DISSERTATION

BULLYING AS SOCIAL PHENOMENA IN *STARGIRL* BY JERRY SPINELLI AND *UNFRIEND YOU: MASIHKAH KAU TEMANKU?* BY DYAH RINNI

(A COMPARATIVE STUDY)

ANDI ELSA FADHILAH SAKTI

(F023202001)

SCHOOL OF POSTGRADUATE PROGRAM

FACULTY OF CULTURAL SCIENCES

UNIVERSITAS HASANUDDIN

MAKASSAR, INDONESIA

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Dissertation

as one of the requirements for achieving a doctoral degree

prepared and submitted by

ANDI ELSA FADHILAH SAKTI

(F023202001)

to

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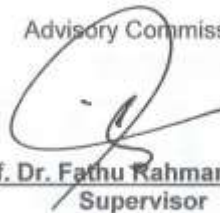
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PERNYATAAN KEASLIAN DISERTASI

DAN PELIMPAHAN HAK CIPTA

Dengan ini saya menyatakan bahwa, disertasi berjudul 'Bullying as Social Phenomena in Stargirl by Jerry Spinelli and Unfriend You: Masihkah Kau Temanku? by Dyah Rinni (A Comparative Study) adalah benar karya saya dengan arahan dari komisi pembimbing (Prof. Dr. Fathu Rahman, M.Hum., Prof. Dr. M. Amir P., M.Hum, dan Prof. Dr. Harlinah Sahib, M.Hum.). Karya ilmiah ini belum diajukan dan tidak sedang diajukan dalam bentuk apa pun kepada perguruan tinggi mana pun. Sumber informasi yang berasal atau dikutip dari karya yang diterbitkan maupun tidak diterbitkan dari penulis lain telah disebutkan dalam teks dan dicantumkan dalam Daftar Pustaka disertasi ini. Sebagian dari isi disertasi ini telah dipublikasikan di Proceedings - Atlantis Press (Proceedings of the 4th International on Linguistics and Culture (ICLC-4 2023), Advances in Social Science, Education and Humanities Research 839) sebagai artikel dengan judul 'The Tendency for Verbal Bullying to Occur Among the Main Characters in the Novel Stargirl and Unfriend You: Masihkah Kau Temanku?' dan di Jurnal Internasional (The Seybold Report, ISSN: 1533-9211) dengan judul artikel "The Impact of Bullying Experienced by the Characters in the Novels Stargirl and Unfriend You: Masihkah Kau Temanku?"

Dengan ini saya melimpahkan hak cipta dari karya tulis saya berupa disertasi ini kepada Universitas Hasanuddin.

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ABSTRAK

ANDI ELSA FADHILAH SAKTI. *Perundungan sebagai Fenomena Sosial di Stargirl oleh Jeny Spinelli dan Unfriend You: Masihkah Kau Temanku? oleh Dyah Rinni: Studi Banding* (dibimbing oleh Fathu Rahman, Amir Pattu, dan Harlinah Sahib).

Penelitian ini bertujuan (1) mendeskripsikan jenis-jenis *bullying* yang disajikan dalam *Stargirl* dan *Unfriend You: Masihkah Kau Temanku?*, (2) mengidentifikasi alasan mengapa orang cenderung menindas orang lain seperti yang digambarkan dalam novel *Stargirl* dan *Unfriend You: Masihkah Kau Temanku?*, (3) mengungkap dampak *bullying* seperti yang terdapat dalam *Stargirl* dan *Unfriend You: Masihkah Kau Temanku?*, dan (4) membedakan perbedaan penyajian *bullying* pada kedua novel tersebut. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik membaca dan menemukan kutipan-kutipan yang mengandung jenis-jenis *bullying* dalam kedua novel tersebut. Peneliti mengumpulkan kutipan yang berisi jenis-jenis penindasan yang umum seperti penindasan verbal, sosial, dan fisik. Beberapa kutipan dan dialog yang mengandung *bullying* ditandai dan kemudian dianalisis menggunakan definisi masing-masing jenis *bullying* dan kemudian dikategorikan menjadi satu kesatuan. Pendekatan yang digunakan adalah pendekatan sosiologis. Hasil penelitian menunjukkan bahwa perundungan verbal dan sosial sering terjadi di masyarakat saat ini dan korbannya adalah siswa baru di sekolah atau bahkan di suatu instansi. *Bullying* secara verbal dan sosial lebih digemari oleh para pelaku karena mereka menganggap bahwa *bullying* jenis ini tidak melibatkan kontak fisik, namun pada kenyataannya, *bullying* secara verbal dan sosial perlahan-lahan merusak mental korban *bullying*. Sebanyak 52,38% dari total 100% perundungan sosial terjadi dan terlihat pada novel *Stargirl* dan pada novel *Unfriend You: Masihkah Kau Temanku?* sebanyak 41,02% dari total 100% perundungan verbal terjadi. Jumlah *bullying* inilah yang paling dominan terjadi di kedua novel tersebut. Berdasarkan temuan penelitian, peneliti merancang sebuah model yang diberi nama ELSAFS yakni sebuah model untuk mencegah perundungan. Model ELSAFS memiliki komponen yaitu *Empathetic* (Empati), *Lovely* (Menyenangkan), *Safe* (Aman), *Acceptable* (Akseptabel), *Forgiveness* (Pemaafan), dan *Sorry* (Maaf) untuk digunakan sebagai sebuah acuan guna mencegah terjadinya perundungan.

