmental Psychology*, 35(3), 204–214. <https://doi.org/10.1016/j.appdev.2014.04.001>
- König, A., Gollwitzer, M., & Steffgen, G. (2010). Cyberbullying as an act of revenge? *Australian Journal of Guidance and Counselling*, 20(2), 210–224. <https://doi.org/10.1375/ajgc.20.2.210>
- Kontostathis, A., Reynolds, K., Garron, A., & Edwards, L. (2013, May). Detecting cyberbullying: query terms and techniques. In *Proceedings of the 5th annual ACM web science conference* (pp. 195-204). <https://doi.org/10.1145/2464464.2464499>

- Kota, R., & Moreno, M. A. (2013). The nature of cyber-bullying among college students. *Journal of Adolescent Health*, 52(2), S55. <https://doi.org/10.1016/j.jadohealth.2012.10.129>
- Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140(4), 1073–1137. <https://doi.org/10.1037/a0035618>
- Kowalski, R. M., & Limber, S. P. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. *Journal of Adolescent Health*, 53(1), S13–S20. <https://doi.org/10.1016/j.jadohealth.2012.09.018>
- Kraft, E. M., & Wang, J. (2010). An exploratory study of the cyberbullying and cyberstalking experiences and factors related to victimization of students at a public liberal arts college. *International Journal of Technoethics*, 1(4), 74–91. <https://doi.org/10.4018/ijte.2010100106>
- Kumazaki, A., Suzuki, K., Katsura, R., Sakamoto, A., & Kashibuchi, M. (2011). The effects of netiquette and ICT skills on school-bullying and cyber-bullying: The two-wave panel study of Japanese elementary, secondary, and high school students. *Procedia - Social and Behavioral Sciences*, 29, 735–741. <https://doi.org/10.1016/j.sbspro.2011.11.299>
- Kurniasih, N., Kuswarno, E., Yanto, A., & Sugiana, D. (2020). *Media literacy to overcome cyberbullying: Case study in an elementary school in Bandung Indonesia*. Library Philosophy and Practice. ProQuest.
- Kwon, K. H., & Gruzd, A. (2017). Is offensive commenting contagious online? Examining public vs interpersonal swearing in response to Donald Trump's YouTube campaign videos. *Internet Research*, 27(4), 991-1010. <https://doi.org/10.1108/IntR-02-2017-0072>
- Landazabal, G., Teresa, M., & Garagorri, J. M. M. (2017). Stress, competence, and parental educational styles in victims and aggressors of bullying and cyberbullying. *Psicothema*, 29(3), 335–340.
- Lapidot-Lefler, N., & Hosri, H. (2016). Cyberbullying in a diverse society: Comparing Jewish and Arab adolescents in Israel through the lenses of individualistic versus collectivist cultures. *Social Psychology of Education*, 19(3), 569–585. <https://doi.org/10.1007/s11218-016-9339-9>
- Lattanzio, L. S. (2018). *Cyberbullying, relational, and social aggression* (Doctoral Dissertation, Duquesne University). Duquesne University ProQuest Dissertations Publishing. <https://www.proquest.com/openview/00ae6185f78b572b00c26abba79c7a9f/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Lereya, S. T., Samara, M., & Wolke, D. (2013). Parenting behavior and the risk of becoming a victim and a bully/victim: A meta-analysis study. *Child abuse & neglect*, 37(12), 1091-1108. <https://doi.org/10.1016/j.chabu.2013.03.001>
- Lerner, D. (2011). Cyberbullying among children in Japanese and American middle schools: An Exploration of Prevalence and Predictors [Thesis, Arizona State University]. <https://keep.lib.asu.edu/items/149651>
- Leung, A. N. M., Wong, N., & Farver, J. M. (2019). Testing the effectiveness of an e-course to combat cyberbullying. *Cyberpsychology, Behavior, and Social Networking*, 22(9), 569-577. <https://doi.org/10.1089/cyber.2018.0609>
- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: *The APA Publications and Communications*

- Board task force report. *American Psychologist*, 73(1), 26–46. <https://doi.org/10.1037/amp0000151>
- Li, Q. (2010). *Cyberbullying in high schools: A study of students' behaviors and beliefs about this new phenomenon*. *Journal of Aggression, Maltreatment and Trauma*. <https://doi.org/10.1080/10926771003788979>
- Lindsay, M., & Krysik, J. (2012). Online harassment among college students: A replication incorporating new Internet trends. *Information, Communication & Society*, 15(5), 703–719. <https://doi.org/10.1080/1369118X.2012.674959>
- Litwiller, B. J., & Brausch, A. M. (2013). Cyber bullying and physical bullying in adolescent suicide: the role of violent behavior and substance use. *Journal of Youth and Adolescence*, 42(5), 675–684. <https://doi.org/10.1007/s10964-013-9925-5>
- Lon, Y. S., & Widyawati, F. (2019). Food and local social harmony: Pork, communal dining, and muslim-christian relations in Flores, Indonesia. *Studia Islamika*, 26(3), 445–474. <https://doi.org/10.36712/sdi.v26i3.9917>
- López-Castro, L., & Priegue, D. (2019). Influence of family variables on cyberbullying perpetration and victimization: A systematic literature review. *Social Sciences*, 8(3), 1-25. <https://doi.org/10.3390/socsci8030098>
- Lu, N., Wu, G., Zhang, Z., Zheng, Y., Ren, Y., & Choo, K. R. (2019). Cyberbullying detection in social media text based on character-level convolutional neural network with shortcuts. *Concurrency Computation*, 32(23). <https://doi.org/10.1002/cpe.5627>
- Luić, L., & Lepoglavec, J. (2019). Netiquette and cyberbullying in the context of digital public relations of schools. *ICERI2019 Proceedings*, 1, 9561–9566. <https://doi.org/10.21125/iceri.2019.2331>
- Macaulay, P. J. R., Betts, L. R., Stiller, J., & Kellezi, B. (2020). “It’s so fluid, it’s developing all the time”: Pre-service teachers’ perceptions and understanding of cyberbullying in the school environment. *Educational Studies*, 46(5), 590–606. <https://doi.org/10.1080/03055698.2019.1620693>
- Maher, D. (2008). Cyberbullying: An ethnographic case study of one Australian upper primary school class. *Youth Studies Australia*, 27(4), 50–57.
- Mahmoudi, N., Olech, Ł. P., & Docherty, P. (2021). A comprehensive study of domain-specific emoji meanings in sentiment classification. *Computational Management Science*, 1–39. <https://doi.org/10.1007/s10287-021-00407-7>
- Mann, B. L. (2009). Social networking websites—A concatenation of impersonation, denigration, sexual aggressive solicitation, cyber-bullying or happy slapping videos. *International Journal of Law and Information Technology*, 17(3). <https://doi.org/10.1093/ijlit/ean008>
- Marczak, M., & Coyne, I. (2010). Cyberbullying at school: Good practice and legal aspects in the United Kingdom. *Australian Journal of Guidance and Counselling*, 20(2), 182–193. <https://doi.org/10.1375/ajgc.20.2.182>
- Mark, L., & Ratliffe, K. T. (2011). Cyber worlds: New playgrounds for bullying. *Computers in the Schools*, 28(2), 92–116. <https://doi.org/10.1080/07380569.2011.575753>
- Marvin, L.-E. (2006). Spoof, spam, lurk, and lag: The aesthetics of text-based virtual realities. *Journal of Computer-Mediated Communication*, 1(2), 0–0. <https://doi.org/10.1111/j.1083-6101.1995.tb00324.x>

