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ORIGINAL ARTICLE

A Linguistic Analysis of an Inspirational Autobiographical Success Story of Racism

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ABSTRACT

Inspirational Autobiographical Success Stories of Racism (IASSR) refer to personal narratives that recount the experiences of individuals who have faced racism and discrimination but have managed to overcome these challenges and achieve success. Analyzing linguistic elements in these narratives can unveil the strategies used to navigate and overcome racial challenges, offering valuable insights into coping mechanisms and empowering narratives. The study aims to delve into verb choices, attitudes, and narrative processes within the story, seeking to unveil underlying structures, patterns, and characteristics. Accordingly, it is hypothesized that the IASSR follow a consistent structure of narration presented by Labov; positive attitudes predominate within IASSR narratives; action verbs are the most frequently utilized type of verb process in IASSR. Drawing upon the narrative analysis model by Labov and Waletzky (1997), this paper explores the overarching structure of the racism story "Hate is Virus" (2021) by Michelle K. Hanabusa. In addition to narrative analysis, this paper incorporates the appraisal theory developed by Martin and White (2005), which focuses on the linguistic choices used to express attitudes; furthermore, Halliday's transitivity theory (2004) is utilized to explore the linguistic representation by analyzing the transitivity patterns. The combination of a captivating, authentic narrative, a well-balanced structure, and nuanced attitudes towards combating racism creates a compelling and impactful storytelling experience. It engages readers emotionally, encourages critical thinking, and fosters a deeper understanding of the transformative power inherent in addressing and overcoming racism.

Keywords: Inspirational Success Stories, Labovian model, Appraisal Theory, Transitivity

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1. Literature Review

Storytelling, as an ancient and fundamental aspect of human communication, has been present since the earliest forms of human expression. It encompasses the conveyance of narratives or sequences of events through spoken, written, or visual means, playing a significant role in shaping human culture. Over the course of history, storytelling has taken various forms, including myths, legends, and folktales, serving as vessels for transmitting wisdom, knowledge, and cultural heritage across generations^{1,2}.

Stories, being one of the most ancient forms of literature, have played a crucial role in preserving the history and cultural heritage of societies. By closely examining the content and structure of stories, valuable insights can be gained, deepening our understanding of the diverse values and ethical principles that shape social interactions³.

1.1. Autobiographies

Autobiography, a rich subject for scholarly exploration, involves individuals sharing their unique life stories in various styles. Gibbs notes the genre's evolution, encompassing memoirs, testimonies, and historical narratives beyond public figures⁴. Altier et al emphasize the value of personal perspective over public significance⁵. Autobiographies serve as comprehensive accounts, detailing influential individuals, significant events, and personal experiences that shape one's identity. They become a communication tool for expressing identity, worldview, and decision-making, as Gibbs underscores⁴. Altier et al highlight the genre's role in offering insights into social perceptions⁵. Reveley adds that autobiographies provide a window into the author's subjectivity, allowing readers to grasp their personal perspective⁶. Bruner contributes the insight that autobiographies reveal how individuals construct culture and shape identity⁷. Autobiographies, by covering a significant portion of a person's life, offer a broad yet deep understanding of their thoughts and experiences, serving as invaluable resources for researchers⁸.

1.2. Success Stories

According to Carol S. Dweck's research in "Mindset: The New Psychology of Success," success is intricately linked to one's mindset—either fixed or growth⁹. In a fixed mindset, individuals believe their abilities are innate and unchangeable, often seeking validation through risk-free demonstrations of their skills. Failure in this mindset is perceived as a personal inadequacy, causing demotivation. Conversely, a growth mindset sees abilities as developable through effort and learning, welcoming challenges and viewing failure as a chance for growth. Those with a growth mindset tackle new challenges, persist in adversity, and achieve higher success levels. Dweck asserts that success stories arise when individuals with a growth mindset embrace challenges, learn from mistakes, and consistently strive for improvement⁹. Success, in this perspective, results from dedication, hard work, and a willingness to learn and adapt, with success stories characterized by individuals overcoming obstacles, maintaining positivity, and demonstrating resilience in pursuit of their goals^{10,11}.

1.3. Inspiration

Inspiration, as discussed by Hendrick, involves uncovering breakthroughs by deconstructing problems and tapping into an individual's potential. It leads to sustained abundance, love, and creativity¹². Harding highlights its role in capturing and harnessing ideas, emphasizing its significance¹³. Authors like Christensen et al. and Thrash et al. argue that inspiration is a motivational state crucial to the creative process^{14,15}.

Traditionally linked to prophets and leaders, inspiration now transcends boundaries, reaching all countries, generations, and communities. It has become a fundamental value, evaluated beyond mere motivation for performance, evolving amidst social, economic, and political instability¹⁶). In the current world, inspiration holds potential for fostering shared purposes, engaging diverse communities, and driving social transformations^{17,18}). Genuine inspiration instills independence, empowering individuals to be self-reliant and unique. In today's context, an inspired person is characterized by greater self-fulfillment, active participation, and self-assurance¹⁶).

1.4. Previous Studies

The existing literature lacks studies similar to the current research topic, with notable contributions such as Debrah J. Martin's "Communicating Vision: A Linguistic Analysis of Leadership Speeches." Martin's work addresses the linguistic aspects of leaders conveying visions, utilizing theories and methodologies to guide effective expression¹⁹). In contrast, the present study examines linguistic features in success story of racism, employing a mixed qualitative and quantitative approach. Another extension of this research focuses on linguistically analyzing autobiographical success story of racism, particularly those addressing racism, to understand effective communication of experiences and inspire engagement on the topic. Additionally, Sujana Suvin, et al's study explores racism within Toni Morrison's novels, employing distinct analytical approaches²⁰). While the current study focus is on novels, the current research contributes to understanding racism through linguistic analysis of autobiographies, providing a comprehensive exploration of linguistic analysis in diverse contexts and enriching the existing literature.