Kata kunci: perundungan, pendekatan sosiologis, studi banding, model ELSAFS

ABSTRACT

ANDI ELSA FADHILAH SAKTI. *Bullying as Social Phenomena in Stargirl by Jerry Spinelli and Unfriend You: Masihkah Kau Temanku? by Dyah Rinni (A Comparative Study)* (supervised by: Fathu Rahman, Amir Pattu, and Harlinah Sahib).

This research aims to reveal (1) describe the types of bullying as presented in *Stargirl* and *Unfriend You: Masihkah Kau Temanku?*; (2) identify the reasons why people tend to bully others as depicted in the novels *Stargirl* and *Unfriend You: Masihkah Kau Temanku?*; (3) revealing the impact of bullying as found in *Stargirl* and *Unfriend You: Masihkah Kau Temanku?*; (4) distinguishing differences in the presentation of bullying in the two novels. This research uses a qualitative descriptive method with the technique of reading the two novels and finding quotes that contain types of bullying in the two novels. Researcher collected quotes containing common types of bullying such as verbal, social and physical bullying. Some quotes and dialogues that contain bullying will be marked and then analyzed using definitions of each type of bullying and then categorized into a whole. The approach used is a sociological approach. The results of the research show that verbal and social bullying often occurs in today's society. Where the victim is a new student at school, or even at an agency. Verbal and social bullying is more popular with perpetrators because they think that this type of bullying does not involve physical contact, but in reality, verbal and social bullying slowly damages the mentality of the victim of bullying. As many as 52.38% of the total 100% of social bullying occurred which was seen in the *Stargirl* novel, and in the novel *Unfriend You: Masihkah Kau Temanku?* as much as 41.02% of the total 100% verbal bullying occurred. This is the dominant amount of bullying that occurs in each of the two novels. From this research, researcher designed a model called ELSAFS (Model to Prevent Bullying). The ELSAFS model has components, *Empathetic, Lovely, Safe, Acceptable, Forgiveness, and Sorry (ELSAFS)*, to be used as a reference to prevent bullying.

Keywords: bullying, sosiological approach, comparative study, ELSAFS model.

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CHAPTER I

INTRODUCTION

In this chapter, there are some fundamental aspects which are elaborated in detail. Those aspects are background of the study, research questions, objectives of the study, significance of the study, and scope of the study.

1.1 Background

In everyday life, the presence of literature or literary works adorns our lives. Literature with various types or genres is not only enjoyed but it is also presented in various messages and these messages are sometimes in the form of social criticism that can be seen in people's lives. The messages of social criticism in the form of moral messages, religious, educational, social, and many other messages presented by literary works. Literature is present in people's lives in various such as forms. In short, literature cannot be separated by the influence of the times and become indirect records in marking the times.

In line with the statement above, the question then arises, what is meant by literature and why literature must exist in human life. There are a number of definitions or answers of literature from various writers, researchers, and literary critics. Understanding exactly what literature is always a challenge; pinning down the definition has proven quite difficult (Meyer, 1997). Meyer (1997) argued that "Anything is literature if you want to read it that way."

A number of reasons why caused literature is deemed significant to people's live, including: reading literature can enhance emotional and intellectual development and foster empathy; develop the ability to think critically and analytically; promote curiosity and lifelong learning; enhance language and vocabulary; can help with writing and communication; give voice to social and political discourse; bridge the gap between diverse cultures and societies; deepen our understanding of history; foster ethical reasoning and moral understanding; serve as a medium for mental escape and relaxation; preserve cultural heritage and traditions; foster imagination and creativity; challenge stereotypes; can help us find our own voice; inspires us to study more deeply; can motivate us to follow our own writing dreams; reflects the human experience; lets us travel through time; lets us appreciate the beauty of words; provides conversation starters; can take us on new adventures without ever leaving the comforts of home, and can improve children's intelligence. Literature reminds us that despite our different paths, we all share the experiences that stories capture so eloquently. Whether it's a novel that accompanies us on a quiet evening or a poem that resonates with our deepest emotions, literature uniquely touches each of us on a personal level (Carizal, 2023).

In addition, literature is a work that is not only conveyed through words, but it is also through something that can be seen. Therefore, it spoils the eyes of the audience. Basically, literature reflects social reality or what people do in their lives. Since classical times, 'Literature' has been a form of discourse which

has also special and important relationship with the world, although the nature of that relationship has shifted in different periods of theory (Coyle, et al., 1993). Coyle, et al. (1993) therefore argue that 'Mimetic' theories foreground the notion of 'imitation' of a world, and seem to presuppose a belief in an already existing world.

In addition, the literary works can also be present in the thoughts, ideas, and feelings of an author in a conscious or semi-conscious state, because as an author, he or she often produces literary works without anything to see or hear but what is experienced.

In producing a wide variety of literary works, language is used as a tool to express ideas, feelings, and thoughts of an author. Language can provide mediation to the author so that it gives rise to literary works that can be enjoyed. This is due to, literature or literary work does not only entertain readers, audiences or hearers but it also delivers messages to society. Therefore, the presence of language is very prominent in written literature, one of which is in prose.

