Pertanika J. Soc. Sci. & Hum. 29 (2): 1357 - 1374 (2021)

PERTANIKA JOURNALS

SOCIAL SCIENCES & HUMANITIES

Journal homepage: http://www.pertanika.upm.edu.my/

Analysis on Adjective *Suki* and Its Co-occurrences in Japanese Youtube's Comment

Nadiah Zubbir[1]*, Laura Christ Dass[2] and Normah Ahmad[3]

[1]Department of Asia and Europe Languages, Academy of Language Studies (APB), Universiti Teknologi MARA Shah Alam, 40450 Shah Alam, Selangor, Malaysia
[2]Department of English Language, Academy of Language Studies (APB), Universiti Teknologi MARA Shah Alam, 40450 Shah Alam, Selangor, Malaysia
[3]Department of Asia and Europe Languages, Academy of Language Studies (APB), Universiti Teknologi MARA Shah Alam, 40450 Shah Alam, Selangor, Malaysia

ABSTRACT

Youtube is one of the most famous video-sharing and social networking platforms in the world. Due to its comment section function, Youtube also plays a role in describing the perception and reaction of the general public. This study aims to examine the discourse prosody found in the adjective *suki* and its co-occurrences. This is a mixed-method research where corpus linguistics is used for quantitative data analysis and, discourse prosody for the qualitative method. The Youtube comments chosen are five videos from Japan's number one Youtuber, *Hajimeshachoo* in January 2020. Only the first 24 hours comments were picked. The findings show that the adjective *suki* is the most significant *na*-adjective used in the Youtube comments gathered. *Na*-adjective mainly co-occurred with an adverb that modified the adjective *suki* mostly to elevate the sense of likeness, adoration, or fondness of the content and/or creator of the video. The adjective *suki* can have both positive and negative discourse prosody depending on its co-occurrence.

Keywords: Corpus linguistic, discourse prosody, Japanese language, Youtube's comment

ARTICLE INFO

Article history:
Received: 13 January 2021
Accepted: 30 April 2021
Published: 30 June 2021

DOI: https://doi.org/10.47836/pjssh.29.2.32

E-mail addresses:
nadiahzubbir@uitm.edu.my (Nadiah Zubbir)
laura404@uitm.edu.my (Laura Christ Dass)
normah698@uitm.edu.my (Normah Ahmad)
*Corresponding author

ISSN: 0128-7702
e-ISSN: 2231-8534

INTRODUCTION

Background of Study

Currently, Youtube is the largest video-sharing site, and has also become a social website where viewers and video creators could interact. Youtube provides a comment section for every video that enables people of different language backgrounds to communicate on various topics. In Japan, Youtube has a high number of users. According to Japan's Ministry of Internal Affairs and Communications (2018), 92.2% of respondents in their 20s and 88.4% of respondents in their 30s use Youtube as their social media in 2016. Macromill Co. Lt. (2017) stated that 97.8% of respondents of their survey use Youtube, dominating over other online video spaces like Niconico Douga and Dailymotion.

Youtube offers numerous social tools for community interaction, as well as the opportunity to comment on published videos and, also to rate comments from other users (Siersdorfer et al., 2010). Similarly, Youtube Japan comments sections display various types of comments from positive to negative. Previous studies show that Youtube comments display a wide range of human behavior through its linguistic aspect of written text. These comments demonstrate both negative and positive emotions, tones, and behaviors. According to Tsou et al. (2014), Youtube commenters tend to be more emotional in leaving either positive or negative comments when speaking about the content of a video. Besides, due to the existence of 'thumbs down' button, the offensive or inappropriate Youtube comments that the viewers posted are usually kept unnoticed (Siersdorfer et al., 2010).

According to Siersdorfer et al. (2010) and Zaikovskii (2019), an adjective is one of the most notable lexical found in Youtube comments. Siersdorfer et al. (2010) explained that an adjective is used to write a comment that may aggravate strong responses of approval or denial in the Youtube community. However, many papers involved in the study of adjectives in Youtube focus on their analysis on English language (Shiryaeva et al., 2019; Siersdorfer et al., 2010; Zaikovskii, 2019) creating a gap in research on other languages. Thus, this research aims to examine the adjectives within Youtube Japan comments section.

Besides, Youtube researchers who used corpus linguistics as their instrument of study mainly analyzed a large number of words or huge English corpora (Schmidt & Marx, 2019; Shiryaeva et al., 2019; Zaikovskii, 2019) instead of focusing on a specific word (or also known as Key Word In Context (KWIC) in corpus linguistics) and its co-occurrences. These studies of English language in Youtube focused either on Multimodal of Discourse Analysis (Darvin, 2019; Schmidt & Marx, 2019; Zappavigna, 2019), communicative strategy (Shiryaeva et al., 2019), code-switching (Darvin, 2019), or non-verbal (Feng et al., 2020).