2. Methodology

This section elucidates several aspects pertaining to the methodology employed in the study, including the research design, data selection, techniques of analysis, adopted model which are the narrative analysis model by William Labov and Joshua Waletzky in 1997, appraisal theory by Martin, White in 1990s, and Halliday's Transitivity 2004. Also, other relevant considerations will be dealt with in this section²¹⁻²³).

2.1. Research Design

The research design for this study adopts a mixed qualitative and quantitative approach to analyze the story. The qualitative component aims to comprehend the meaning and experiences conveyed through linguistic features and strategies, providing detailed insights into individual journeys and capturing the complexity of human experiences. In contrast, the quantitative aspect utilizes statistical tools to identify patterns and trends in the language used to portray success. This combined approach enhances the rigor and objectivity of the analysis, offering a comprehensive understanding of how success stories are linguistically constructed.

2.2. Data Selection

The paper focuses on success story of racism, selecting the narratives from YouTube. The story entitled, "*Hate is Virus*" (2021) by Michelle K. Hanabusa, explores the author's journey to embrace her Japanese-American identity and speak up against hate (<https://youtu.be/BabbDVmjWjM?si=Q1iuN51DX4a N1BhV>)²⁴). This narrative is selected to provide deep

perspective on racism, offering valuable insights into personal struggles, growth, and empowerment, contributing to a comprehensive exploration of the subject matter.

2.3. Procedures of Analysis

The procedures of analysis are as follows:

1. Selecting the racism story from the source and carefully read it.
2. Analyzing the story using the Labovian model, which consists of six components: abstract, orientation, complicating action, evaluation, resolution, and coda.
3. Following the Labovian structure, the Appraisal Theory and transitivity model are applied.
4. Conducting a quantitative analysis to investigate the interconnections among the Labovian model, the Appraisal Theory, and the Transitivity model.
5. Discussing the overall results of the analysis, including the themes, attitudes, and verb usage frequency observed within the story in question.

2.4. Adopted Models

2.4.1. Narrative Analysis Model (Labov and Waletzky)

The Narrative Analysis Model, developed by William Labov and Joshua Waletzky in 1997, is a framework for analyzing and comprehending narratives. This model delves into the structure, content, and social-cultural influences shaping narratives. Labov's perspective outlines six key components shaping the narrative's structure and meaning. The Abstract provides a concise theme, the Orientation establishes contextual details, and the Complicating action drives the narrative with events or conflicts. The Evaluation prompts reflection on significance, while the Result or resolution reveals outcomes. Finally, the Coda concludes the narrative, offering a conclusive statement. Labov's framework, encompassing these elements, creates a coherent and engaging storytelling experience, providing a comprehensive structure for narrative analysis²¹).

2.4.2. Appraisal Theory (Martin and White)

Appraisal Theory, developed by Martin and White in the 1990s, is a theoretical framework that derives from Halliday's Systemic-Functional Grammar and focuses on the interpersonal function of language. It comprises three subsystems: Attitude system, Engagement system, and Graduation system. The Attitude system, which will be the main focus of this discussion, is a concentrated expression of the speaker's emotions and involves the real-time assessment of emotions, judgment of behavior, and evaluation of aesthetic phenomena. It includes resources for expressing affect, making judgments, and showing appreciation. This system evaluates emotions, behavior, and the value of things, identifying both positive and negative evaluations based on the participant's behavior²²).

2.4.3. Transitivity (Halliday)

Halliday's Transitivity is a linguistic model that focuses on the analysis of how participants and processes are represented in language. It is part of Systemic Functional Linguistics, developed by Michael Halliday. Halliday states that "transitivity translates the world of experience into a manageable set of process types" (p. 107)²³).

Transitivity examines how clauses are structured and how participants are assigned roles (such as actor or goal) in the representation of actions and events. Halliday identifies six distinct process types within the English transitivity system: mental, material, behavioral, relational, verbal, and existential. Initially, he focuses on the primary process types of material, mental, and relational. However, he later expands his analysis to include the remaining three process types, which exist at the periphery of the initial three categories. This comprehensive framework allows for a more nuanced understanding of the various ways in which actions, states, and relationships are expressed in the English language²³).