In fact, literature can be defined as a space in which the power, beauty, and strangeness of sound is evoked, embodied, explained, spoken of, and analyzed. One of the most obvious extremes of sound in literature is in relation to music, in other words, the idea of sound becomes pure sound, turns into music. Those literary texts are not merely music or songs. So, literature is broad in nature which is not only categorized as beautiful

sounds in songs but also beautiful wording in written literary works (Bennett & Royle, 2016). A literary work is created by the author to give a picture of life. Furthermore, literature and values are two social phenomena that complement their existence. Literature as a product of life, contains moral, social, religious values, which are based on the disclosure of new concepts (Kumendong, 2013). There are two fundamental ways in which intrigued within the human science of literature that can be legitimized. The primary shape of legitimization is (within the epistemological sense of the term) realist: writing is in truth intensely conditioned by its social setting, and any basic account that excludes this truth is in this manner consequently lacking.

Both of these cases seem to have something going for them. Hardly, anyone wants to deny that literature is in a significant sense a social product; but this claim is so general that a special "sociological" treatment of literary works does not necessarily follow it. Metaphors and line endings, however, are also in some ways social products, so paying attention to these elements of a literary text does not necessarily deny the work's sociality. "Social products" would seem too broad to be a convenient category, just as "economic products" would seem too narrow.

The problem with the realist case of the sociology of literature is that it is not very clear what is actually claimed (Eagleton, 1988). Novels can be used as a source of sociological data, but they are interested in how different readers of one novel can create a collective understanding of the novel, in addition to

the meanings shared by the novel's creator. Therefore, the interpretation process that produces different explanations about the meaning of cultural works, for example, such as novels (Singer, 2011). Nurmadila & Fadlilah stated that, sociology of literature is an academic approach in literary studies that applies social problems to analyze a literary work. Sociology here is rooted in social problems that exist in society and social relations in society.

Based upon the statement above, the rise of the phenomenon of bullying in the community, especially among teenagers, has resulted in one of the social problems that are now happening, but also not only looking at the age of the perpetrators who are bullied. The kind of social phenomenon that are happening now such as social bullying, verbal bullying and physical bullying. That is why this study aims to compare both local and global literary works, so that researchers and readers can understand the similarities and differences in bullying behavior in Indonesia and abroad which of course adds insight, how bullying behavior can be prevented so that there are not many victims.

In relation to the discussion of bullying above, Horton (2011) consider the social processes in which many school 's children participate when bullying occurs rather than labeling them as deviants, aggressive, or evil-minded. The most common forms of traditional bullying include pushing, pulling, punching in a hurtful way, spreading bad rumors, excluding someone from a "group",

and causing people to "gang up" on someone (Hamuddin, et.al, 2022).

Bullying is a common occurrence not only in the real world, but also in literary works, where some authors have shared their personal accounts of being bullied into works of fiction that the general public can read, serving as a reminder that bullying can negatively affect one's social life. The goal in this research is to compare two books with similar themes to show how bullying is presented in a wide range of literary works and how bullying is conducted in works that can serve as a deterrent for those who might otherwise harass others. The storyline in the novel which contains bullying is described clearly and it is as if we as readers imagine that we will directly feel the impact of the bullying.

Horton (2011) also stated that bullying involves more than just a string of harmful behaviors that carried out by aggressive people; it also involves power dynamics. Examining how the social process of bullying relates to social and moral structures, not just at the group level but also at the institutional and community level, is necessary in order to take the power relations involved in school bullying seriously. Consider power as a strategic situation in which students and teachers engage in power relations by utilizing their respective positions, rather than reducing it to a matter of psychological or physical strength. There is a relative deficiency of conceptualizing of these power ties, despite the fact that the majority of bullying scholars appear to concur that power relations are essential to understanding bullying that takes place in the school setting. This research offers a theoretical analysis of how

school bullying connects to social and moral fiber, as well as power dynamics, moving away from the focus on individual aggressive intentions that has hitherto dominated research on school bullying. This study makes the case that it is more crucial to comprehend bullying as a group interactional process and how such interaction is a component of power relations in both the immediate setting of the classroom and the larger society. Books with a bullying subject are used by researchers as study tools.

In this research, the researcher uses the theory of a sociological literary approach, where the problem of bullying can be categorized as a social problem that exists in society and is a social problem that occurs among adolescents which causes social problems among adolescents and has a negative impact on children. Teenagers are victims and perpetrators of bullying. Sociology of literature also studies social institutions, all economic, religious and political issues etc. This sociological theory of literature also studies how society can classify people into certain groups (Nurmadila & Fadlilah, 2018).

There are a number of bullying factors involved in this present study, namely bullying as a social phenomenon at schools, higher education institutions (universities), and communities. This study presents the comparative study of the novel: Stargirl by Jerry Spinelli and Unfriend You: *Masihkah Kau Temanku?* By Dyah Rinni.

Bullying is a form of peer harassment that can take many forms at different ages. The two elements of intimidation are key

to understanding its complexity. First, bullying is a form of aggressive behavior imposed from a position of power: Children who bully always have more power than children who are victims. Their power can come from physical advantages such as size and strength, but also through social advantages such as a dominant social role (eg teacher versus student), higher social status within the peer group (eg popular student versus rejected student), strength in numbers (eg, groups of children bullying lone children), or through systemic forces (eg, racial or cultural groups, sexual minorities, economic backwardness, disability). Power can also be gained by knowing the vulnerabilities of others (eg obesity, learning problems, sexual orientation, family background) and using that knowledge to cause suffering. The second key element is that the bullying is repeated over time. With each repeated incident of bullying, the power relationship grew stronger. The child who bullies gains power and the child who is the victim loses it (Craig, 2007).