Despite the attention given by these scholars on Youtube, recent researchers have yet to explore how semantic of a specific word is perceived positively, negatively, or

neutrally (discourse prosody[1]) within the Youtube discourse. This study attempts to fill the gap by identifying the discourse prosody of the adjective and its co-occurrences within Youtube Japan comments section in January 2020. The novelty of this research is determined by its focus on Japanese language from the perspective of a foreigner and the use of corpus linguistic in Japanese language within the research environment of Malaysia. Lastly, it is vital to look at language materials involving Youtube as an information and communication phenomenon, branching this research into the various social science field, specifically linguistics (Shiryaeva et al., 2019).

The purposes of this study are (1) to examine the frequency of adjectives within Youtube Japan comments section in January 2020, and (2) to study the discourse prosody of the adjective and its co-occurrences within Youtube Japan comments section in January 2020.

Japanese Adjective

There are mainly 3 types of adjectives in Japanese language; (i) *i*-adjective, also known as *keiyoushi*, (ii) *na*-adjective, also called *keiyoudoushi* (Bunt, 2003), and (iii) *no*-adjective. *Na*-adjective is an adjective that ends with the *hiragana* letter *na* when used as a modifier in front of a noun. However, when used at the end of the sentence, suffix *na* is removed, for example,

1. *Kirei* ***na*** *heya*
   Clean room

2. *Ano heya wa kirei desu.*
   That room is clean

Na-adjective contains words that have adjectival meaning, however, they are also similar to nouns grammatically, thus they are also known as nominal adjective (Kaiser et al., 2013). Meanwhile, *no*-adjectives are words that have adjectival meaning, but, grammatically behave like nouns and they are attached with grammatical particle *no* before a noun when modifying it (Kaiser et al., 2013). An example of *na*-adjective and *no*-adjective given by Bunt (2003) can be seen below:

1. *Nihon* ***no*** *kuruma*
   Japanese car

2. *Yuumei* na joyuu
   Famous actress

Besides, noun can be transformed into *na*-adjective through the use of suffix *~teki* before a noun, for example, the noun *kihon* (foundation) transform into *na*-adjective *kihon teki* (fundamental) thus,

1. *Kihon no* ruuru
   The rule of foundation

2. *Kihon teki na* ruuru
   The fundamental rule

Na-adjective also can be used as an adverb in sentences by replacing the suffix *na* with the grammatical particle *ni* as below,

1 Discourse Prosody, also known as semantic prosody is the function of discourse that discovers the hidden attitudinal meaning and the objective of choosing a lexical item (Hamdi, 2018).

1. *Kihon teki* ***ni*** *watashi wa eiga ga suki desu.*
   Fundamentally, I like movies.

Thus, it is important to understand that *na*-adjectives also have other grammatical functions in Japanese. This must be truly understood when examining data to ensure that *suki* and other adjectives that are chosen truly function as an adjective in the sentence.

LITERATURE REVIEW

Previous Studies on Youtube

Mohsin (2020) stated that Youtube has 2 million users with 90% of its United States users being within the age of 18-44. With this large number of users, Youtube comments can be an indicator of human behavior in the real world as it provides information and reasons for its viewers to share what they know or what they think. Previous researches also have focused on human behavior through their investigation on Youtube comment section. They narrowed their study to a certain aspect of human behaviors or emotions and many discovered how Youtube comments revealed the public's attitude, opinion, and tones towards certain content of Youtube videos.

Miller (2015) investigated how grief and any other related emotions were expressed in Youtube comment section regarding the Sandy Hook and Aurora Shootings, and Hurricane Sandy videos. He examined 2,207 comments within the first 1 month since these three events videos were posted on Youtube. The videos were chosen randomly and were analyzed quantitatively using Stimulus Sampling. He concluded that comments on Youtube are similar to how grief is expressed in the real world and comments on man-made disaster videos (especially when children are involved) has more positive emotions, strong grief and warmth expressions with little hostility and discussions about negative social policies or any related topics than of natural disaster.

Siersdorfer et al. (2010) have analyzed qualitatively and quantitatively the distribution of comment ratings and its relation with sentiment values of terms and differences. They aimed to understand the possibility to predict the community feedback for comments by analyzing 6 million comments and comment rating behavior from 67,000 Youtube videos. They discovered that politics videos have more negative rated comments, however, music videos have the most positive comments compared to other categories. Thus, they concluded that different categories of video attract different types of users, consequently, producing different rating and sentiment values of comments.