- Marx, K. (2014). Power eliciting elements at the semantic-pragmatic interface: Data from cyberbullying and virtual character assassination attempts. In *The Expression of Inequality in Interaction*. John Benjamins. <https://www.jbe-platform.com/content/books/9789027270054-pbns.248.06mar>
- Mateu, A., Pascual-Sánchez, A., Martínez-Herves, M., Hickey, N., Nicholls, D., & Kramer, T. (2020). Cyberbullying and post-traumatic stress symptoms in UK adolescents. *Archives of Disease in Childhood*, 105(10), 951–956. <https://doi.org/10.1136/archdischild-2019-318716>
- McCulloch, G., & Gawne, L. (2018). Emoji grammar as beat gestures. Proceedings of the 1st International Workshop on Emoji Understanding and Applications in Social Media, Standford. <https://ceur-ws.org/Vol-2130/short1.pdf?ref=emojipedia>
- McLoughlin, C. (2008). Cyberbullying in the digital age: Development of E-safety strategies. In MCCSIS'08—IADIS Multi Conference on Computer Science and Information Systems; *Proceedings of ICT, Society and Human Beings* 2008 (pp. 131–138).
- McLoughlin, C., & Burgess, J. (2009). Online is not always a safe space: Student perceptions of how and why cyberbullying occurs. *Proceedings of the IADIS International Conference E-Learning 2009*, Part of the IADIS Multi Conference on Computer Science and Information Systems, MCCSIS 2009, 2, 83–88.
- Menesini, E. (2012). Cyberbullying: The right value of the phenomenon. comments on the paper “cyberbullying: An overrated phenomenon?” *European Journal of Developmental Psychology*, 9(5), 544–552. <https://doi.org/10.1080/17405629.2012.706449>
- Meter, D. J., & Bauman, S. (2015). When sharing is a bad idea: The effects of online social network engagement and sharing passwords with friends on cyberbullying involvement. *Cyberpsychology, Behavior, and Social Networking*, 18(8), 437–442. [https://doi.org/10.1089/cyber.2015.0081 budz](https://doi.org/10.1089/cyber.2015.0081)
- Michel, J. B., Kui Shen, Y., Presser Aiden, A., Veres, A., Gray, M. K., Pickett, J. P., Hoiberg, D., Clancy, D., Norvig, P., Orwant, J., Pinker, S., Nowak, M. A., & Aiden, E. L. (2011). Quantitative analysis of culture using millions of digitized books. *Science*, 331(6014), 176–182. <https://doi.org/10.1126/science.1199644>
- Milošević, M., & Putnik, N. (2019). The phenomenon of cyber bullying – a challenge for science and legislation. *Sociologija*, 61(4), 599–616. <https://doi.org/10.2298/SOC1904599M>
- Milosevic, T., & Vladislavljevic, M. (2020). Norwegian children's perceptions of effectiveness of social media companies' cyberbullying policies: An exploratory study. *Journal of Children and Media*, 14(1), 74–90. <https://doi.org/10.1080/17482798.2019.1695219>
- Mojdehi, A. S., Leduc, K., Shohoudi, A. M., & Talwar, V. (2019). Examining cross-cultural differences in youth's moral perceptions of cyberbullying. *Cyberpsychology, Behavior, and Social Networking*, 22(4), 243–248. <https://doi.org/10.1089/cyber.2018.0339>
- Moreno, M. A., Gower, A. D., Brittain, H., & Vaillancourt, T. (2019). Applying natural language processing to evaluate news media coverage of bullying and cyberbullying. *Prevention Science*, 20(8), 1274–1283. <https://doi.org/10.1007/s11121-019-01029-x>
- Moses, H. T. (2013). The relationship between the processes of moral disengagement & youth perceptions of cyber bullying behaviors during their final semester of high school. [Unpublished Doctoral Dissertation,]. University of Florida, USA.

- Mosquera, A., Aouad, L., Grzonkowski, S., & Morss, D. (2014). On detecting messaging abuse in short text messages using linguistic and behavioral patterns. arXiv Preprint. <https://doi.org/10.48550/arXiv.1408.3934>
- Mostert, F. (2007). Free speech and internet regulation. *Journal of Intellectual Property Law & Practice*, 2(8), 566–566. <https://doi.org/10.1093/jiplp/jpm117>
- Murnion, S., Buchanan, W. J., Smales, A., & Russell, G. (2018). Machine learning and semantic analysis of in-game chat for cyberbullying. *Computers and Security*, 76(7), 197–213. <https://doi.org/10.1016/j.cose.2018.02.016>
- Myers, C. A., & Cowie, H. (2019). Cyberbullying across the lifespan of education: Issues and interventions from school to university. *International Journal of Environmental Research and Public Health*, 16(7), 1–14. <https://doi.org/10.3390/ijerph16071217>
- Na'aman, N., Provenza, H., & Montoya, O. (2017). Varying linguistic purposes of emoji in (Twitter) context. *Proceedings of ACL 2017*, 136–141.
- Navarro, R. (2015). Psychosocial risk factors for involvement in bullying behaviors: empirical comparison between cyberbullying and social bullying victims and bullies. *School Mental Health*, 7(4), 235–248. <https://doi.org/10.1007/s12310-015-9157-9>
- Neuendorf, K. A. (2017). *The content analysis guidebook*. Sage Publications.
- Neves, J., & Pinheiro, L. D. O. (2010). Cyberbullying: A sociological approach. *International Journal of Technoethics*, 1(3), 24–34. <https://doi.org/10.4018/jte.2010070103>
- Norman, J. O. (2011). Mimetic theory and scapegoating in the age of cyberbullying: The case of Phoebe Prince. *Pastoral Care in Education*, 29(4), 287–300. <https://doi.org/10.1080/02643944.2011.626069>
- Novitasari, N. F., & Hia, N. I. A. (2021). Cyberbullying in movie cyberbully: An analysis from the psychological perspective. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(1), 44–64.
- Nuccitelli, M. (2012). Cyber bullying tactics. *Forensic Examiner*. 21(3), 24-27.
- Nurrahmi, H., & Nurjanah, D. (2018). Indonesian Twitter cyberbullying detection using text classification and user credibility. *International Conference on Information and Communications Technology, ICOIACT* 543–548. <https://doi.org/10.1109/ICOIACT.2018.8350758>
- Oblad, T. (2019). Cyberbullying among emerging adults: Exploring prevalence, impact, and coping methods. *International Journal of Criminology and Sociology*, 8, 45–54. <https://doi.org/10.6000/1929-4409.2019.08.06>
- Ockerman, M. S., Kramer, C., & Bruno, M. (2014). From the school yard to cyber space: a pilot study of bullying behaviours among middle school students. *RMLE Online*, 37(6), 1–18. <https://doi.org/10.1080/19404476.2014.11462109>
- Ofori, E. A. (2017). The use of insults to challenge political authority: A critical discourse analysis. *Language. Language*, 5(1), 134-173.
- Okumu, M., Kim, Y. K., Sanders, J. E., Makubuya, T., Small, E., & Hong, J. S. (2020). Gender-specific pathways between face-to-face and cyber bullying victimization, depressive symptoms, and academic performance among U.S. Adolescents. *Child Indicators Research*, 13(6), 2205–2223. <https://doi.org/10.1007/s12187-020-09742-8>
- Olweus, D. (1978). *Aggression in the schools: Bullies and whipping boys*. Hemisphere.