Research on bullying is an important avenue for understanding social phenomena. The researcher has the curiosity to compare the two novels regarding patterns of verbal, relational, and physical bullying in students in general education and special education (Hartley, et.al, 2015).

This study employs comparative study which therefore will focus on analyzing the similarity and the differences between the two novels in terms of the practices of bullying as social phenomenon in the society and reflected in the novels.

1.2 Research Questions

Based on the background above, this study focuses on bullying as a social phenomenon that occurs a lot among children and even adults. Which, this study compares two literary works, namely local and also writer from America. The research questions in this study can be formulated as follows:

1. What are the sorts of bullying presented in the *Stargirl* and *Unfriend You: Masihkah Kau Temanku?*

2. Why do people tend to bullying other people as illustrated in *Stargirl* and *Unfriend You: Masihkah Kau Temanku*?

3. What is the impact of bullying as revealed in the *Stargirl* and *Unfriend You: Masihkah Kau Temanku*?

4. What are the differences among presenting bullying in the *Stargirl* and *Unfriend You: Masihkah Kau Temanku*?

1.3 Objective of the Research

To achieve this ultimate goal, this research is focused on four specific objectives which are sequentially intertwined each other:

1. To describe the sorts of bullying as presented in the *Stargirl* and *Unfriend You: Masihkah Kau Temanku?*

2. To disclose identify the reasons of people to bully others as illustrated in the *Stargirl* and *Unfriend You: Masihkah Kau Temanku?*

3. To reveal the impact of bullying as revealed in the *Stargirl* and *Unfriend You: Masihkah Kau Temanku?*

4. To delineate the differences among presenting bullying between *Stargirl* and *Unfriend You: Masihkah Kau Temanku?*

1.4 Significance of the Research

There are two benefits expected in this study. The first is for theoretical purposes and the second is for practical purposes. For theoretical purposes, the results of this study are expected to contribute to the improvement of literary works, especially regarding the social conditions of two literary works with the theme of bullying.

For practical purposes, the researcher hopes that this research can provide additional information in analyzing several prose with the theme of bullying, both in terms of similarities between the two literary works to be analyzed and the different socio-political conditions that affect literary works in Stargirl and Unfriend You: Masihkah Kau Temanku?, and also regarding the socio-political background of each of these literary works.

1.5 Scope of the Research

This research is limited to the social situation in the two literary works entitled bullying. Therefore, the researcher only wants to know the similarities between the two literary works to be analyzed and the different socio-political conditions that affect literary works in Stargirl and Unfriend You: Masihkah Kau Temanku?, and regarding the socio-political background of each

of these literary works. In addition, researcher knows that there are many aspects that can be analyzed using literary objects with various approaches.

CHAPTER II

LITERATURE REVIEW

This chapter addresses two main bodies of literature review, namely the body of literature concerns previous studies, pertinent ideas, and key terms regarding the literature reviews which are related to this present study. The second is the body of knowledge that relates to the basic theory and approach of sociology of literature that derived from textbooks, journals, and other related references.

2.1 Previous Related Studies

There are some previous studies that related to this research, the first research is written by Janetta Hughes and Jennifer Lynn Laffier (2016) in their article entitled *"Portrayals of Bullying in Young Adult Literature: Considerations for Schools".* The authors examine how bullying is portrayed in three recent young adult novels, with a particular focus on whether information about bullying is accurate, biased, or represents old myths compared to current research. The authors conducted a systematic analysis of the following four themes: (1) what is bullying? (2) who is the bully? (3) who are the victims? (4) who are the observers and what role do they play? they concluded the inclusion of young adult fiction that addresses sensitive issues as a way to increase awareness, empathy, and social change to empower youth in school settings (Hughes & Laffier, 2016).

The second researcher is Nurmadila and Fadlilah (2018), in their study entitled "*The Rise of Bullying among Teenagers and*

Social Problems in The Kyou no Kira-kun Movie". Social problems are related to bullying that occur frequently in the lives of teenagers and society. Bullying itself is not only in the State of Indonesia but in various countries even in every country many cases of bullying appeared among teenagers, which even causes bullying to cause many victims to depression and even death. Likewise, the Kyou no Kira-kun film itself shows the existence of bullying, but the different thing in the Kyou no Kira-kun movie here is that togetherness is created so as to motivate life. The results of her study shows that togetherness for someone affected by bullying can be said to provide enthusiasm or motivation so that a victim of bullying can have enthusiasm and motivation for life.