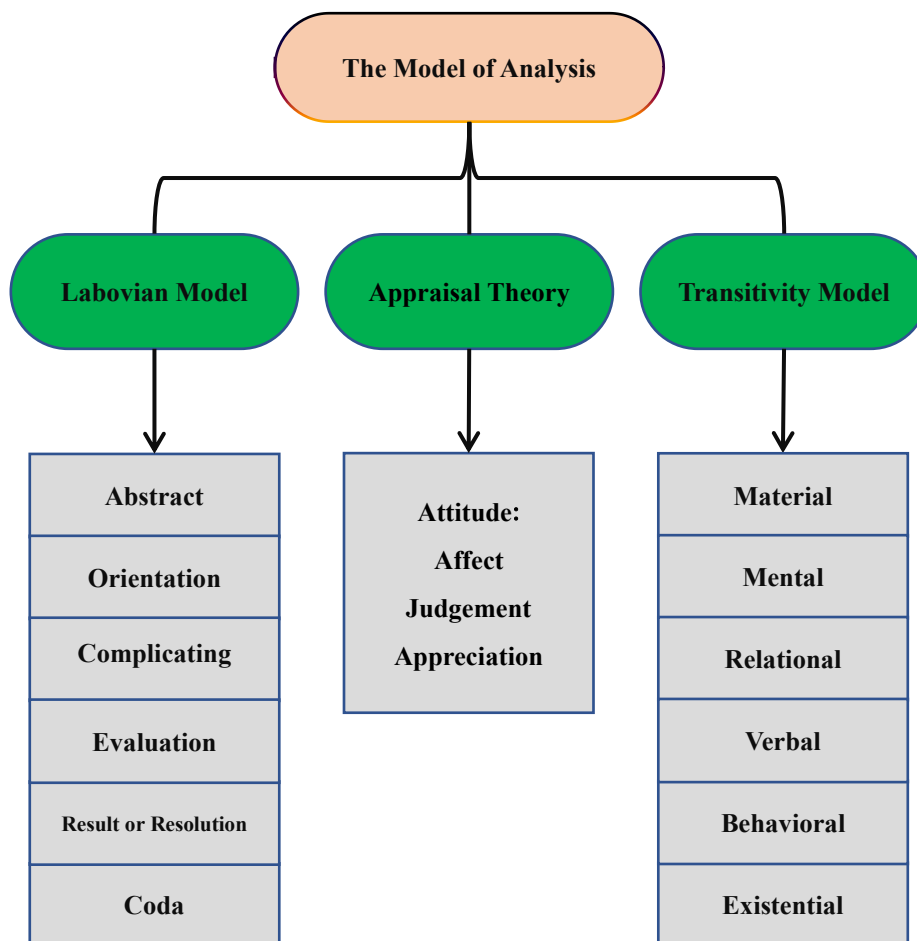


Figure 1. The Representation of the Model of Analysis

The chosen models are selected for their complementary strengths in analyzing different aspects of IASSR. Labov and Waletzky's narrative analysis provides a structured framework for examining the storytelling elements, such as orientation, complication, and resolution. This model helps in understanding the overall narrative structure and the linguistic devices employed to convey personal experiences. Martin and White's appraisal theory focuses on evaluating the emotional and evaluative language within narratives. By incorporating this model, the study gains insights into the affective dimensions of the stories, identifying how individuals express their emotions and judgments throughout their accounts. Applying Halliday's Transitivity model entails focusing on verb choices and processes (material, mental, relational...) in Hanabusa's narrative. This analysis involves identifying and examining the verbs she uses to convey experiences, actions, and reactions

related to racism. By scrutinizing these linguistic choices, the model helps uncover the dynamic aspects of her journey, offering insights into agency, interactions, and the transformative nature of her autobiographical success story.

By integrating these models, the study achieves a comprehensive analysis, combining narrative structure, emotional expression, and linguistic agency. The synergy of these models allows for a nuanced understanding of the linguistic strategies employed in IASSR.

2.5. Significance

A linguistic analysis of an IASSR can provide valuable insights into the narrative structure, linguistic choices, and rhetorical strategies employed by the narrator. The potential significances of such an analysis that can be detected and reflected in the following points:

- a. Understanding the Narrative Structure where one can identify the key elements of the narrative structure, such as the introduction, complicating action, climax, resolution, and coda. This analysis helps uncover how the author frames and organizes their story to convey their experiences with racism and their journey towards success. It sheds light on the storytelling techniques used to engage and inspire the audience.
- b. Inspiring and Empowering Others: Linguistic features play a crucial role in inspiring and empowering the audience. By understanding the linguistic strategies employed in the success story, one can examine how the author aims to connect with readers or listeners, evoke emotions, and motivate others who may have experienced similar challenges. This analysis can provide valuable lessons and insights that can be applied to personal growth, resilience, and social change.

In Summary, analyzing IASSR provides valuable insights into the human experience, showcasing the power of resilience and determination in overcoming obstacles. In addition to that, understanding the linguistic and narrative techniques used in these stories enhances our comprehension of how attitudes are conveyed and can inform strategies for effective communication and storytelling in various contexts.

3. Data Analysis

The eclectic model developed in the previous section is used for analyzing the selected story qualitatively and quantitatively.

3.1. Qualitative Analysis

In this section, *Hate is Virus* (Michelle K. Hanabusa) (2021)²⁵ is subjected to qualitative analysis according to the eclectic model. The first model to be employed is the Labovian model for narrative analysis, which will be used to examine the structure and elements of the story. It involves dissecting the story's components systematically. The abstract encapsulates the core theme, navigating through Hanabusa's experience with racism. The orientation unveils the contextual backdrop, introducing characters and setting. The complication dissects the central conflicts, scrutinizing pivotal moments in the narrative. The evaluation phase assesses the emotional and judgmental linguistic expressions embedded in Hanabusa's storytelling. Finally, the resolution unveils how Hanabusa triumphs over challenges, detailing the linguistic strategies that convey the conclusion of her inspirational autobiographical success story of combating racism. This approach facilitates a nuanced linguistic analysis of the narrative's structure and content. Within the six elements of the Labovian

model, the Appraisal Theory and Transitivity Model will be included to investigate the attitudes and action processes in the story. Through the implementation of the eclectic model, a comprehensive understanding of the selected story will be sought.

"*Hate is Virus*" by Michelle K. Hanabusa is a personal story of the author's struggle with identity as a Japanese American. Growing up in a multicultural household with an Americanized father and a mother from Japan, she faced confusion about her own identity. She shares an experience of encountering racist comments and discrimination, feeling like an outsider. In college, she embarked on a journey to explore her heritage and culture, which ignited a sense of pride. Finding her voice and purpose, she gained confidence to speak up against hate and discrimination.