Meanwhile, Tsou et al. (2014) have investigated the differences in the TED Talk viewers' comments on different TED Talk presenters that were posted on TED websites and Youtube. This study was done in two stages where each stage consists of Codebook, Coding, and Analysis; Stage one examined whether commenters engaged with the topic in the video, and Stage two refined these comments to investigate their behavior and attitude towards the video. Out of 1202 videos, the comments of 405

TED Talk videos in the field of Science and Technology were chosen and analyzed statistically. The findings revealed that around 72% of the comments talked about the content of the TED Talk videos. Only 12.3% of the 72% aimed to spark further discussion about the speaker or the video content. In contrast, only 56% of TED Talk Youtube commenters talked about the content of the video but among the 56%, commenters on Youtube, 24% encouraged communication between commenters, which is higher than that of the TED Talk website.

More recent studies made by Schmidt and Marx (2019), and Zappavigna (2019) examined Youtube using Multimodality with a different objective and types of video. Schmidt and Marx (2019) aimed to describe the intricate Youtube communication by outlining the framework of participation and explaining systematically vital elements that are part of a YouTube corpus using the discovered conceptual outline. Meanwhile, Zappavigna (2019) aimed to investigate the connection between people and their domestic objects in decluttering undesired items vlogs on YouTube. Despite both examining using Multimodality, Schmidt and Marx (2019) looked into Youtube's 'Let's Play' videos, and Zappavigna (2019) investigated beauty videos. Zappavigna (2019) concluded that people expressed relief and find decluttering in vlogs on Youtube to be personally transforming as these objects that were decluttered are important to these vloggers' feelings of self-worth and happiness. Meanwhile, Schmidt and Marx (2019) discovered that Youtube is multimodal and data collected in Youtube need to be in either a single component (like video) or/and how it is connected to surrounding elements (like the video embedded in a webpage).

Previous studies have shown that Youtube comment section contains a diverse form of interaction that reacts and responds to different categories of video (Miller, 2015; Schmidt & Marx, 2019; Siersdorfer et al., 2010; Tsou et al., 2014; Zappavigna, 2019). Different types of video unveiled different written communication of how an individual and collective community feels about the topic discussed. However, viewers who watched the same video also displayed different aspects of emotions and attitudes. Besides, the previous studies revealed, mainly using statistics, that through Youtube comments, public current and future action can be predicted and the factors that affect public views can be identified.

In previous work, research studies have been done mainly using a quantitative approach, namely statistical analysis (Miller, 2015; Siersdorfer et al., 2010; Tsou et al., 2014). Due to a large body of data, a more objective approach is justified for being more suitable. However, the quantitative approach alone is insufficient as a more in-depth investigation is crucial to comprehend human behavior linguistically. Thus, in more recent studies, scholars are starting to use qualitative method in analyzing the linguistic aspect of Youtube.

Other previous studies also looked at the whole written comments in general and

not on a specific aspect of the comment (Feng et al, 2020; Miller, 2015; Schmidt & Marx, 2019; Siersdorfer et al., 2010; Tsou et al., 2014; Zappavigna, 2019). They also focused more on the social part of the comments rather than the linguistics like Schmidt and Marx (2019) looked into the social semiotic of Youtube, meanwhile, Feng et al. (2020) examined the non-verbal communication aspect. Generally, majority of previous studies shifted from quantitative approach to qualitative approach when analyzing Youtube discourse, but, they mainly revolved around English language. Due to how Multimodal Youtube is, many academic aspects are yet to be discovered and among them is the study on the linguistic aspect of other languages than English. Therefore, this study aimed to bridge these gaps by providing a qualitative approach in investigating Youtube comments written in Japanese language.

Previous Studies on Adjective in Online Content

Adjective plays a crucial role in describing and/or modifying nouns by attributing and qualifying them (Jitpranee, 2017; Khamying, 2007). However, in his study on English adjectives in online comments of Algerian English speakers, Belfarhi (2019) discovered that adjectives are used in different forms by combining them with non-linguistics forms (emoji) and how they did not function as a modifier to nouns. The Facebook comments posted by these non-native English speakers majorly consist of attributive adjectives together with non-linguistic elements like emoji.

Adjectives also work as a persuasive method by describing the characteristic of something or someone. Unlike research papers, adjectives are used in popular science articles to mainly express scientific knowledge to readers as the meaningfulness of the articles depends on how attractive, readable, and accessible they are (Jitpranee, 2017). However, Marzá (2011), through her corpus analysis of adjectives in hotel advertisements, discovered that unlike the common belief of advertisements contains high use of the adjective, hotel advertisements use a subtle amount of adjective as it is discovered that evaluative adjective is not even half the number of adjective in the corpus. Marzá (2011) explained that an excessive number of adjectives in advertisements have a reverse effect on potential customers. A small number of adjectives are sufficient in making the reader or viewer understand the persuasive message that hotelier wants to deliver.