The next research is an article written by Mary Naula, Manuel Muranga, Cornelius Wambi Gulere and Joseph Jakisa Owor in their article entitled *"An Analysis of Bullying in School as Presented by Two Ugandan Novels"* in 2018. This paper analyzes the depiction of school bullying in two selected Ugandan novels: *The First Daughter* (1996) by Goretti Kyomuhendo and *The Invisible Weevil* (1998) by Mary Karooro Okurut. The study of the evils that education transmits to students depends on socio-cultural and political contexts. One of the things that is transmitted through education is bullying towards fellow students. Bullying is physical and verbal violence and can affect students' (and staff's) emotional, social, and physical well-being. This research adopts qualitative content analysis of two Ugandan novels to provide an interpretation of the text data. We used qualitative content analysis to identify the main themes and characters in both novels

and make interpretations. Content analysis helps us understand bullying in schools. The study found that the schools featured in both novels viewed bullying as severe and traumatic. Both boys and girls are victims of bullying, and this impacts their emotional, social and physical well-being. This behavior may be due to global influences in our school system. Traditional Ugandan education is characterized by a close-knit social, ethical, collective orientation and ensures the progressive development of the child's character. Some of the values transmitted in traditional Ugandan education include community orientation, love and respect for others. The bad nature of bullying most likely stems from a type of formal education that is more individualistically oriented. The authors of the article recommend that a more effective education system in Uganda is one that combines or instills the traditional society-oriented values of love and respect for others with elements of modern education (Naula, et al, 2018).

Lastly, an article written by Evangelia Raptou entitled *"Literature and Bullying: Teenage and Children Novels on School Bullying Prevention"* in 2017. Naughty or deviant teenage behavior appears in various forms in modern academic reality. It is widely known by the international term "bullying at school". A systemic view of an educational organization at the time of learning of the various school parameters and social systems that explain and contribute to the emergence of problem behavior in schools contributes to a better understanding of behavior considered in the framework of the interactions that produce and reproduce it. Qualitative literary works, where this phenomenon is

approached in a new way and the "omnipotent Narrator" dominates, provide the possibility of a holistic and systemic view as well as indirect assistance in strategies to prevent, detect and cure incidents of misconduct in modern schools. The author's aim in writing this article is to connect the bullying phenomenon that appears in youth and children's novels with this phenomenon and the ways in which texts can illuminate and enlighten teenagers' awareness so that it becomes a safe guide or useful paradigm in their daily life. The texts examined in this research are the novels (a) *Thirteen Reasons Why* by Jay Asher (b) *Finding Audrey* by Sophie Kinsella and (c) *Together* by Eleni Priovolou (Raptou, 2017).

Article written by Janetta Hughes and Jennifer Lynn Laffier in 2016 entitled "Portrayals of Bullying in Young Adult Literature: Considerations for Schools". The two authors examine how bullying is depicted in three recently emerging young adult novels, with a particular focus on whether information about bullying is accurate, biased, or represents myth. Furthermore, the second researchers were Nurmadila and Fadlilah (2018), in their research entitled "The Emergence of Bullying Among Teenagers and Social Problems in the Film the Kyou no Kira-kun". The results of their research show that togetherness in someone affected by bullying can be said to provide enthusiasm or motivation so that victims of bullying can have enthusiasm and motivation for life. The next article was written by Mary Naula, Manuel Muranga, Cornelius Wambi Gulere and Joseph Jakisa Owor entitled "An Analysis of Bullying in School as Presented by Two Ugandan Novels" in 2018.

This article analyzed the depiction of bullying at school in two selected Ugandan novels. Both boys and girls are victims of bullying, and this impacts their emotional, social and physical well-being. This behavior may be due to global influences in the school system. Traditional Ugandan education is characterized by a close-knit social, ethical, collective orientation and ensures the progressive development of the child's character. Some of the values transmitted in traditional Ugandan education include community orientation, love and respect for others. The last previous related study was the work of Evangelia Raptou with the title "Literature and Bullying: Teen and Children's Novels about Preventing Bullying in Schools" in 2017. The author's aim in writing this article is to connect the bullying phenomenon that appears in teenage and children's novels with the phenomenon and also as a method. Texts can illuminate and enlighten teenagers' consciousness so that they become safe guidelines or useful paradigms in everyday life.

The difference between the present research and previous research is that, the researcher used a sociological approach by taking two novels that had the same theme regarding bullying, and the two novels came from local and American author, where research results from the Stargirl novel show the types of social bullying that occur. dominantly and verbal bullying is predominantly shown in the novel Unfriend You: Masihkah Kau Temanku?

The novelty from previous research is that new students at school are more likely to be victims of bullying and the type of

bullying that occurs most often is bullying without physical contact whose aim is to injure and mentally damage the victim. Therefore, the victims felt intimidated as new students. Social and verbal bullying are the most common type of bullying, because many bullies feel that doing things without touching other people is a social crime, but bullies usually feel satisfied because without physical contact, the perpetrators can also hurt their victims.

2.2 Theoretical Review

- ### Sociology of Literature Approach

In understanding a literary work related to social life, an approach is needed, namely the sociology of literature. Sociology of literature is a theoretical foundation that analyzes problems related to literature and society.

Literary sociology studies the nature and implications of the relationships between a society and its literature (Griswold, 1981). About one-fourth of all novels' major conflict was caused by society and social influences. Whereas, according to Escarpit (1971) in Griswold (1981), a sociological approach to literature presupposes that literary works are somehow connected to the society that produces and/or consumes them.

Recently, Ann Douglas (1978) in Griswold (1981) discovered a different kind of dishonesty, namely sentimentalism, in American novels from the 19th century. Sentimentalism was a group of ideologies that sought to uphold values that society as a whole was vehemently rejecting in its push to industrial capitalism, such as gentleness, kindness, and spirituality.