- Olweus, D. (2012). Cyberbullying: An overrated phenomenon?. *European Journal of Developmental Psychology*, 9(5), 520–538. <https://doi.org/10.1080/17405629.2012.682358>
- Olweus, D., & Limber, S. P. (2018). Some problems with cyberbullying research. *Current Opinion in Psychology*, 19, 139–143. <https://doi.org/10.1016/j.copsyc.2017.04.012>
- Ooi, K. B., Lee, V. H., Hew, J. J., & Lin, B. (2021). Mobile social cyberbullying: why are keyboard warriors raging?. *Journal of Computer Information Systems*, 61(4), 371–382. <https://doi.org/10.1080/08874417.2019.1679685>
- Ouytsel, J. Van, Torres, E., Choi, H. J., Ponnet, K., Walrave, M., & Temple, J. R. (2017). The associations between substance use, sexual behaviors, bullying, deviant behaviors, health, and cyber dating abuse perpetration. *Journal of School Nursing*, 33(2), 116–122. <https://doi.org/10.1177/1059840516683229>
- Özel, S. A., Sarac, E., Akdemir, S., & Aksu, H. (2020). Detection of cyber bullying in social media engineering. *International Journal of Advanced Trends in Computer Science and Engineering*, 9(4), 5148–5152.
- Park, S., Na, E.-Y., & Kim, E. (2014). The relationship between online activities, netiquette and cyberbullying. *Children and Youth Services Review*, 42, 74–81. <https://doi.org/10.1016/j.childyouth.2014.04.002>
- Patchin, J. W., & Hinduja, S. (2006). Bullies Move Beyond the Schoolyard: A Preliminary Look at Cyberbullying. *Youth Violence and Juvenile Justice*, 4(2), 148–169. <https://doi.org/10.1177/1541204006286288>
- Patchin, J. W., & Hinduja, S. (2010). Cyberbullying and self-esteem. *Journal of School Health*, 80(12), 614–621. <https://doi.org/10.1111/j.1746-1561.2010.00548.x>
- Patchin, J. W., & Hinduja, S. (2014). *Words wound: Delete cyberbullying and make kindness go viral*. Free Spirit Publishing.
- Patchin, J. W., & Hinduja, S. (2015). Measuring cyberbullying: Implications for research. *Aggression and Violent Behavior*, 23, 69–74. <https://doi.org/10.1016/j.avb.2015.05.013>
- Pavalanathan, U., & Eisenstein, J. (2016). (More emojis, less :) The competition for paralinguistic function in microblog writing. *First Monday*, 21(11). <https://doi.org/10.5210/fm.v21i11.6879>
- Payne, Alister and Van Belle, Jean-Paul, (2017). The Nature and Impact of Cyberbullying and Cyber-harassment in South African Schools. *AMCIS 2017 Proceedings*. 2. <https://aisel.aisnet.org/amcis2017/SocialTechincal/Presentations/2>
- Peled, Y. (2019). Cyberbullying and its influence on academic, social, and emotional development of undergraduate students. *Helyon*, 5(3), e01393.
- Pennell, D., Campbell, M., & Tangen, D. (2020). What influences Australian secondary schools in their efforts to prevent and intervene in cyberbullying? *Educational Research*, 62(3), 284–303. <https://doi.org/10.1080/00131881.2020.1795701>
- Pennington, Y. (2017). Cyberbullying Incidents Among African American Female Middle School Students [Dissertation, East Tennessee State University]. ETSU. <https://dc.etsu.edu/etd/3280/>
- Perry, R. (2020). Civil Liability for Cyberbullying. *UC Irvine Law Review*, 10(4), 1219. <https://doi.org/10.2139/ssrn.3371020>

- Pilkey, J. K. (2011). The nature and impact of cyberbullying on the middle school student. In [Unpublished Dissertation, Walden University].
- Pine, R., Morenga, L. Te, Olson, M., & Fleming, T. (2021). Development of a casual video game (Match Emoji) with psychological well-being concepts for young adolescents. *Digital Health*, 7. <https://doi.org/10.1177/20552076211047802>
- Pinto, V. R. A., Teixeira, C. G., Lima, T. S., Prata, E. R. B. D. A., Vidigal, M. C. T. R., Martins, E., ... & de Carvalho, A. F. (2020). Health beliefs towards kefir correlate with emotion and attitude: A study using an emoji scale in Brazil. *Food research international*, 129, 108833. <https://doi.org/10.1016/j.foodres.2019.108833>
- Poels, K., Rudnicki, K., & Vandebosch, H. (2022). The media psychology of boredom and mobile media use: Theoretical and methodological innovations. *Journal of Media Psychology: Theories, Methods, and Applications*, 34(2), 113–125.
- Poole, S. P. (2017). The experience of victimization as the result of cyberbullying among college students: a study of demographics, self-esteem, and locus of control. [Dissertations, Stephen F. Austin State University] Scholarworks. <https://scholarworks.sfasu.edu/etds/115>
- Popović-Ćitić, B., Djurić, S., & Cvetković, V. (2011). The prevalence of cyberbullying among adolescents: A case study of middle schools in Serbia. *School Psychology International*, 32(4), 412–424. <https://doi.org/10.1177/0143034311401700>
- Pozza, V. D., Di Pietro, A., & Morel, S. (2016). *Cyberbullying among Young People*. European Parliamentary Research Service; Policy Commons. <https://policycommons.net/artifacts/1340908/cyberbullying-among-young-people/>
- Price, M., Chin, M. A., Higa-McMillan, C., Kim, S., & Frueh, B. C. (2013). Prevalence and internalizing problems of ethnoracially diverse victims of traditional and cyber bullying. *School Mental Health*, 5(4), 183–191. <https://doi.org/10.1007/s12310-013-9104-6>
- Rafiq, R. I., HosseiniMardi, H., Han, R., Lv, Q., & Mishra, S. (2018). Scalable and timely detection of cyberbullying in online social networks. *Proceedings of the ACM Symposium on Applied Computing*, 1738–1747. <https://doi.org/10.1145/3167132.3167317>
- Raisi, E., & Huang, B. (2016). Cyberbullying identification using participant-vocabulary consistency. ARXIV. <https://doi.org/10.48550/ARXIV.1606.08084>
- Raisi, E., & Huang, B. (2018). Weakly supervised cyberbullying detection with participant-vocabulary consistency. *Social Network Analysis and Mining*, 8, 1-17. <https://doi.org/10.1007/s13278-018-0517-y>
- Rajalakshmi, M., & Naresh, B. (2018). Influence of cyber and workplace bullying towards employee negative emotions the moderating role of gender. *International Journal of Cyber Behavior, Psychology and Learning*, 8(2), 20–34. <https://doi.org/10.4018/IJCBPL.2018040102>
- Raskauskas, J., & Stoltz, A. D. (2007). Involvement in traditional and electronic bullying among adolescents. *Developmental Psychology*, 43, 564–575.
- Reynolds, K., Kontostathis, A., & Edwards, L. (2011). Using machine learning to detect cyberbullying. *Proceedings - 10th International Conference on Machine Learning and Applications*, ICMLA 2011. <https://doi.org/10.1109/ICMLA.2011.152>
- Richet, B. (Jan, 2011). The Flames? A Study of Insult Forums on the Internet. HALSHS <https://shs.hal.science/halshs-00661982>