When teaching English language to non-native English speakers, especially school graders, adjectives play a vital role in composing sentences to express their ideas effectively. If used correctly, adjectives could amplify the delivery of an idea or build a strong argument. Nevertheless, Gan (2014) revealed that adjectives are used as compensation for being less proficient in English among students. The less proficient a student is, the more he or she tends to use a large number of adjectives as pre-modifier in a noun phrase. However, these students will gradually able to use a more complex

adjective, like derivational and participial adjectives, as they advance to a higher grade.

Based on all these studies, the main function of an adjective is to describe an idea or information to serve a certain purpose of its writer or speakers. Adjectives are used in many different texts online despite the writer's proficiency in English language. Corpus is also used as the main method in examining adjectives and they are commonly analyzed using quantitative approach. There is a requirement for research on adjectives to be done as it enables us to take a glimpse of human behavior especially online where there are no external elements (like body language) that can assist in delivering information more effectively. Thus, this study has highlighted the issue of how adjectives are used online and how they can become an indicator of human behavior. This issue is an opportunity for researchers to dig even deeper in linguistics online and to investigate part of the public's attitude on certain topics arise.

MATERIAL AND METHOD

Research Design

The research design used in this study is quantitative for the first research question and qualitative method for the second research question. Quantitative is defined as a research method used to explain phenomena through the collecting of numerical data which then, are analyzed using mathematic-based-methods, particularly statistics (Creswell, 1994), and qualitative is defined as a multi-method that involves an interpretative or naturalistic approach to subject matter related (Denzin & Lincoln, 2005). The use of different approaches in this study is because the desired outcomes focus on two different things; frequency and discourse prosody. The quantitative approach is used to prove that there are a significant number of adjectives used in Japanese Youtube's comment and the qualitative approach is used to look into the discourse prosody of Japanese adjectives in Youtube's comment.

The research design of this study has adopted the idea of corpus linguistic in analyzing discourse prosody as discussed by scholars like McEnery and Hardie (2012) as well as Sinclair (2003). One of the critics in discourse prosody is how intuitive and introspective its analysis method. To overcome this critic, the analysis must be done with larger data using a computational method like corpus (Alcaraz-Mármol & Almela, 2016; Channell, 1999; Fox, 1998; Hoey, 2005; Widdowson, 2000). Alcaraz-Mármol and Almela (2016) discussed that Sinclair (2003) had suggested discourse prosody must be investigated using corpus-analytic methods as it enables researchers to observe special meanings (which is not associated with dictionary but more towards preference and evaluation) of words that co-occur together. Thus, this study used this approach by utilizing corpus to gather the co-occurrences of the adjective *suki* and look into discourse prosody.

Instrument

The instrument used in this study is a corpus software called Sketchengine. In the website, Sketchengine is defined as an instrument that contains text analyzing algorithms to examine how language works by investigating any emerging usage within a language. This website is designed specifically for linguists and lexicographers to analyze words, phrases, or phenomena in the format of Word Sketches, concordances, or word lists. Besides that, Sketchengine is suitable for this study as it supports the Japanese writing system and can be accessed easily through https://www.sketchengine.eu/#blue.

Sample and Data Collection

The sample of Youtube comments is extracted from a Japanese Youtube channel called はじめしゃちょー *hajimeshachoo* which is the number one Youtube channel in Japan. *Hajimeshachoo* is an entertainment channel that tries weird experiments and has 9.1 million subscribers as of February 2021. 5 random videos of his were chosen and the first 24 hours comments are recorded. The videos chosen were:

1. 【100,000lm】世界1明るいライトを鏡の部屋で使ってみた
   【*100,000lm*】*sekai 1 akarui raito o kagami heya de tsukatte mita.*
   ([100,000 lm] Trying to use world brightest torchlight in a mirror room)

2. 700万円の買い物をしてしまった。
   700 man en no kaimono o shite shimatta.
   (Shopping with 7 million yen)

3. 2020年は1年間○○します。
   2020 nen wa 1 nenkan ○○shimasu.
   (Doing _____ within the year 2020)

4. サウナの入り方
   Sauna no hairikata.
   (How to get into a sauna)

5. 録音した音声っぽく電話したら100%録音だと思う説wwwww
   Rokuonshita onsei ppoku denwa shitara 100% rokuonda to omou setsu wwwww
   (Do people think my voice is a recording if I pretend to be a recording in phone call experiment Hahahaha)

All these videos were uploaded and viewed in January 2020. All the comments were collected and uploaded to a corpus website called Sketchengine. Through Sketchengine, the words in the comments were categorized, and to validate as well as triangulate the data, the words are double-checked through dictionary and had been scrutinized in the sentences they are in. Besides, the findings were transcribed using Hepburn Romanization to assist non-Japanese speakers in understanding the analysis.