The Analysis begins with Labov Model six elements of narration, as follows (See the appendix for more specific examples from the narrative to illustrate how each component of the Labovian model functions in the story):

a. Abstract

No abstract exists in this narration.

b. Orientation

"My name is Michelle K. Hanabusa. I am 29 years old from Los Angeles, It was a lot of just trying to be like what I was seeing others being."

The orientation provides background information about Michelle K. Hanabusa, a 29-year-old fourth-generation Japanese American from Los Angeles, California. Her father, a third-generation Japanese American, assimilated into American culture, while her mother, born and raised in Japan, later immigrated to the United States. The combination of their cultural backgrounds created a diverse household. Michelle shares the challenge she faced in defining her identity due to the contrasting influences and perspectives within her family while growing up.

According to the appraisal theory, the narrator expresses an "interesting" and "beautiful" attitude towards the blend of cultures in her household, reflecting a positive emotional response. Words like "really, really interesting" and "very confusing" convey a strong affective reaction to the situation, e.g. "My household was really, really interesting because my father is a third-generation Japanese American". (**Affect**). While the narrator doesn't explicitly state judgment, her description of the household as a "beautiful blend" and her struggle to define her identity suggests a favorable view. The absence of negative language implies a non-judgmental or positive attitude towards the cultural mix, e.g. "It was a very interesting and beautiful blend of the two that I think" (**Judgment**). The narrator also exhibits appreciation for her Japanese and American heritage, describing it as a "very interesting and beautiful blend." Terms like "struggled" and "confusing" acknowledge the complexity of her identity but also imply a sense of value and significance placed on her multicultural background, e.g. "I really struggled with because it was very confusing for me" implicating by that a negative attitude (**Appreciation**).

Analyzing the story orientation through the transitivity model reveals three types of verbs. Material verbs like 'born, raised, immigrated,' (e.g. I was born and raised in California ... and immigrated here). These material verbs indicate actions or events that involve physical or tangible activities and provide information about the subject's background, experiences, and movements by describing concrete actions related to birth, upbringing, and relocation. Mental verbs like 'think, struggled, seeing,' relate to cognitive processes, thoughts, and emotions. These verbs convey the subject's perspectives, internal experiences, and reflections on their past or present circumstances. (e.g. I think, growing up, I really struggled with

because it was very confusing). Relational verbs like 'is, am, was' can be identified. These verbs establish relationships or identities between the subject and other elements in the sentence. They link the subject to certain qualities, characteristics, or roles (e.g. I am a fourth-generation Japanese American).

c. Complicating Action

"Regarding my own interactions with racist comments and discrimination...It never really occurred to me until that point where I was like, 'Wow, people see me as the other.'"

The complicating action in this scenario is a racist comment made by the friend's mother. This introduces conflict and tension by showcasing a discriminatory attitude towards the speaker. It brings discomfort and unease, revealing that the speaker is perceived as different and inferior based on their race. This action intensifies the internal struggle of how to respond to such incidents and underscores the impact on the speaker's sense of identity and belonging.

The speaker's description of her experience with racist comments and discrimination evokes a sense of emotional impact, where negative attitude predominates the complicating action, for example, "upset" and "kept inside" suggest a negative emotional response to the situation. The use of phrases like "looked at me" and "Why is there a monkey in this room?" conveys a sense of surprise and hurt (**Affect**). The speaker's judgment is evident in her evaluation of the situation. She expresses disapproval and dissatisfaction with the mother's racist comment by stating that her father was "so upset." The phrase "people see me as the other" indicates a realization that she is being perceived negatively based on her race (**Judgment**). In this particular excerpt, there is no explicit expression of appreciation. The focus is more on the affective and judgmental aspects of the speaker's experience and the negative attitude dominates the whole scene.

Analyzing the story complicating action according to the transitivity model reveals many types of verbs. Mental verbs like 'remember,' 'looked at,' 'think,'. These verbs express the subject's mental activities, perceptions, and reflections during the complicating action of the story (e.g. remember going over to a friend's house with some friends). Relational verbs like 'was,' 'are,'. These verbs establish relationships or identities between the subject and other elements in the sentence. In the context of the complicating action, these verbs describe the state or condition of the subject and their surroundings (e.g. there was just a bunch of friends around). Verbal verbs, on the other hand, like 'telling,' 'they didn't say,' 'respond,' involve communication or speech-related actions. These verbs depict the subject's verbal interactions, conversations, or lack thereof, during the complicating action. (e.g. and telling my father this, ... But I didn't say anything). Finally, behavioral verbs like 'kept,' 'occurred' pertain to observable actions or behaviors. These verbs capture the subject's physical or external actions during the complicating action (e.g. something that I kept inside).

d. Evaluation

"Looking back and reflecting on that time of my life, I've really come to realize that, like, yes...you know? I was so integrated in a different part of me, um, my entire life."

In his evaluation of his past experiences, the speaker reflects on their mission to fit in and be accepted by communities different from their own. He recognizes the role of being seen as a stereotype or token Asian in predominantly white groups, and evaluate how this integration impacted their identity and life.