- Rivituso, J. (2014). Cyberbullying victimization among college students: An interpretive phenomenological analysis. *Journal of Information Systems Education*, 25(1), 71–75.
- Roberto, A. J., Eden, J., Savage, M. W., Ramos-Salazar, L., & Deiss, D. M. (2014). Outcome evaluation results of school-based cybersafety promotion and cyberbullying prevention intervention for middle school students. *Health Communication*, 29(10), 1029–1042. <https://doi.org/10.1080/10410236.2013.831684>
- Roberts, N., Axas, N., Nesdole, R., & Repetti, L. (2016). Pediatric emergency department visits for mental health crisis: Prevalence of cyber-bullying in suicidal youth. *Child and Adolescent Social Work Journal*, 33(5), 469–472. <https://doi.org/10.1007/s10560-016-0442-8>
- Rose, S. (2012). *From LOL to three months in jail: Examining the validity and constitutional boundaries of the Arkansas Cyberbullying Act of 2011*. Ark. L. Rev., 65, 1001.
- Roskamp, T. J. (2009). *Cyberbullying in Illinois public schools*. Western Illinois University.
- Rubini, M., Roncarati, A., Ravenna, M., Albarello, F., Moscatelli, S., & Semin, G. R. (2017). Denying psychological properties of girls and prostitutes: The role of verbal insults. *Journal of Language and Social Psychology*, 36(2), 226–240. <https://doi.org/10.1177/0261927X16645835>
- Rybniček, M., Poisel, R., & Tjoa, S. (2013). Facebook watchdog: A research agenda for detecting online grooming and bullying activities. Proceedings - 2013 IEEE International Conference on Systems, Man, and Cybernetics, SMC 2013, 2854–2859. <https://doi.org/10.1109/SMC.2013.487>
- Safaria, T., & Suyono, H. (2020). The role of parent-child relationship, school climate, happiness, and empathy to predict cyberbullying behavior. *International Journal of Evaluation and Research in Education*, 9(3), 548–557. <https://doi.org/10.11591/ijere.v9i3.20299>
- Safaria, T., Tentama, F., & Suyono, H. (2016). Cyberbully, cybervictim, and forgiveness among Indonesian high school students. *Turkish Online Journal of Educational Technology-TOJET*, 15(3), 40-48.
- Saimima, I. D. S., & Rahayu, A. P. (2020). Anak korban tindak pidana perundungan (cyberbullying) di media sosial dalam perspektif viktimalogi. *Jurnal Kajian Ilmiah*, 20(2), 125–136.
- Sakki, I., & Martikainen, J. (2021). Mobilizing collective hatred through humour: Affective-discursive production and reception of populist rhetoric. *British Journal of Social Psychology*, 60(2), 610–634. <https://doi.org/10.1111/bjso.12419>
- Salus, C. (2012). *Cyber bullying: A new age of bullying amongst adolescents and what educators can do about it*. Winona State University.
- Sampietro, A. (2019). Emoji and rapport management in Spanish WhatsApp chats. *Journal of Pragmatics*, 143, 109–120. <https://doi.org/10.1016/j.pragma.2019.02.009>
- Scheithauer, H., Schultze-Krumbholz, A., Pfetsch, J., & Hess, M. (2021). Types of Cyberbullying. *The Wiley Blackwell Handbook of Bullying: A Comprehensive and International Review of Research and Intervention*, 1, 120–138.
- Schenk, A. M., Fremouw, W. J., & Keelan, C. M. (2013). Characteristics of college cyberbullies. *Computers in Human Behavior*, 29(6), 2320–2327. <https://doi.org/10.1016/j.chb.2013.05.013>
- Schnoebelen, T. J. (2012). *Emotions are relational: Positioning and the use of affective linguistic resources*. Stanford University.

- Schultze-Krumbholz, A., Göbel, K., Scheithauer, H., Brighi, A., Guarini, A., Tsorbatzoudis, H., & Al, V. B. et. (2014). A comparison of classification approaches for cyberbullying and traditional bullying using data from six European countries. *Journal of School Violence*, 14(1), 47–65. <https://doi.org/10.1080/15388220.2014.961067>
- Schwickerath, H. (2012). Cyberbullying and suicide among a sample of LGBTQ young adults [Thesis Doctoral, Duquesne University]. RepositoryD. <https://dsc.duq.edu/etd/1163>
- Seigfried-Spellar, K. C., O’Quinn, C. L., & Treadway, K. N. (2015). Assessing the relationship between autistic traits and cyberdeviancy in a sample of college students. *Behaviour & Information Technology*, 34(5), 533–542. <https://doi.org/10.1080/0144929X.2014.978377>
- Semerci, A. (2015). Examining middle school students’ views on text bullying. education and information technologies, 21(6), 1807–1819. <https://doi.org/10.1007/s10639-015-9420-6>
- Sezer, B., Yilmaz, R., & Yilmaz, F. G. K. (2015). Cyber bullying and teachers’ awareness. *Internet Research*, 25(4), 674–687. <https://doi.org/10.1108/IntR-01-2014-0023>
- Shariatpanahi, G., Tahouri, K., Asadabadi, M., Moienafshar, A., Nazari, M., & Sayarifard, A. (2021). Cyberbullying and Its Contributing Factors Among Iranian Adolescents. *International Journal of High Risk Behaviors and Addiction*, 10(3), e112178–e112178. <https://doi.org/10.5812/ijhrba.112178>
- Shea, V. (1994). Core Rules of Netiquette. *Educom Review*, 29(5), 58-62.
- Sheeba, J. I., & Devaneyan, S. P. (2016). Cyberbully detection using intelligent techniques. *International Journal of Data Mining and Emerging Technologies*, 6(2), 86–94. <https://doi.org/10.5958/2249-3220.2016.00012.4>
- Shultz, E., Heilman, R., & Hart, K. J. (2014). Cyber-bullying: An exploration of bystander behavior and motivation. *Cyberpsychology*, 8(4), 1–19. <https://doi.org/10.5817/CP2014-4-3>
- Sittichai, R. (2014). Information technology behavior cyberbullying in Thailand: Incidence and predictors of victimization and cyber-victimization. *Asian Social Science*, 10(11), 132–140. <https://doi.org/10.5539/ass.v10n11p132>
- Skiba, D. J. (2016). Face with tears of joy is word of the year: Are emoji a sign of things to come in health care? *Nursing Education Perspectives*, 37(1), 56–57. <https://doi.org/10.1097/01.NEP.0000476112.24899.a1>
- Skovholt, K., Grønning, A., & Kankaanranta, A. (2014). The Communicative Functions of Emoticons in Workplace E-Mails: :-). *Journal of Computer-Mediated Communication*, 19(4), 780–797. <https://doi.org/10.1111/jcc4.12063>
- Slonje, R. (2011). The nature of cyberbullying in Swedish schools: Processes, feelings of remorse by bullies, impact on victims and age-and gender differences [Thesis, Doctoral, University of London]. Repository. Research.gold <https://research.gold.ac.uk/id/eprint/6568/>
- Slonje, R., & Smith, P. K. (2008). Cyberbullying: Another main type of bullying?: Personality and Social Sciences. *Scandinavian Journal of Psychology*, 49(2), 147–154. <https://doi.org/10.1111/j.1467-9450.2007.00611.x>
- Smit, D. M. (2015). Cyberbullying in South African and American schools: A legal comparative study. *South African Journal of Education*, 35(2), 1–11. <https://doi.org/10.15700/saje.v35n2a1076>
- Smith, P. K. (2016). Bullying: Definition, Types, Causes, Consequences and Intervention. *Social and Personality Psychology Compass*, 10(9), 519–532. <https://doi.org/10.1111/spc3.12266>

- Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 49(4), 376–385. <https://doi.org/10.1111/j.1469-7610.2007.01846.x>
- Snakenborg, J. B. (2012). *Understanding how schools respond to cyberbullying*. ProQuest.
- Solomontos-Kountouri, O., & Strohmeier, D. (2021). The need to belong as motive for (cyber)bullying and aggressive behavior among immigrant adolescents in Cyprus. *New Directions for Child and Adolescent Development*, 177, 159–178. <https://doi.org/10.1002/cad.20418>
- Spears, B., Slee, P., Owens, L., & Johnson, B. (2009). Behind the scenes and screens insights into the human dimension of covert and cyberbullying. *Journal of Psychology*, 217(4), 189–196. <https://doi.org/10.1027/0044-3409.217.4.189>
- Squicciarini, A., Rajtmajer, S., & Griffin, C. (2017). Positive and negative behavioral analysis in social networks. *Wiley Interdisciplinary Reviews: Data Mining and Knowledge Discovery*, 7(3), e1203. <https://doi.org/10.1002/widm.1203>
- Steer, O. L., Betts, L. R., Baguley, T., & Binder, J. F. (2020). "I feel like everyone does it"-adolescents' perceptions and awareness of the association between humour, banter, and cyberbullying. *Computers in Human Behavior*, 108, 106297. <https://doi.org/10.1016/j.chb.2020.106297>
- Steffgen, G., König, A., Pfetsch, J., & Melzer, A. (2011). Are cyberbullies less empathic? Adolescents' cyberbullying behavior and empathic responsiveness. *Cyberpsychology, Behavior, and Social Networking*, 14(11), 643–648. <https://doi.org/10.1089/cyber.2010.0445>
- Strom, P. S., & Strom, R. D. (2005). Cyberbullying by adolescents: A preliminary assessment. *Educational Forum*, 70(1), 21–36. <https://doi.org/10.1080/00131720508984869>
- Sugiyama, S. (2015). Kawaii meiru and Maroyaka neko: Mobile emoji for relationship maintenance and aesthetic expressions among Japanese teens. *First Monday*, 20(10), 0–0. <https://doi.org/10.5210/fm.v20i10.5826>
- Sumer, S. I. (2017). A brief perspective on emoji marketing. *International Journal of New Technology and Research*, 9, 263245.
- Sun, X., Chen, L., Wang, Y., & Li, Y. (2020). The link between childhood psychological maltreatment and cyberbullying perpetration attitudes among undergraduates: Testing the risk and protective factors. *PLoS one*, 15(9), e0236792. <https://doi.org/10.1371/journal.pone.0236792>
- Supriyanto, A., Saputra, W., & Astuti, B. (2019). Peace Guidance and Counseling Based on Indonesian Local Wisdom. *2019 Ahmad Dahlan International Conference Series on Education & Learning, Social Science & Humanities (ADICS-ELSSH 2019)*, 12–15. <https://doi.org/10.2991/adics-elssh-19.2019.37>
- Tanrikulu, I. (2017). Cyberbullying prevention and intervention programs in schools: A systematic review. *School Psychology International*, 39(1), 74–91. <https://doi.org/10.1177/0143034317745721>
- Tanrikulu, I., & Erdur-Baker, Ö. (2019). Motives behind cyberbullying perpetration: A test of uses and gratifications theory. *Journal of Interpersonal Violence*, 1(1), 1–26. <https://doi.org/10.1177/0886260518819882>

- Tarwani, S., Jethanandani, M., & Kant, V. (2019). Cyberbullying detection in hindi-english code-mixed language using sentiment classification. In *Advances in Computing and Data Sciences: Third International Conference, ICACDS 2019, Ghaziabad, India, April 12–13, 2019, Revised Selected Papers, Part II* 3 (pp. 543-551). Springer. [https://doi.org/10.1007/978-981-13-9942-8\\_51](https://doi.org/10.1007/978-981-13-9942-8_51)
- Tench, M. (2003, January 21). Schools struggling to stop tech-savvy bullies who have taken their taunting to cyberspace. *Boston Globe*, B1.
- Thomas, D. (2012, Des). On the 20th anniversary of the first mobile phone text message... how texting made history but ruined our language—and plenty of marriages! *the daily mail*. <https://www.dailymail.co.uk/debate/article-2241980/How-texting-history-ruined-language--plenty-marriages.html>
- Thompson, C. A., Yost, K. J., Bartz, A., Kumar, A., Ruddy, K. J., Stan, D. L., Uhm, J. H., Warsame, R. M., Witzig, T. E., Novotny, P. J., & Sloan, J. (2018). Patient-reported outcomes, emoji, and activity measured on the Apple Watch in cancer patients. *Journal of Clinical Oncology*, 36(15), 6501–6501. [https://doi.org/10.1200/JCO.2018.36.15\\_suppl.6501](https://doi.org/10.1200/JCO.2018.36.15_suppl.6501)
- Tian, L., Yan, Y., & Huebner, E. S. (2018). Effects of cyberbullying and cybervictimization on early adolescents' mental health: differential mediating roles of perceived peer relationship stress. *Cyberpsychology, Behavior, and Social Networking*, 21(7), 429–436. <https://doi.org/10.1089/cyber.2017.0735>
- Toshack, T., & Colmar, S. (2012). A cyberbullying intervention with primary-aged students. *Australian Journal of Guidance and Counselling*, 22(2), 268–278. <https://doi.org/10.1017/jgc.2012.31>
- Trachtenbroit, M. L. B. (2011). *Cyberbullying, school violence, and youth suicide*. The University of Southern Mississippi.
- Troiano, G., & Nante, N. (2018). Emoji: What does the scientific literature say about them?-A new way to communicate in the 21th century. *Journal of Human Behavior in the Social Environment*, 28(4), 528–533. <https://doi.org/10.1080/10911359.2018.1437103>
- Tsesis, A. (2002). *Destructive messages: How hate speech paves the way for harmful social movements*. NYU Press.
- Turan, N., Polat, O., Karapirli, M., Uysal, C., & Turan, S. G. (2011). The new violence type of the era: Cyber bullying among university students: Violence among university students. *Neurology Psychiatry and Brain Research*, 17(1), 21–26. <https://doi.org/10.1016/j.npbr.2011.02.005>
- Tyson, D. K. (1930). A study of certain behavior traits of young delinquent boys. *Journal of Juvenile Research*, 14(1), 280–289.
- Umesh, B., Ali, N. N., Farzana, R., Bindal, P., & Aminath, N. N. (2018). Student and teachers perspective on cyber-bullying. *Journal of Forensic Psychology*, 3(1), 1–6. <https://doi.org/10.4172/2475-319x.1000132>
- University, C. S. (2021, August 31). Core Rules of Netiquette. Colorado State University's Course Design. <https://coursedesign.colostate.edu/obj/corerulesnet.html>
- University, C. S. (2021, August 31). *Netiquette Guidelines*. Columbus State University's Center of Online Learning.
- Van Dam, L., Rietstra, S., Van der Drift, E., Stams, G. J. J., Van der Mei, R., Mahfoud, M., ... & Reid, T. G. (2019). Can an emoji a day keep the doctor away? An explorative mixed-

methods feasibility study to develop a self-help app for youth with mental health problems. *Frontiers in Psychiatry*, 10, 593. <https://doi.org/10.3389/fpsy.2019.00593>