Data Analysis Method

The data analysis for the first research question is done by using descriptive analysis. Descriptive analysis is simply used to describe samples in researches to identify causal effects (Loeb et al. 2017). The frequency of adjectives in Youtube comments was recorded and presented

using tables and pie charts to emphasize the number and percentage of data collected. Besides, descriptive analysis was also used to list the co-occurrences found with adjective *suki* which was also presented in a table. The span of co-occurrence chosen depends on the word list given by Sketchengine and the syntax structure of sentences.

The discourse prosody of the adjective *suki* and its co-occurrences found in the sample was examined to identify whether their connotation is positive, negative, or neutral. Positive discourse prosody is when the adjective *suki* and its co-occurrences are used to describe positive emotions or display positive images, however, negative discourse prosody is when the adjective *suki* and its co-occurrences are used to describe negative emotions or display negative images. Neutral discourse prosody is when the meaning does not stand in either negative or positive.

According to McEnery and Hardie (2012), words or phrases have negative or positive discourse prosody when they co-occur with units that have positive or negative denotations. Thus, to answer the second research question, the co-occurrences of the adjective *suki* were examined and analyzed. Discourse prosody connects a word (or in corpus linguistic, a node) to some expression of attitude or evaluation that cannot possibly be found in a single word, however, can be understood in a wider context (in this study, refers to co-occurrence) (McEnery & Hardie, 2012). Alcaraz-Mármol and Almela (2016) explained that discourse prosody can uncover the position or attitude of writers towards particular lexical items on top of his/her communicative purpose.

As mentioned in research design, discourse prosody is criticized for its intuitive and introspective analysis method. However, this method doesn't need to be discarded entirely. McEnery and Hardie (2012) stated that the analysis of collocation concerning discourse prosody depends on the linguistic intuition of the analyst. Therefore, the researcher's ability to interpret meaning was used to explore the discourse prosody of the adjective *suki* and its co-occurrences.

RESULTS

Frequency of Adjective in Youtube's Comments

According to corpus analysis done in Sketchengine, the Youtube's comments gathered consist of 10,970 Japanese words. Table 1 demonstrates the frequency of adjectives in Youtube's comments.

Within those 10,970 words, 365 are adjectives (as shown in Table 1). The adjective with the highest number is *i*-adjective that consists of 64.7% of the overall number of adjectives. The second highest is *na*-adjectives with 21.6% and finally, the third place is *no*-adjective with 13.7%. Due to the specification of this study to look into *suki* which is a *na*-adjective, it is important to examine where *suki* stand in term of frequency in *na*-adjective.

Table 2 and Figure 1 shows the list and frequency of *na*-adjective found in Youtube's comment.

Table 1

The frequency of adjective in Youtube's comments

Adjective	Frequency	Percentage
Na-adjective	79	21.6%
I-adjective	236	64.6%
No-adjective	50	13.7%
Total	365	100.0%

Note. Percentage in the table legend refers to the frequency of each adjective type over the total number of adjective, 365

Based on Figure 1 and Table 2, out of all 17 adjectives, the most significant *na*-adjectives is *suki* with a frequency of 32, followed by *maji, kiken, dame, genki,* and *hen*. The rest of the 11 *na*-adjective has the lowest frequency of 1. This justified why *suki* is chosen to be analyzed. As you can see in the pie chart in Figure 1, *na*-adjective has mainly consisted of *suki.*

Table 2

List of Na-*adjective in Youtube's comment gathered*

No.	*Na*-Adjective	Transcription	Meaning*	Frequency
1	好き	*suki*	like/love	32
2	危険	*kiken*	dangerous	7
3	ダメ	*dame*	no good	6
4	マジ	*maji*	serious	15
5	元気	*genki*	lively	5
6	意図的	*itoteki*	intentional	1
7	不思議	*fushigi*	mysterious	1
8	ファンタスティック**	*fantasuthikku*	fantastic	1
9	有名	*yuumei*	famous	1
10	さいてき	*saiteki*	best	1
11	簡単	*kantan*	simple	1
12	変	*hen*	weird	3
13	素敵	*suteki*	wonderful	1
14	悲惨	*hisan*	tragic	1
15	新た	*arata*	new	1
16	個人的	*kojinteki*	personal	1
17	いろいろ	*iroiro*	various	1

Note. ** The *na*-adjective *fantasutikku* is a loanword written in *katakana* and originated from the English adjective 'fantastic' unlike the other na-adjective in the table.