The language used in this passage reflects a mix of positive and negative emotions. The speaker expresses a sense of self-reflection and realization, indicating a personal growth or transformation. Words like "looking back," "realize," and "entire life" suggest a deep emotional impact, e.g. "Looking back and reflecting on that time of my life" where the positive attitude is the prevailing one (**Affect**). The speaker evaluates her past experiences and attitudes towards fitting in and being accepted by other communities. She expresses some dissatisfaction with her previous mindset, as indicated by phrases such as "try to fit in" and "token Asian." This suggests a critical assessment of her past actions and beliefs, e.g. "Even just being like the twinkie or like the token Asian" which reflects a negative attitude (**Judgment**). While there is not a strong sense of explicit appreciation in this passage, the speaker's reflection and self-awareness can be seen as a form of appreciation for her personal growth and development. The use of phrases like "I've really come to realize" suggests a growing understanding and value placed on her own experiences reflecting by that a positive attitude (**Appreciation**).

Analyzing the story evaluation through the transitivity model reveals three types of verbs. Mental verbs like 'realize,' (e.g. I've really come to realize that ...). These verbs express the subject's mental activities, perceptions, and insights during the evaluation phase of the story. Relational verb like 'was so integrated,' describes the subject's level of integration or assimilation into a particular aspect of their identity. (e.g. I was so integrated in a different part of me). And behavioral verbs like 'try to fit,' 'try to be accepted' depict the subject's efforts or attempts to conform, adapt, or seek acceptance during the evaluation phase of the story (e.g. try to fit in and try to be accepted).

e. Result or Resolution

"And then college, that post-college, that was really the journey when I was like...when something sparked inside me where I was like, I did not embrace any of this growing up."

The passage suggests that after college, he realized that the path he was on was not fulfilling or successful. He decided to make a complete change in his life but was unsure of what that meant at the time. He began to explore and learn about his own heritage and culture, which he found to be fascinating and inspiring. This discovery ignited a passion within him, and he realized that he had not fully embraced his heritage while growing up.

The speaker expresses a positive and enthusiastic attitude towards her exploration of her own heritage and culture in a way that the positive attitude is the hallmark of the results and resolution Labovian element. Words like "dope" and "cool" reflect this positive affect, e.g. "You, this is dope. Like, our community and our culture is so cool" (**Affect**). The speaker reflects on her past and acknowledges that she did not embrace her heritage and culture while growing up. This implies a negative judgment of her previous attitude. However, there is also a shift in judgment as she expresses a newfound appreciation for her community and culture. Words like "isn't working" and "embrace" reflect the speaker's judgment of her previous lack of interest, while words like "explore" and "learn" reflect her positive judgment of her current exploration and engagement, e.g. "I did not embrace any of this growing up"; "I started to explore and really try to learn my own heritage and my own culture" (**Judgment**). The speaker shows a growing appreciation for her own heritage and culture. She describes her community and culture as "cool" and expresses excitement about her discoveries. This reflects a positive appreciation for her cultural identity, e.g. "Like, our community and our culture is so cool" (**Appreciation**).

Analyzing the story resolution through the transitivity model reveals many types of verbs. Material verbs like 'working,' express the subject's assessment or realization that a particular approach or situation is not effective or successful. (e.g. because this isn't working); mental verbs like 'need,' 'know,' 'think,' express the subject's mental activities, reflections, and convictions during the resolution phase of the story (e.g. And I think that's when something sparked inside me); relational verbs like 'was,' 'is,' describe the subject's state, realization, or identification with a particular aspect or phase of their journey (that was really the journey when I was like); and behavioral verbs like 'try to explore,' 'try to learn' depict the subject's intentional efforts or actions to engage in certain activities or pursuits during the resolution phase. (e.g. I started to explore and really try to learn my own heritage).

f. Coda

"When I started to really find my purpose and my voice, that's when I started to really feel confident enough to say something and to speak up because I couldn't just sit there and stay silent."

In this case, when he began to discover his purpose and develop a strong sense of self-expression, he also gained the confidence to express his thoughts and opinions. Before this point, he may have felt hesitant or unable to speak up and remain silent. However, once he found his voice and understood his purpose, he realized the importance of sharing his perspective and no longer wanted to passively observe or withhold his thoughts.

The speaker expresses a sense of "empowerment" and growing confidence, using words like "really find my purpose" and "like my voice." These phrases indicate a positive emotional state, reflecting enthusiasm and satisfaction. The mention of "started to really feel confident enough" suggests a shift from a previous lack of confidence, highlighting an emotional transformation (**Affect**). The speaker evaluates her own actions and decisions, expressing a critical stance towards her past behavior of remaining silent. The phrase "couldn't just sit there and stay silent" conveys a disapproval of her previous silence, indicating a negative judgment. This implies a shift in attitude towards being more assertive and vocal (**Judgment**). The speaker appreciates the process of finding her purpose and voice, conveying a positive attitude towards personal growth. Words like "really find," "feel confident," and "speak up" express appreciation for the journey of self-discovery and the ability to express oneself, e.g. "I started to really find my purpose and my voice" (**Appreciation**).

Analyzing the story coda according to the transitivity model reveals three types of verbs. Material verbs like 'couldn't just sit,' 'stay,' express the subject's refusal to remain passive or inactive in a particular situation (e.g. I couldn't just sit there and stay silent); mental verbs like 'find,' 'feel,' express the subject's internal experiences, self-discovery, and emotional states during the coda phase of the story (e.g. I started to really find my purpose and my voice); and verbal verbs like 'say,' 'speak up' depict the subject's active use of their voice, expression, or communication to convey their thoughts and opinions. (e.g. to say something and to speak up).