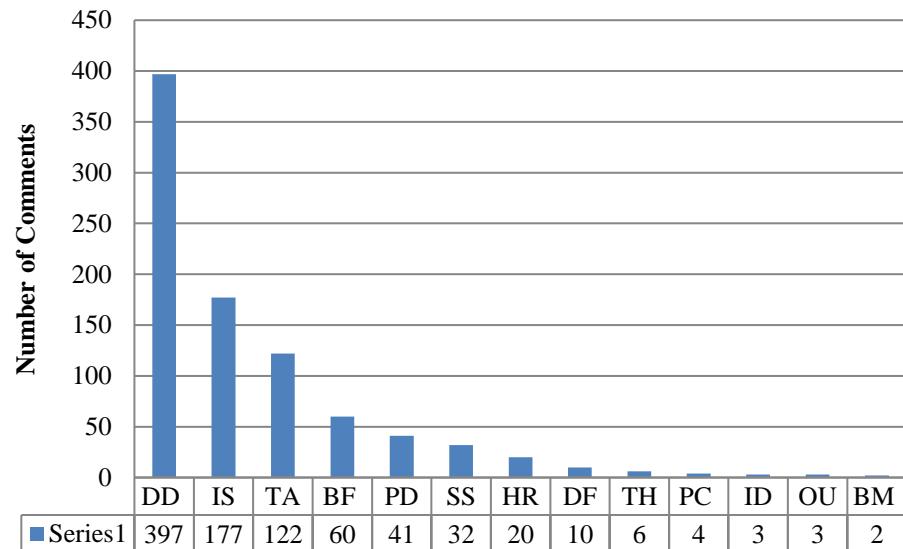
- Van Hee, C., Lefever, E., Verhoeven, B., Mennes, J., Desmet, B., De Pauw, G., ... & Hoste, V. (2015, September). Detection and fine-grained classification of cyberbullying events. In *Proceedings of the international conference recent advances in natural language processing* (pp. 672-680).
- Vandebosch, H., & Van Cleemput, K. (2008). Defining cyberbullying: A qualitative research into the perceptions of youngsters. *CyberPsychology & Behavior*, 11(4), 499-503. <https://doi.org/10.1089/cpb.2007.0042>
- Vandebosch, H., & Van Cleemput, K. (2009). Cyberbullying among youngsters: Profiles of bullies and victims. *New media & society*, 11(8), 1349-1371. <https://doi.org/10.1177/1461444809341263>
- Varjas, K., Talley, J., Meyers, J., Parris, L., & Cutts, H. (2010). High school students' perceptions of motivations for cyberbullying: An exploratory study. *Western Journal of Emergency Medicine*, 11(3), 269.
- Vishwakarma, A. K., Mishra, V., & Kumar, S. (2018). Workplace bullying: A noxious treatment for employee mental health. *Indian Journal of Health and Wellbeing*, 9(5), 730-734.
- Vivek, D., & Balasubramanie, P. (2020). An ensemble learning model to predict mental depression disorder using tweets. *Journal of Medical Imaging and Health Informatics*, 10(1), 143-151. <https://doi.org/10.1166/jmihi.2020.2871>
- Walker, C. M. (2012). *Twenty first century cyberbullying defined: An analysis of intent, repetition and emotional response*. Indiana University of Pennsylvania.
- Walker, C. M., Sockman, B. R., & Koehn, S. (2011). An Exploratory Study of Cyberbullying with Undergraduate University Students. *TechTrends: Linking Research and Practice to Improve Learning*, 55(2), 31-38.
- Walker, J. L. (2009). The contextualized rapid resolution cycle intervention model for cyberbullying [Thesis Doctoral, Arizona State University]. ProQuest. <https://www.proquest.com/openview/1f22c7fceccc63e2656f000e5b9eed5e/1?pq-origsite=gscholar&cbl=18750>
- Walther, J. B., & D'addario, K. P. (2001). The impacts of emoticons on message interpretation in computer-mediated communication. *Social science computer review*, 19(3), 324-347. <https://doi.org/10.1177/089443930101900307>
- Wan, G. (2006). Integrating Media Literacy into the Curriculum. *Academic Exchange Quarterly*, 10(3), 174–177.
- Wang, L., & Ngai, S. S. Y. (2020). The effects of anonymity, invisibility, asynchrony, and moral disengagement on cyberbullying perpetration among school-aged children in China. *Children and Youth Services Review*, 119, 105613. <https://doi.org/10.1016/j.childyouth.2020.105613>
- Wang, L., & Ngai, S. S. Y. (2022). Cyberbullying perpetration among Chinese adolescents: The role of power imbalance, fun-seeking tendency, and attitude toward cyberbullying. *Journal of interpersonal violence*, 37(23-24), NP21646-NP21671. <https://doi.org/10.1177/08862605211062988>

- Weissman, B., & Tanner, D. (2018). A strong wink between verbal and emoji-based irony: How the brain processes ironic emojis during language comprehension. *PLoS One*, 13(8), e0201727. <https://doi.org/10.1371/journal.pone.0201727>
- Wendland, M. (2003, November 17). *Cyber-bullies make it tough for kids to leave playground*. *Detroit Free Press*. <http://www.freep.com>
- Whittaker, E., & Kowalski, R. M. (2015). Cyberbullying via social media. *Journal of School Violence*, 14(1), 11-29. <https://doi.org/10.1080/15388220.2014.949377>
- Willard, N. E. (2007). *Cyberbullying and cyberthreats: Responding to the challenge of online social aggression, threats, and distress*. Research Press.
- William, G. (n.d.). Neuromancer. Ace.
- Wolfradt, U., & Doll, J. (2001). Motives of adolescents to use the internet as a function of personality traits, personal and social factors. *Journal of Educational Computing Research*, 24(1), 13–27. <https://doi.org/10.2190/ANPM-LN97-AUT2-D2EJ>
- Wolke, D., Lee, K., & Guy, A. (2017). Cyberbullying: A storm in a teacup? *European Child & Adolescent Psychiatry*, 26(8), 899–908. <https://doi.org/10.1007/s00787-017-0954-6>
- Wong, N., & McBride, C. (2018). Fun over conscience: Fun-seeking tendencies in cyberbullying perpetration. *Computers in Human Behavior*, 86, 319–329. <https://doi.org/10.1016/j.chb.2018.05.009>
- Worsley, J. D., McIntyre, J. C., & Corcoran, R. (2018). Cyberbullying victimisation and mental distress: Testing the moderating role of attachment security, social support, and coping styles. *Emotional and Behavioural Difficulties*, 24(1), 20–35. <https://doi.org/10.1080/13632752.2018.1530497>
- Xiao, B. S., & Wong, Y. M. (2013). Cyber-bullying among university students: an empirical investigation from the social cognitive perspective. *International Journal of Business and Information*, 8(1), 34–69.
- Yandra, A., Safitri, D., Herdi, Kurniawan, & Hamuddin, B. (2018). Exploring discourse of illocutionary act: The controversial pribumi anies baswedan's speech. *IOP Conference Series: Earth and Environmental Science*, 1–7. <https://doi.org/10.1088/1755-1315/175/1/012230>
- Yang, Y. T., & Grinshteyn, E. (2016). Safer cyberspace through legal intervention: A comparative review of cyberbullying legislation. *world medical and health policy*, 8(4), 458–477. <https://doi.org/10.1002/wmh3.206>
- Yen, C.-F., Chou, W.-J., Liu, T.-L., Ko, C.-H., Yang, P., & Hu, H.-F. (2014). Cyberbullying among male adolescents with attention-deficit/hyperactivity disorder: Prevalence, correlates, and association with poor mental health status. *Research in Developmental Disabilities*, 35(12), 3543–3553. <https://doi.org/10.1016/j.ridd.2014.08.035>
- Yin, D., Xue, Z., & Hong, L. (2009). Detection of harassment on web 2.0. *Proceedings of the Content Analysis in the WEB*, 2(0), 1–7.
- Yot-Domínguez, C., Guzmán Franco, M. D., & Hueros, A. D. (2019). Trainee teachers' perceptions on cyberbullying in educational contexts. *Social Sciences*, 8(1), 21. <https://doi.org/10.3390/socsci8010021>
- Young, R., & Tully, M. (2019). 'Nobody wants the parents involved': Social norms in parent and adolescent responses to cyberbullying. *Journal of Youth Studies*, 22(6), 856–872. <https://doi.org/10.1080/13676261.2018.1546838>