Both literary scholars and sociologists debate the complex relationship between literature and society. Hegtvedt (1991), citing Albrecht (1954), looks at three descriptions of this relationship: Three things are true about literature: 1) it affects society; 2) it has an impact on society; and 3) it serves to uphold or explain the social order and so exercises social control. The interaction between literature and society is highlighted by a broad characterization that takes into account the three ideas' complementary nature. Focusing on how individuals and organizations are affected by and affected by literature is one strategy for addressing this interaction; the best example of this strategy is an external structural analysis at both the individual and the group levels of the consumption and production of literature (Burns & Burns 1973, cited in Hegtvedt (1991).

Desan et al. 1989 in Schram & Steen (2001) stated that the study of structures - social structures and text structures, respectively - is one aspect of sociology and literary studies that they have in common. Of fact, there are many connections between the social and cultural facets of life. Sociologists' conceptions of culture have been influenced by cultural anthropology. Literature students have taken note of how social reality is depicted in author biographies. With the cliché that literature mirrors society frequently employed, the sociology of literature in particular has concentrated on the relationship between society and literature.

It can be argued that sociologists and literature are two sides of one coin. In other words, literary genres nourish on the social

milieu, processes, and events. Literature cannot be separated from its social contexts, where the creation of literature takes place. Sociology of literature is a well-established and systematic field of study whose main function is to show the symbiosis, interrelationships, interactions, and intricacies between literature and all the sociological activities that take place in society. The sociological theory of literature can be contrasted with the critical theory of New Criticism in which texts live long and writers and their social environment die. Investigating and analyzing literary genres from a sociological perspective has gained recognition and momentum as sociologists as well as anthropologists try to construct their arguments and theories about folklore, literature and excavations among others (Alwaqaa, 2020).

- **Genetic Structuralism**

In the process of interpreting literary works, there are many theories that can be used by researchers as analytical tools to 'operate' literary works which are used as research objects. One such theory is Genetic Structuralism. This theory is quite popular among literary research, both literary experts and students who are just learning to understand and conduct research on literary works. The theory was created by Lucien Goldmann, a Marxist thinker, so the theory that was born was a sociological theory. Using this theory, a researcher will demonstrate the first attempts to overcome the reductionist and simplification tendencies of Marxist sociology of literature. The novelty in this theory appears in the placement of ideology or worldview as a mediation between society and literature. Apart from that, in this theory there is also

an attempt to give literature a relatively autonomous status as a social institution.

Structuralism-Genetics is principally a literary theory which believes that literary works are not merely a static structure and are born by themselves, but are the result of structuring the categorical structure of the mind of the creator subject or certain collective subjects that are built as a result of the interaction between the subject and social situations. and certain economies. Therefore, an understanding of the structure of a literary work, for genetic structuralism, is impossible without considering the social factors that gave birth to it, because it is these factors that give cohesion to that structure (Goldmann in (Faruk 1999 (b):13) in Sundari (2015).

2.3 Comparative Study

One way of defining a comparative study is the theoretical biases and available data sources rather than the specific method used. All social science tools, including historical analysis, fieldwork, surveys, and analysis of aggregate data, can be used to achieve the goals of comparative research. Therefore, there is plenty of room for research imagination when choosing data collection strategies. There is a large gap between quantitative and qualitative approaches to comparative research. Ideally, as skills, tools and data quality in comparative research continue to improve, more and more studies will draw on both traditions (Gray, et.al, 2007).

For the study of human science, pursuing two goals, namely description and classification seems to be very productive. A comparative study whose main purpose is description which aims to better understand certain historical-empirical items through a comparison.

Then, a study whose primary goal is classification uses a comparative objective, namely to construct, apply, critically evaluate, and refine metalinguistic terminology to classify a phenomenon stated by Freiberger, 2019 in (Miri and Shahrokh, 2019).

Much of the research on artwork and artistic careers focuses on specific cultural areas, such as literature or painting - in a particular era or country. Although many studies refer to other cultures, periods or countries, their observations can be further defined and enriched by systematically examining the conditions and production processes of one region, country or period in relation to another. In the previous sections it was suggested that art and careers be considered as supporting structures that enable artists to work, structures which in turn depend on wider social factors and therefore vary with time and place.

They also show that systematic comparisons of works of art with other works can shed new light on critical features that may have been left out of the analysis.

The same holds true for systematic comparisons between culture-producing sectors. For example, Crane (1976) shows that the elements of reward systems that encourage and enable expert

innovation are highly comparable across the arts, sciences, and religions, and he identifies four distinct reward systems found historically. His observational system found that all cultures exhibit the same spectrum of innovation processes, not implying that innovations in science, art, and religion are similar in form, content, or purpose. Rather, the differences can be largely explained by production conditions in these regions. For example, as Peterson (1976) has shown, contemporary American religious communities must compete for "consumers" in free markets, and their statements about the world are subject to scientific scrutiny. On the other hand, today's knowledge of physics is largely controlled by an elite of independent esoteric. However, these differences were not related to the nature of the subjects in the two fields, as was evident in the early days when the production systems of science and religion in Europe were almost opposite. These results show how useful it is to make more systematic comparisons between the culture-producing sectors. Another major challenge to future research, therefore, would be to develop a general scheme for making such comparisons, as this is currently lacking (Schram & Steen, 2001).