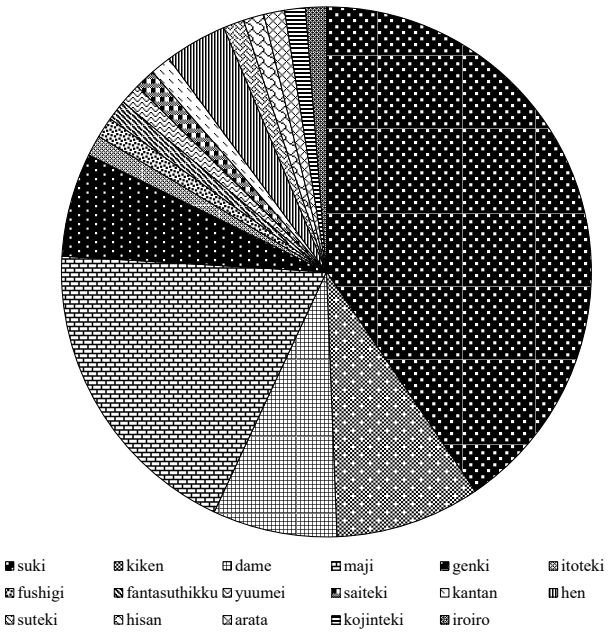

Figure 1. The frequency of *Na*-adjective

The Co-Occurrence Pattern for *Suki* Adjective

The adjective *suki* can be written in both *hiragana* and *kanji*, however, in Youtube's comments, this adjective is commonly written in *kanji* instead of *hiragana*. Through the corpus analysis in Sketchengine, 10 words co-occurred with the adjective *suki*. The words are,

Grammatical Particle	:	*ga, mo*
Noun	:	*Hajimeshachoo, watashi*
Adverb	:	*sugoku, suggo, anmari, meccha, majide, mechakucha, anma, kekkou*

Table 3 shows the categorization of adverbs that co-occurred with adjective *suki* as positive or negative adverbs (refer to data analysis method for explanation).

Based on the list given, *suki* has co-occurred the most with adverbs. In Table 3, we can identify 2 types of adverbs. The list shows that *suggo* is the abbreviation of *sugoku* and *meccha* is the abbreviation of *mechakucha* which both pairs have the same meaning and function. *Suggo* and *sugoku* is synonym[2] to the word "very" or "really" in English while *meccha* and *mechakucha* is synonym to "extremely". On the other hand, *majide* is an adverb from the combination of the noun *majime* and the grammatical particle *de.* Through the

2 For this study, the word 'synonym' refers to lexical synonym. Stanojević (2009) explained that "*lexical synonymy is a sense relation that holds between two or more lexical units with the same sense in the given contexts in which they are interchangeable.*"(pg. 194)

Table 3

Positive and negative co-occurrence used together with the adjective Suki

Positive Adverbs	Negative Adverbs
sugoku, suggo, meccha, majide, mechakucha, kekkou	*anmari, anma*

Note. The discourse prosody of each adverbs in the above is identified by analysing their meaning when they co-occurred together with the adjective suki. Refer to data analysis method for further explanation.

particle *de* that demonstrates the means of action, the noun *majime*, after removing *me*, can be used as an adverb that is synonym to "seriously", "diligently" and "earnestly". Finally, the adverb *kekkou* has the same meaning as the English word, "quite". *Kekkou* also is used to show refusal similar to "no, thanks". Meanwhile, both negative adverbs of *anmari* and *anma* come from the same adverb of *amari* which means "don't really" or "not very". *Amari* is the standard dictionary form of the word while *anmari* is usually used in daily conversation. On the other hand, *anma* is the abbreviation form of *amari.*

Adjective *suki* also co-occurs together with the noun *hajimashachoo* and the pronoun *watashi*. *Hajimeshachoo* refers to the Youtuber of the videos. Meanwhile, pronoun *watashi* is synonym to English pronoun "I". The grammatical particles *ga* and *mo* also co-occur with the adjective *suki.* However, unlike adverbs and nouns, these grammatical particles are not meaningful lexical. In corpus linguistics, these particles are grammatical features within a collocation called colligation. Despite not having meaning, these colligations have their own functions when used in Japanese sentences.

The grammatical particle *ga* is mainly used to describe things when used together with adjectives or to deliver new information. While particle *mo* is used to express inclusion as it is synonym to the English word "too" and "also".