- Yudes, C., Rey, L., & Extremera, N. (2020). Predictive factors of cyberbullying perpetration amongst Spanish adolescents. *International Journal of Environmental Research and Public Health*, 17(11), 1–14. <https://doi.org/10.3390/ijerph17113967>
- Yudes-Gómez, C., Baridon-Chauvie, D., & González-Cabrera, J.-M. (2018). Cyberbullying and problematic internet use in Colombia, Uruguay and Spain: Cross-cultural study. *Comunicar*, 26(56), 49–58. <https://doi.org/10.3916/C56-2018-05>
- Zhang, A. T., Land, L. P. W., & Dick, G. (2010). Key influences of cyberbullying for university students. Proceeding PACIS 2010 - 14th Pacific Asia Conference on Information Systems. <https://aisel.aisnet.org/pacis2010/83/>
- Zhang, X.-C., Chu, X.-W., Fan, C.-Y., Andrasik, F., Shi, H.-F., & Hu, X.-E. (2022). Sensation seeking and cyberbullying among Chinese adolescents: Examining the mediating roles of boredom experience and antisocial media exposure. *Computers in Human Behavior*, 130, 107185. <https://doi.org/10.1016/j.chb.2022.107185>
- Zhao, P., Jia, J., An, Y., Liang, J., Xie, L., & Luo, J. (2018). Analyzing and predicting emoji usages in social media. Companion Proceedings of the *The Web Conference 2018*, 327–334. <https://doi.org/10.1145/3184558.3186344>
- Zhong, H., Li, H., Squicciarini, A. C., Rajtmajer, S. M., Griffin, C., Miller, D. J., & Caragea, C. (2016). Content-driven detection of cyberbullying on the instagram social network. *IJCAI*, 16, 3952-3958.

## APPENDIX

### Appendix 1. Number of Screenshots of the Cyberbullying Types in Blog



| Code | Major Types            | Percentage | Screenshots |
|------|------------------------|------------|-------------|
| DD   | Denigration/Dissing    | 45%        | 397         |
| IS   | Insulting              | 20%        | 177         |
| TA   | Taunting               | 14%        | 122         |
| BF   | Bashing/Flaming        | 7%         | 60          |
| PD   | Praise-Drop [New Type] | 5%         | 41          |
| SS   | Slut/Body Shaming      | 4%         | 32          |
| Code | Minor Types            | Percentage | Screenshots |
| HR   | Harassment             | 2%         | 20          |
| DF   | Defaming               | 1%         | 10          |
| TH   | Threatening            | 1%         | 6           |
| PC   | Proxy Cyberbullying    | 1%         | 4           |
| ID   | Intimidating           | 0%         | 3           |
| OU   | Outing                 | 0%         | 3           |
| BM   | Blackmailing           | 0%         | 2           |

|              |            |
|--------------|------------|
| <b>Total</b> | <b>755</b> |
|--------------|------------|

## Appendix 2. Online Questionnaire Blueprint

Link : <https://forms.gle/qiwZQqmhcHBb9DucA>

Judul : Kuisioner Pola Komunikasi Mahasiswa EFL FKIP Unilak di Blog

Kuisioner 40-item ini untuk mengumpulkan data tentang pola komunikasi mahasiswa ketika mereka melatih bahasa Inggris mereka di blogspot atau wordpress. Kuisioner ini tidak meminta identitas (nama lengkap, NIM) dan hanya bertujuan untuk meneliti fenomena bahasa di blog, maka mohon jawab sesungguhnya.

| Indicator  | Questions   | Measurement  | Total |
|------------|---|--|-------|
| Demography | Usia  | Short answer   | 7     |
|            | Jenis Kelamin   | Male/Female  |       |
|            | Semester  | Multiple choice  |       |
|            | Jenis Pendidikan  | Regular (full-time) vs Non-regular (part-time)   |       |
| Technology | Sudah berapa lama anda memiliki blog? (blogspot, wordpress, platform blogging lain)                               | Multiple choice<br>-Kurang dari 6 bulan<br>-6-12 bulan<br>-1-2 tahun<br>-Lebih dari 2 tahun  |       |
|            | Gadget yang paling sering digunakan untuk ngeblog?<br>Urutkan dari smartphone (1), laptop (2), lalu computer (3). | Multiple choice<br>1 – 2 – 3<br>1 – 3 – 2<br>2 – 1 – 3<br>2 – 3 – 1<br>3 – 1 – 2<br>3 – 2 – 1  |       |
| Location   | Tempat yang paling sering digunakan untuk ngeblog   | Multiple check-boxes<br>-Kamar tidur<br>-Kampus (kelas kosong)<br>-Kampus (kelas masih ada orang lain, pustaka, kantin)<br>-Warinet<br>-Cafe<br>-Pustaka kampus<br>-Dimana saja (rumah, kantor, jalan, tempat bakso, toilet, dll.) yang penting gratis<br>-Tempat lain?<br>*tuliskan |       |

| <b>Indicator</b>                                 | <b>Questions</b>  | <b>Measurement</b>   | <b>Total</b> |
|--|---|--|--------------|
|  | Mengapa anda sering ngeblog di termpat tersebut?  | Short answer   |              |
| Information and Communication Technologies (ICT) | 1. Saya suka menggunakan blog untuk membantu pembelajaran kuliah saya<br>2. Menulis dan mempublikasi post tentang materi kelas di blog membantu saya memahami materi tersebut<br>3. Untuk mata pelajaran yang menggunakan blog, seberapa sering anda membuka blog sehari-hari?<br>6. Untuk mata pelajaran yang menggunakan blog, seberapa sering anda menulis komentar di blog?<br>8. Untuk mata pelajaran yang MENDAPATKAN blog, seberapa sering anda mendapatkan komentar di blog dari teman anda?<br>9. Untuk mata pelajaran yang menggunakan blog, seberapa sering anda MEMBALAS komentar teman di blog?  | Agreement 10-scale<br>Agreement 10-scale<br>Frequency 10-scale<br>Frequency 10-scale<br>Frequency 10-scale<br>Frequency 10-scale   | 6            |
| Online Aggression (OA)                           | 10. Pernahkah anda menulis komentar yang kurang menyenangkan hati kawan, atau mungkin menyakiti perasaan mereka?<br>11. Seberapa sering anda menulis komentar yang kurang menyenangkan hati kawan, atau mungkin menyakiti perasaan mereka?<br>17. Seberapa sering anda mendapat komentar yang kurang menyenangkan/menyenggung perasaan DI BLOG ANDA?<br>18. Seberapa sering anda mendapat komentar di blog anda yang membuat anda merasa malu?<br><br>19. Seberapa sering anda mendapat komentar yang sepertinya provokatif di blog anda?<br>20. Seberapa sering anda membaca DI BLOG TEMAN ANDA komentar yang kurang menyenangkan/menyenggung perasaan ANDA?<br>21. Seberapa sering anda membaca komentar di blog teman anda yang membuat anda merasa malu?<br>22. Seberapa sering anda membaca komentar yang provokatif di blog teman anda?<br>23. Terkadang saya menulis komentar yang bernada mengejek/menghina/sumbing hanya untuk cari perhatian<br>24. Saya menulis komentar yang bernada mengejek/menghina/sumbing karena mereka merasa kesal<br>25. Saya menulis komentar yang bernada mengejek/menghina/sumbing hanya kepada yang saya tidak suka<br>26. Saya menulis komentar yang bernada mengejek/menghina/sumbing untuk iseng/bercanda saja<br>33. Kalau blog saya dapat komentar yang menyenggung perasaan, saya serang balik dengan komentar ejekan yang lucu | Yes/No<br>Frequency 10-scale<br>Frequency 10-scale | 20           |