3.2. Quantitative analysis

This section, conducts a comprehensive quantitative analysis of Hate is Virus (Michelle K. Hanabusa) (2021). The main objectives of the preceding table 1 will be to apply Appraisal Theory to determine the frequencies of words that convey positive or negative attitude. This analysis will provide a more profound insight into the manifestation of attitude according to Appraisal Theory.

Table 1. The Quantitative Analysis of Appraisal Theory of *Hate is Virus* Story

Appraisal Theory Labovian Elements	Attitude	Affect	Judgment	Appreciation
ORIENTATION	Positive	1	1	1
	Negative	0	0	0
COMPLICATING ACTION	Positive	0	0	0
	Negative	1	2	0
EVALUATION	Positive	1	0	1
	Negative	1	1	0
RESOLUTION	Positive	1	2	1
	Negative	0	1	0
CODA	Positive	2	1	2
	Negative	0	1	0
Total Positive Attitude	(66.66%)	Total Negative Attitude		(33.33%)

In table 2, the primary goals include delving into the employed transitivity model within the examined story. This examination aims to offer a deeper understanding of how the transitivity model is utilized in the narrative of this particular story.

Table 2. The Quantitative Analysis of Transitivity in *Hate is Virus* Story

Process Labovian Elements	Material	Mental	Relational	Verbal	Existential	Behavioral	
ORIENTATION	5	3	10	0	0	0	
COMPLICATING ACTION	0	8	5	3	0	3	
EVALUATION	0	1	1	0	0	2	
RESOLUTION	1	3	5	0	0	3	
CODA	2	2	0	2	0	0	
TOTAL	8	17	21	5	0	8	
PERCENTAGE	13.55%	28.81%	35.59%	8.47%	0	13.55%	100%

3.3. Results and Discussion

a. Labovian Model

The discussion of the racism story in this research primarily centered on using the Labovian model. The racism story seems to skip the abstract, immediately delving into personal experiences, aiming to establish a strong identity and connection to nationality or heritage. This approach emphasizes personal narratives and the emotional impact of racism,

fostering deeper understanding and feelings of pride, empowerment, and resilience. Analyzing Michelle K. Hanabusa's narrative according to the Labovian model, one noticeable aspect is the omission of an abstract at the beginning. This departure from the traditional structure might be intentional, serving the purpose of immediately engaging the audience and creating a direct connection to the personal experiences shared. This choice reflects an intent to capture attention and set a tone of immediacy.

In terms of the sequence order, the narrative follows the basic arrangement of the Labovian model without significant deviation. It begins with the orientation, progresses through complicating action, evaluation, resolution, and concludes with a coda. This adherence to the basic sequence aligns with the natural flow of the narrator's memories and emotions, enhancing the authenticity of the storytelling by reflecting the non-linear nature of personal recollections.

Additionally, when examining the story's components, it becomes evident that they tend to have a balanced length. Each stage of the narrative receives sufficient attention, contributing to the overall coherence of the story. This balance ensures that no part feels rushed or overly detailed, aiding in pacing and allowing the audience to absorb and understand the story effectively.

In brief, when examining the story using the Labovian model, it captivates the audience by skipping an abstract, creating immediacy. The narrative follows the Labovian sequence order—orientation, complicating action, evaluation, resolution, and coda—which enhances its authenticity. The story maintains the Labovian model's fundamental structure, ensuring a well-balanced length in its components. This strategy contributes to coherence, smooth pacing, and an authentic exploration of themes like identity, racism, and self-discovery, providing a compelling journey within the Labovian framework.

b. Appraisal Theory

Secondly, the story is analyzed using Appraisal Theory, following the narrative structure outlined by Labov. Analyzing the orientations of Michelle K. Hanabusa's "*Hate is Virus*" evokes a mix of positive and negative affect, appreciating the multicultural aspects of her background but acknowledging struggles. While explicit judgment is not pronounced, the narrative reflects a range of emotional responses.

In general, this racism story commonly starts with a positive orientation, sharing personal details. This positive beginning aims to establish credibility, create a contrast with racism experiences, and counteract victimization narratives. Through focusing on achievements and strengths, individuals challenge stereotypes and highlight resilience, contributing to a collective effort against racism for a more inclusive and understanding society.

In the story complicating action, the speaker's narrative unfolds with a strong affective impact, as she vividly describes the emotional toll of experiencing racist comments and discrimination. Words like "upset" and "kept inside" underscore the negative emotional response, while phrases such as "looked at me" and "Why is there a monkey in this room?" convey surprise and hurt. Simultaneously, the speaker's judgment is evident in her explicit disapproval of the situation, highlighted by her father's strong reaction. The phrase "people see me as the other" reflects a poignant realization, emphasizing a negative judgment about being perceived unfavorably based on her race. There is no explicit appreciation in this particular excerpt since the focus is more on the affective and judgmental aspects of the speaker's experience.

In summary, the prevailing attitude in the complicating action is predominantly negative. The speaker's vivid depiction of emotional distress, coupled with explicit disapproval and a poignant realization about racial perceptions, contributes to an overall negative tone. The absence of explicit appreciation underscores the challenging and adverse nature of the

speaker's experience.

In the evaluation of the story, the evaluation combines mixed affect, negative judgment, and positive appreciation. Hanabusa reflects on past efforts to fit in, appreciating the sense of belonging but negatively judging the compromise of her true identity. Despite negative impacts, there's positive appreciation for self-reflection, growth, and rejecting conformity.

Summing up, the evaluation encompasses a mix of negative and positive perspectives. Narrators express negative attitudes towards the impact of racism and societal expectations. However, there's a positive attitude towards self-discovery, embracing authentic identities, finding humor, and the positive reception of cultural expressions. The reflects a nuanced evaluation of racism, capturing both its detrimental effects and the empowering aspects of embracing one's true identity.