Quoted from Global Database data from Unicef (2003), the difference in the percentage of bullying among children has been calculated from 2011-2019. Percentage of students aged 13-15 years who reported being bullied on one or more days in the past 30 days, the data below was last updated in June 2023.

This research is related to a comparative study which focuses on two works originating from Indonesia and the United States.

So, the researcher collected comparative data on bullying from the two countries, to be used as a reference for comparison of the comparative study approach.

As shown in the table below, the global database shows the frequency of bullying in Indonesia and America. The occurrence of bullying is not only a social phenomenon, however, bullying can occur because it is considered normal and a trend, so that the perpetrator of the bullying feels that what he/she is doing is normal. If this continues, the bully will feel that this behavior is normal. Therefore, it is necessary to prevent bullying, which is currently very widespread and has claimed many lives. The data below is only part of the data, it could be that there are many cases of bullying that occur, but they are hidden by the perpetrator or are not detected by the victim's family.

unicef

GLOBAL DATABASES
[data.unicef.org]

Bullying

Last update: June 2023

Countries and areas	Bullying (%) (2011-2019)*			Source
	Total	Male	Female	
United Republic of Tanzania	27 y	25 y	28 y	GSHS 2014
United States	26 x,y	26 x,y	25 x,y	HBSC 2009/10
Uruguay	19	18	20	GSHS 2012
Uzbekistan	-	-	-	

unicef

GLOBAL DATABASES
[data.unicef.org]

Bullying

Last update: June 2023

Countries and areas	Bullying (%) (2011-2019)*			Source
	Total	Male	Female	
India	-	-	-	
Indonesia	21	24	19	GSHS 2015
Iran (Islamic Republic of)	-	-	-	
Iraq	28	32	22	GSHS 2012
Ireland	32	32	32	HBSC 2017/18

Bullying in the USA

% of students who observed various bullying
methods in their schools (by state):
Cyber (Facebook, Twitter, Email, Texting)
Verbal (Name-Calling, Teasing, Emotional)
Physical (Punching, Kicking, Shoving)

States with Highest
Bullying Rates
Cyber
Verbal
Physical
Cyber and Verbal
Cyber and Physical
Verbal and Physical
Cyber, Verbal, and Physical
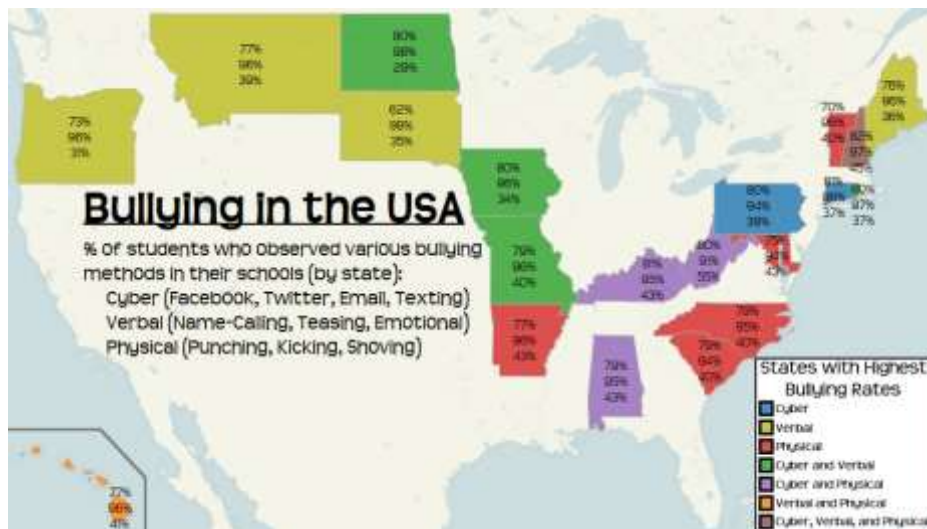
Source: Tumblr (2016)

2.4 Comparative Literature

Comparative literature, as we all know, is a product of the nineteenth century. But in another sense, all literature has always been comparative, watered by many streams (Saussy, 2006). Comparative literature, as the last report predicts, will indeed view individual academic professional practice, as one form of discursive practice among many, now with each practitioner of this form of discourse isolated among many others, in turn (Saussy, 2006).

Saussy (2006) urged that being in the world, comparative literature may not always be able to tell when and at what level the world is, and otherworldly constructs such as world literature can become a deflection mechanism for disciplinary equanimity and

for keeping the world safe distance. Though never out of reach, between nearsightedness and farsightedness, our cultural scale leaves little choice in the order of values, and distance rather than closeness, individuation rather than collectivity, solipsism rather than alliance, unbridgeable contestation rather than conversation are optimal uses for a regime of terror.