| <b>Indicator</b> | <b>Questions</b>  | <b>Measurement</b> | <b>Total</b> |
|------------------|---|--------------------|--------------|
|                  | 34. Kalau blog saya dapat komentar yang menyindir perasaan, saya serang balik dengan komentar yang akan menyindir dia juga  | Frequency 10-scale |              |
|                  | 35. Kalau blog saya dapat komentar yang menyindir perasaan, saya balas dengan baik-baik dan sopan   | Frequency 10-scale |              |
|                  | 36. Kalau blog saya dapat komentar yang menyindir perasaan, saya mengabaikannya saja  | Frequency 10-scale |              |
|                  | 37. Kalau blog teman saya dapat komentar yang sepertinya menyindir perasaan, saya serang balik dengan komentar yang akan menyindir dia                                    | Frequency 10-scale |              |
|                  | 38. Kalau blog teman saya dapat komentar yang sepertinya menyindir perasaan, saya berikan komentar yang baik-baik dan sopan   | Frequency 10-scale |              |
|                  | 39. Kalau blog teman saya dapat komentar yang sepertinya menyindir perasaan, saya balas dengan komentar yang lucu supaya tidak ada kesalahpahaman saat berjumpa di kampus | Frequency 10-scale |              |
|                  | 40. Kalau blog teman saya dapat komentar yang menyindir perasaan, saya mengabaikannya saja  | Frequency 10-scale |              |
|                  | 41. Saya menulis komentar negatif di blog sekedar lucu-lucuan untuk menghilangkan stress dengan tugas-tugas kampus  | Agreement 10-scale |              |
|                  | 42. Saya menulis komentar mengejek karena saya iri dengan kawan lain  | Agreement 10-scale |              |
|                  | 43. Saya menulis komentar mengejek karena saya tidak paham dengan materi di blog  | Agreement 10-scale |              |
|                  | 44. Saya menulis komentar mengejek karena saya mau bising di chat, ngga cuma di kelas saja  | Agreement 10-scale |              |
|                  | 45. Saya sadar bahwa komentar yg saya buat di blog bisa membuat orang lain tersinggung atau membenci saya   | Agreement 10-scale |              |
| Language (L)     | 4. Apakah anda menggunakan blog untuk melatih kemampuan Bahasa Inggris anda?  | Yes/No             | 14           |
|                  | 5. Apakah anda menggunakan fitur komentar blog untuk melatih kemampuan Bahasa Inggris anda?   | Yes/No             |              |
|                  | 7. Seberapa sering anda menulis komentar dengan Bahasa Inggris di blog?   | Frequency 10-scale |              |
|                  | 12. Ketika membahas komentar yang berbahasa Inggris, seberapa sering anda menggunakan bahasa ibu/daerah anda?   | Frequency 10-scale |              |
|                  | 13. Ketika membahas komentar dalam Bahasa Inggris, seberapa sering anda menggunakan Bahasa Inggris juga?  | Frequency 10-scale |              |

| <b>Indicator</b> | <b>Questions</b>  | <b>Measurement</b> | <b>Total</b> |
|------------------|---|--------------------|--------------|
|                  | 14. Ketika menulis komentar di blog, seberapa sering anda hanya menggunakan teks/kata-kata?   | Frequency 10-scale |              |
|                  | 15. Ketika menulis komentar di blog, seberapa sering anda hanya menggunakan emoticon atau emoji?  | Frequency 10-scale |              |
|                  | 16. Ketika menulis komentar di blog, seberapa sering anda mengkombinasikan kata-kata dengan emoticon atau emoji?  | Frequency 10-scale |              |
|                  | 27. Kebanyakan komentar di blog yang saya dapat berupa kata-kata  | Agreement 10-scale |              |
|                  | 28. Kebanyakan komentar yang saya dapat berupa emoji atau emoticon saja   | Agreement 10-scale |              |
|                  | 29. Kebanyakan komentar yang saya dapat berupa gabungan kata-kata dan emoticon atau emoji   | Agreement 10-scale |              |
|                  | 30. Ketika saya mendapat komentar yang isinya jelek dan menyindir perasaan saya, menurut saya komentar itu lucu-lucu saja atau ejekan yang membuat saya tertawa | Agreement 10-scale |              |
|                  | 31. Ketika saya mendapat komentar yang isinya jelek dan menyindir perasaan saya, saya merasa kesal atau marah   | Agreement 10-scale |              |
|                  | 32. Ketika saya mendapat komentar yang isinya jelek dan menyindir perasaan saya, saya merasa sedih dan tersakiti  | Agreement 10-scale |              |

### **Appendix 3. Guideline Interview Questions**

1. Apakah Anda sering ngeblog?
2. Seberapa sering Anda menggunakan fitur komentar di blog?
3. Kalau untuk blog kelas kan memang diminta untuk berinteraksi untuk melatih komunikasi tertulis bahasa inggris; apakah anda selalu menggunakan bahasa inggris saat ngeblog?
4. Biasanya anda berkomentar apa saja?
5. Apakah anda suka nulis komentar2 iseng sama kawan?
6. Ini kan komunikasi tanpa wajah. Kalau komentar anda berupa kritikan, tidak takut kawannya mungkin tersinggung?
7. Anda pernah tidak dapat komentar2 yang mengejek anda?
8. Bagaimana reaksi Anda terhadap komentar2 tersebut?
9. Apakah kawan2 anda membalas komentar anda juga?
10. Kira2 menurut anda, alasan mereka juga sering menulis komentar2 seperti ini mengapa?
11. Apakah interaksi tertulis di blog memiliki pengaruh terhadap interaksi anda dengan kawan2 di luar blog (di kelas/dunia nyata)?
12. Kalau maksud dibalik komentar aman2 saja, apakah menurut anda komunikasi di blog tetap lancar?
13. Dengan menulis2 ratusan bahkan mungkin ribuan komentar di blog kuliah, kreativitas menulis anda berkembang tidak?
14. Bisa dikatakan tidak bahwa kemampuan komunikasi tertulis dgn bhs asing anda lebih baik sejak menggunakan blog dan saling berkomentar dengan kawan2?
15. Apakah anda merekomendasikan orang2 lain, junior2 anda misalnya, untuk menggunakan blog untuk mengembangkan kemampuan komunikasi tertulis dlm bhs asing mereka?

#### Appendix 4. Profiling of the Interviewees

| <b>Code Name</b> | <b>Origin</b> | <b>Language They Mostly Use</b>   |
|------------------|---------------|---|
| AN               | Melayu        | Mostly Melayu with my family.   |
| HR               | Batak         | Sometimes Indonesian, sometimes Batak.  |
| KA               | Batak         | Sometimes Indonesian, sometimes Batak.  |
| KK               | Minang        | Always Indonesian. I can't speak the local language.  |
| MC               | Batak         | Batak.  |
| MS               | Batak         | Mostly Batak when I was little, but now just Indonesian.  |
| NJ               | Batak         | Mostly Indonesian at home. If outside, like on campus, it depends on who I'm talking to. If they're just campus friends, I'd use Indonesian, but if I got to be closer with them, I prefer to speak in Minangese. |
| RM               | Javanese      | Generally Indonesian with some local dialect or words. I very rarely use my local language.   |
| RS               | Minang        | Indonesian. I don't use local language, although I can speak it.  |
| YR               | Minang        | Indonesian, barely any Minangese.   |