In the resolution, a positive affect is evident as she expresses her enthusiasm for exploring her heritage and culture. The mixed judgment arises from her recognition that she did not embrace her culture while growing up, which implies some regret or disappointment. The positive appreciation comes from her realization that her community and culture are "cool." The overall positive affect and positive appreciation outweigh any negative judgment, as she seeks to change her situation and learn more about her identity. So, the resolution portrays a positive and transformative shift in the speaker's attitude towards embracing her heritage.

In the coda, the positive affect is mixed with judgment and positive appreciation. The speaker portrays a positive affect by finding her purpose and voice, which leads to confidence and the motivation to speak up against injustice. The judgment comes through in her realization that staying silent is not an option, showcasing a thoughtful and considered approach. The positive appreciation is evident in her journey to assert herself and stand against hate, reflecting resilience and determination.

In conclusion, the coda combines positive affect, mixed judgment, and positive appreciation, highlighting the necessity of finding one's voice and speaking up against hate.

In conclusion, the analysis of the racism story through Appraisal Theory reveals a nuanced interplay of attitudes. While narratives start positively, addressing personal details, the complicating action depicts negative orientations, reflecting obstacles and challenges. The evaluation phase presents a mix of negative and positive perspectives, capturing the complexities of racism's impact. Resolution uniformly pivots towards positive outcomes, highlighting success, growth, and empowerment. Coda solidify positive attitudes, emphasizing the ongoing battle against racism for a more inclusive society. This comprehensive analysis underscores the transformative power of resilience, determination, and personal growth in the face of challenges, aligning with the overarching goal of inspiring hope and fostering understanding. This reveals the intricate interplay between personal experiences, societal challenges, and individual responses which can be manifested in three main interrelated aspects:

- a. **Impact of Racism:** The narratives provide insights into the emotional, mental, and social effects of racism, highlighting its pervasive nature and its detrimental impact on individuals' well-being and sense of identity.
- b. **Resilience and Empowerment:** Despite facing adversity, storytellers demonstrate resilience, determination, and empowerment, inspiring others to confront racism, assert their identities, and advocate for change.
- c. **Personal Growth and Self-Discovery:** Confronting racism becomes a transformative journey for individuals, fostering personal growth, self-discovery, and a deeper understanding of their cultural heritage and identity.

Overall, the analysis underscores the importance of amplifying marginalized voices, challenging stereotypes, and fostering empathy and solidarity to address systemic injustices and build a more inclusive and just world.

c. Transitivity Model

Thirdly, the utilization of Holliday's transitivity model was applied for the analysis. In term of orientation, (10) relational verbs such as "my name is," "I am," and "I was born and raised" are employed to share factual information about Michelle's background and identity. These verbs play a crucial role in building her personal narrative and experiences. The positive attitude in Michelle's story is conveyed through relational verbs, expressing appreciation and beauty as she describes her unique blend of Japanese and American cultures, overcoming initial struggles in understanding her identity.

From the perspective presented, it is believed that the intentional use of relational verbs in the racism story effectively conveys the positive attitudes of the storyteller, highlighting her connection and pride in her identity despite the challenges presented in the narratives.

Considering the complicating action, (8) mental verbs like "remember," "didn't know," "think," "experienced," "aren't taught," and "see me" expose the narrator's confusion and realization of being seen as different because of racist comments. These verbs also align with the negative feelings in the Appraisal Theory, showcasing the character's emotional and cognitive struggles with racism. In this story, the words used match the sad feelings expressed in Appraisal Theory, showing how racism affects characters emotionally, mentally, and in their connections.

Considering The evaluation, the mixed feelings in the appraisal make sense because of (2) behavioral verbs like "trying to fit" and "trying to be accepted." These verbs explain the narrator's actions to belong. Also, the verb "reflecting" gives a reason for their pursuit of acceptance. Including these verbs fits with the mixed feelings in the appraisal, showing a mix of empathy for the narrator's struggles and the challenges she faces. In conclusion. The presence behavioral verbs underscore the coping mechanisms employed by individuals.

In analyzing the resolution, (5) relational verbs like "I was like" and "this is dope" express her emotional reactions, embodying a positive attitude. These verbs showcase enthusiasm, empowerment, and personal growth, linking Michelle's self-discovery and cultural embrace to her fight against racism. The use of relational verbs adds context and emphasizes the positive transformation in her journey. In summary, Michelle K. Hanabusa's positive tone is primarily shaped by relational verbs.

In the coda, a balanced use of (2) material, mental, and verbal verbs reflects the overall theme of fighting against racism and discrimination. The (2) material verbs, such as "couldn't just sit" and "stay silent," imply the need for tangible actions against racism. The (2) mental verbs, like "started to really find my purpose" and "started to really feel confident," depict the internal growth and self-discovery that empower the protagonist to take action. The (2) verbal processes, "say something" and "speak up," signify the importance of using words to challenge and combat racism. The use of a balanced number of these verb types suggests that addressing racism requires a comprehensive approach. It involves not only taking concrete actions but also supporting one's mentality and beliefs. By combining material actions, mental resilience, and vocal advocacy, individuals can effectively fight against racism and discrimination. The coda emphasizes the significance of both action and words in the ongoing struggle against racism, highlighting the need to actively engage and express one's voice to bring about change. Overall, in the coda, the prevailing type of verb process varies, presenting nuanced attitudes towards racism, showcasing a comprehensive approach to combating racism with a positive and proactive stance.