DISCUSSION

The Discourse Prosody of *Suki* Adjective and Its Co-Occurrences

The adjective *suki,* when used with positive adverb (*sugoku, suggo, meccha, majide, mechakucha, kekkou*) had usually the connotative meaning of extreme fondness or likeness of certain activities, items, or person in the Youtube video concerned. This implies that in using these adverbs together with *suki,* viewers or commenters of the Youtube videos can express not only their excitement on activities, items, and persons displayed in the video but also how they agree of the content of the video and can relate with the content maker of the video positively. Below are the examples of positive adverbs co-occurring with *suki*:

1. *Ato hajimeshachoo itsu mo no dougade wa goukai de omoshiroi koto shiteru kedo fudan majime de* <u>*sugoku*</u> ***suki*** *desu! !*

Besides, I <u>really</u> **like** this video that is usually done on interesting matters but with the usual serious [tone].!!

2. *Mukashi yori nandaka ochitsuite ite <u>suggo</u>* ***suki*** *desu!*
   <u>Really</u> **like** that it is more relaxed than the previous one!

3. *Kou iu douga nareeshon to sesshon shi teru no <u>kekkou</u>* ***suki***
   <u>Quite</u> **like** [him] doing narration and session like this video [.]

4. *Hyoro kara maccho ni natta wake ne kocchi no hou ga danzen ikemen ore ofuro <u>meccha</u>* ***suki*** *desu*
   [You] changed from lanky to macho [.] This is more by far good-looking [.] I <u>extremely</u> **like** bath [.]

5. *Kou yuu douga <u>majide</u>* ***suki*** *yuttari shitete nareeshon no hajime no koe mo ochitsukushi motto kou yuu douga fuyashite hoshii*
   <u>Seriously</u> **like** this kind of video [.] The calm narration of *Hajimeshachoo*'s voice is relaxing [.] I want more of this kind of video [.]

6. *Hajimen hitori tabi mitai na kanji ga hisashiburi ni mirete <u>meccha</u>* ***suki*** *desu!*
   I <u>extremely</u> **like** when it seems that the feel as if it has been a while since *Hajimen* has traveled alone!

7. *Daitai jijii sauna wa <u>mechakucha</u>* ***suki*** *da ga, don dake nagaku haitte mo mizuburo ni wa hairen no da yo na.*
   Generally, I <u>extremely</u> **like** Jijii Sauna, but [I] don't think I can take a cold bath no matter how long [I] take it.

8. *Sauna wa <u>mechakucha</u>* ***suki*** *da ga, don dake nagaku haitte mo mizuburo ni wa hairen no da yo na.*
   I <u>extremely</u> **like** the sauna, but [I] can't take a water bath no matter how long [I] take it.

9. *Watashi mo <u>meccha</u>* ***suki*** *6: 04 Genki desu ka?*
   I <u>extremely</u> **like** it too [.] 6:04 Are you okay?

These examples suggest that viewers or commenters express the level of their excitement and relatability of the video content. On the other hand, below are the instances for negative adverbs:

1. *Kawaii kanji no moji no goshikku kawaii kanji no kaisetsu nanka mitete honobono suru ore sauna <u>anmari</u>* ***suki*** *janai kara*
   The gothic cute letters [,] cute commentary is made somehow to be seen faintly[.] I <u>don't really/not very</u> **like** sauna[.]

2. *Ore mo sauna <u>anma</u>* ***suki*** *dakedo mizuburo de moguru yatsu to ka ase nagasanaide haitte kuru yatsu to ka gachi yamete hoshii.*
   I also <u>don't really/not very</u> **like** sauna but I want people who dive [in bath], people who don't wash away their sweat, to seriously stop.

The negative adverbs, when co-occurred with adjective *suki,* indicate a level of unpleasantness of the content of the video. They are also a polite form of delivering disagreement or different opinions than what is in the content of the said video.

The second most frequent co-occurrence of adjective *suki* is the grammatical particles *ga* and *mo* (colligation). These grammatical particles are used together with adjective *suki* to form adjective sentences. According to Hu (2015), colligation in relationship to the collocations of words can be examined to investigate the varying patterns between adjective pairs. In a Japanese adjective sentence, the particle *ga* helps to emphasize the items, persons, or activities as it shifts the focus of the sentences from the adjective *suki* to what is it the viewers or commenters like. In other words, particle *ga* helps viewers or commenters to display how they can relate with the content maker's and other viewers' excitement of the related topics. Below are examples of comments with particle *ga* as the co-occurring word of adjective *suki.*