To bring it all together, the analysis of Michelle K. Hanabusa's narrative, employing the Labovian, Appraisal Theory, and Transitivity models, intricately weaves a tapestry of attitudes that collectively shape a transformative journey. The Labovian Model initiates engagement with immediacy, allowing for a balanced exploration of the narrative components. Appraisal Theory delves into emotional nuances, portraying a hierarchy of attitudes from negative to positive throughout the complicating action, evaluation, resolution, and coda. Concurrently, the Transitivity Model enriches the narrative by emphasizing verb processes, offering a nuanced perspective on the speaker's internal and external experiences. This cohesive interplay between models reflects a comprehensive exploration of resilience, personal growth, and empowerment, highlighting the intricate connection between inspiration and success in the face of societal challenges.

The analysis of Michelle K. Hanabusa's narrative, employing Labovian, Appraisal Theory, and Transitivity models, offers a nuanced exploration of her transformative journey. The Labovian Model engages the audience immediately, presenting a well-balanced narrative structure. Appraisal Theory delves into emotional nuances, showcasing a shift from negative orientations to positive outcomes. Simultaneously, the Transitivity Model enriches the narrative by emphasizing verb processes, providing insight into internal and external experiences. Collectively, these models reveal the intricacies of resilience, personal growth, and empowerment within the broader discourse on racism. The study underscores the power of personal narratives in challenging stereotypes, fostering understanding, and contributing to a more inclusive society. In summary, the analysis unveils the multi-faceted nature of Hanabusa's story, emphasizing the interconnectedness of inspiration and success in overcoming societal challenges and promoting personal growth.

4. References

Based on the preceding analysis conducted, it is possible to derive the following conclusions:

1. The application of the Labov model allows for the observation of narrative structure and storytelling techniques in *Hate is Virus* (Michelle K. Hanabusa) (2021) racism story. It helps identify elements such as the orientation (background information), complication (racism incidents), and resolution (responses and outcomes) within the narrative, providing a structured framework for understanding the progression of the story.
2. The use of the Appraisal theory reveals the presence of mixed attitudes in the story. It demonstrates that this narrative often reflects both negative evaluation (e.g., experiences of discrimination, pain) and positive evaluation (e.g., resilience, personal growth). The theory helps uncover the complex emotional landscape and varied responses to racism, challenging simplistic portrayals of victims or perpetrators.
3. The analysis of the racism story using the Transitivity model reveals a variety of verb processes, including relational, behavioral, mental, and material processes. These verb types serve different purposes in the narrative. Relational processes highlight the connections and relationships between characters and their cultural identity, shedding light on the impact of racism on these relationships. Behavioral processes emphasize the actions, behaviors, and responses of individuals in the face of racism, showcasing their agency and resistance. Mental processes provide insights into characters' thoughts, emotions, and perspectives, offering a deeper understanding of their experiences and coping mechanisms. Material processes focus on concrete actions and efforts undertaken to address racism, emphasizing the tangible steps taken by characters to combat discrimination. The presence of these diverse verb processes within the story adds richness and complexity to the portrayal of racism and its effects on individuals and communities.

Many other studies can be avenues for future research. One of these suggested studies is Cultural Variations in Autobiographical Success Stories: Exploring Narrative Structure and Themes across Different Cultural Contexts. Another study can tackle the same topic of AISSR by comparing this story to other stories of racism or any other field like technology stories or self-development stories.

Appendix

Hate is Virus story by Michelle K. Hanabusa (2021)

(Orientation) My name is Michelle K. Hanabusa. I am 29 years old from Los Angeles, California, and I am a fourth-generation Japanese American. I was born and raised in California. My household was really, really interesting because my father is a third-generation Japanese American, so he was very "Americanized.". My mother, on the other hand, was born and raised in Japan and immigrated here. **It was a very interesting and beautiful** blend of the two that I think, growing up, I really **struggled with because it was very confusing for me** to kind of figure out like what my identity was. It was a lot of just trying to be like what I was seeing others being.

(Complicating Action) Regarding my own interactions with **racist comments and discrimination**, remember going over to a friend's house with some friends, and his mother kind of just looked at me, like, at the dinner table. Like, there was just a bunch of friends around, and she was like, "**Why is there a monkey in this room?**" I remember, like, going home and telling my father this, and he was **so upset**. But I didn't say anything, you know, because I didn't know how you were supposed to respond. So it was just kind of something that I kept inside. And, you know, I think when you're that young and you experience that, like, you aren't taught to respond. It never really occurred to me until that point where I was like, "Wow, people see me as the other."

(Evaluation) Looking back and reflecting on that time of my life, I've really come to realize that, like, yes, my whole mission was to **try to fit in and try to be accepted** by other communities that don't look like me. Even just being **like the twinkie or like the token Asian** that is like, **cool enough** to hang out with like the white crew, you know? I was so integrated in a different part of me, um, my entire life.

(Result or Resolution) And then college, that post-college, that was really the journey when I was like, you know what, **I need to change everything completely** because this isn't working. And I didn't know what that meant just then, but **I started to explore and really try to learn my own heritage and my own culture**. I was like, "**Yo, this is dope. Like, our community and our culture is so cool.**" And I think that's when something sparked inside me where I was like, I did not embrace any of this growing up.

(Coda) When **I started to really find my purpose and my voice**, that's when **I started to really feel confident enough** to say something and to speak up because **I couldn't just sit there and stay silent**.

Yellow Labovian Model

Green Positive Attitude

Red Negative Attitude

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