1. *"Okote iru" to teroppu ni emoji ( ) wa shushushu no umami no kiwami-san-kan sugoi hontai ga todoita toki no shachoo no fukusou ga* ***suki****.*
   It is incredible that it feels like there are people who have high standard writing again and again in telop "I am angry". I **like** *Shachoo*'s clothes when the real thing arrived.
2. *Sauna kayotte nan de anna shinzou ni waru-souna koto ga* ***suki*** *na no ka naa?*
   Why do you **like** going to the sauna and doing things that seem to be bad for your heart?
3. *Kikuchi-san no kaku hajimen kawaii – tokuni o kuchimoto ga* ***suki*** *yo ^ ^*
   [I] **like** Kikuchi-san's drawing on *Hajimeshachoo* especially the mouth (in the drawing) ^ ^

Similarly, the grammatical particle *mo* is also used to show how the commenters share the same positive feeling with both the content maker and other viewers, however, it is done differently than grammatical particle *ga*. Grammatical particle *mo* expressed the sense of involvement and sense of community or togetherness among viewers as grammatical particle *mo* is synonym to the word "too" or "also" in English. Below is the instance sentences of adjective *suki* and grammatical particle *mo*:

1. *Tokidoki kumi ni iku kurai wakimizu mo* ***suki*** *da kara*
   Because from time to time, I too **like** to go and get spring water[.]
2. *Mukashi no douga mo* ***suki*** *desu ga, kore kara mo yori yoi douga o mattemasu!*
   I also **like** the old video but, I am also waiting for better video!

The adjective *suki* also co-occurred with a noun. This happened when commenters tried to write their comment casually and similar to daily spoken communication. As we will see in the example given, a grammatical particle has been omitted from

the written adjective sentence to simplify the written text. Also, by omitting the grammatical particle *ga* and connecting the noun to the adjective *suki,* the sentence can emphasize the adjective *suki* thus, strengthen the image of fondness or excitement of the related topic in the video.

1. *Kore jibun dattara shinu no o satoru wa 6: 28 Hajimeshachoo "e?" Ushiro ni iru hajimeshachoo "e? " Yappari hajimeshachoo* ***suki*** *da wa.*
   I realize that I would die if it were me [.] 6:28 *Hajimeshachoo* "Eh?" *Hajimeshachoo* at the back "Eh?" Definitely, I **like** *Hajimeshachoo*.

Besides, the adjective *suki* plays a role as a modifier to a noun or descriptive noun when noun co-occurs together with it. As we can see in the example of the sentence below, the adjective *suki* modified the noun *watashi* by giving it a characteristic. By forming the phrase *suki watashi*, this reveals the excitement of the commenters in informing others of the commenter's likeness of the said matters. In addition, this co-occurrence is very casual and is written in a daily spoken structure where the suffix *na* after the adjective *suki* is omitted as shown below.

1. *Vlog-kan atte* ***suki*** *watashi tte tanjun da atsui tokoro nigate na no ni, kono douga mita shunkan sauna ikitakurun da mono.*
   The me who **like** this Vlog feel, is simple [.] I'm not good at hot places, but the moment I watched this video, I went to the sauna.

CONCLUSION

Based on the findings, it is clear that adjectives have a low frequency in the overall Youtube comment sections. The adjectives found in Youtube comment section are of 3 types; *na*-adjective, *i*-adjective, and also *no*-adjective. The highest number of adjectives in Youtube comments is *i*-adjective. However, to answer the second research question of this study, we must look into *na*-adjective. Through corpus analysis, it has been revealed that there are 17 *na*-adjectives used in Youtube comment and *suki* has the highest frequency of all.

Answering the second research question, the study discovered that *suki* mainly co-occurred with an adverb. These adverbs modified the adjective *suki* mostly to elevate the sense of likeness, adore, or fondness of the content of the video. However, *suki* also display disagreement and unpleasantness politely when co-occurring together with negative adverb. *Suki* also co-occurred with grammatical particles *ga* and *mo*. The particle *ga* helps commenters emphasize what they like and particle *mo* creates a sense of inclusiveness. Noun plays the role of emphasizing feelings such as liking and fondness when co-occurred with the adjective *suki*.

Implication of Study

The data obtained from the corpus analysis revealed the behavior of commenters based on a single keyword *suki*, therefore, these results can be used to assist future research

by comparing data and justifying related research. This study can also guide future studies on how to conduct a corpus keyword analysis and, assist sociologists and linguists when studying online human behavior.

Suggestion for Future Research

It is recommended that wider sample size is analyzed in future studies by adding the number of videos or the number of Youtube comments. Besides, video with different genres is highly recommended. If corpus keyword analysis on adjectives wanted to be done, looking into *i*-adjective, specifically adjective *ii*. Corpus keyword analysis is also interesting to be done in a different context, like advertisements, online social platforms, and academic papers.

ACKNOWLEDGEMENT

Special thanks need to be given to the Academy of Language Studies for allowing this research to be completed and every individual who assisted in finishing this research.

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