Methods of comparison have shaped a common portion of the scholarly critic's explanatory and evaluative prepare: in talking about one work, pundits habitually have in intellect, and nearly as often as possible request to, works within the same or another dialect. Comparative literature methodologically reinforces this last tendency, pointing to increased attention to the quality of a work by utilizing other etymological cultural elements as a background for illumination; or considering a few broad topics or subject because it is realized ('transformed') within the literary works of distinctive dialects. It is worth demanding on comparative literature's family relationship with feedback in common, for there's apparently a threat that its exponents may look for to contend an unnatural uniqueness in their exercises (this encourage to set up a unmistakable personality is the source of numerous unfruitfully theoretical legitimizations of comparative literature); and on the other hand a peril that its rivals may regard the teach as nothing more than exhibit of 'affinities' and 'influences' among diverse literary works – a movement which isn't basic at all, having a place or maybe to the categorizing soul of scholarly history. Comparative literature is regularly talked about as in case it were closely resembling with comparative philology or

comparative religion: but it needs, luckily or tragically, the scholastic foundation of these disciplines. The thought that a work of writing yields a wealthier noteworthiness when put nearby another, each serving as a way of talking around the other, has more to do with the approaches of Modern Feedback, and with Eliot's attestation that 'comparison and examination are the chief apparatuses of the critic', than with conventional scholarly grant, since inborn criteria of value offer assistance to shape such comparisons. Usually not to deny, of course, that a forcing family tree is accessible to appear how a shared European culture in medieval times (and afterward) took for allowed what must now be horrendously reproduced: a culture in which to consider Chaucer, for occasion, as it were in an English setting would have appeared as silly as to clarify him absent by reference to his French or Italian sources. On the world authentic appearing the patriot nineteenth century and the critical repercussions, focusing the require for a tall degree of phonetic and social internal quality on the portion of the peruse who cannot, the contention goes, be anticipated to accomplish this in a remote culture but in unordinary circumstances – can be seen as a Sentimental abnormality, wrongly at chances with the internationalist goals of European culture which gotten a preeminent detailing within the Enlightenment. But in spite of the fact that a philosophy of internationalism underlies comparative scholarly ponders, and numerous of its more noteworthy examples have been European Marxists, such ponders clearly ought to absorb, not dismiss, the splendid basic work done, for illustration, in England by critics whose tall degree of affectability to writing in their claim dialect has

not been went with by a developed critical intrigued in another literature (Childs & Fowler, 2006).

Comparative literature is an academic field that studies literature from two or more different language, cultural or national groups (D'haen, Domínguez, & Thomsen, 2012: 57) in Sangia, 2014. While it is most often done with works from a different language, comparative literature can also be done on works from the same language if the work comes from a different nation or culture where that language is spoken. Also included in the range of inquiry are comparisons of different kinds of art; for example, the relationship between film and literature (Sangia, 2014).

Comparative literature involves the study of texts that are cross-cultural, interdisciplinary, and related to patterns of relationships in literary works across space and time (Bassnett, 1993).

Sangia (2014) stated that ncomparative literature is an interdisciplinary field whose practitioners study literature across national borders, across time periods, across languages, across genres, across boundaries between literature and other arts (music, painting, dance, film, etc.), across disciplines (literature and psychology, philosophy, science, history, architecture, sociology, politics, etc.).

Miri and Shahrokh (2019) stated that comparisons are regularly drawn between various texts or manuscripts, ideas, rituals, objects, etc., mainly to explore and evaluate the relationships between comparisons. This relational approach is

common practice, especially in its genealogical variants, where comparisons are used to study borrowing and dependability potentials. Comparative literature can also be done if the works that are the object have similar topics but want to be compared so as to produce conclusions that are considered as comparisons of the works.

The most common question is "Why compare?" is almost as philosophical as the question "Why do research?" and thus outside the bounds of this methodological discussion. However, each comparative study has its own specific agenda and objectives, and the responsible scholars express and explain these objectives in their introduction to the study. In order to find a broader purpose, it is important to consider the orientation of the discipline and the intended audience of a discourse research, from which the study emerged and the intended audience.

2.4 A Novel

A novel is a narrative story that imagines the situations and characters in the plot. One of the literary works, in the form of a novel, can represent life in depth and in large measure, that is a social reality, even natural thinking and the inner or subjective world of the individual has also become the goal of literary imitation as stated by Welek and Weren (1970) as cited in Arifuddin (2014). This may include real places, people and events around. Novel is an invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of

events involving a group of persons in a specific <u>setting</u>. Within its broad framework, the <u>genre</u> of the novel has <u>encompassed</u> an extensive range of types and styles: <u>picaresque</u>, <u>epistolary</u>, <u>Gothic</u>, <u>romantic</u>, realist, <u>historical</u> – to name only some of the more important ones (Britannica.com).

In addition, the novel is a work of art whose material is taken from contemporary life. As a literary work, it represents a story about the experience of human life. Therefore, the novel is a mirror of social life (Arifuddin, 2014).

Literary works are often studied in relation to individual subject, author. But the main difference between research on genetic structuralist inspiration and traditional literary criticism lies in the fact that the former relates the work to the collective subject, while the latter relates it to the individual (Goldmann & Boelhower, 1980).

2.5 The Concept of Bullying

The term bullying was first known as "mobbing," and this term was introduced around the late 1960s and early 1970s by Peter Paul Heinemann who was a physicist at a school in Sweden. At that time, mobbing by experts was defined as an attack by a group of animals against animals. Over time, the term has been replaced by bullying. The definition of bullying according to experts is aggression or aggressive behavior where someone gives aggressive treatment that aims to injure or make the victim feel uncomfortable. Experts also say that a child is said to be a victim of bullying if aggressive treatment or other forms of negative

treatment are given repeatedly, and for a long time. While the definition of bullying in general is a form of aggressive behavior with a dominant force on behavior that is carried out repeatedly with the aim of disturbing children or other victims who are weaker than them. In both the novels Stargirl and Unfriend You: Masihkah Kau Temanku?? the theme of bullying, where these two novels try to do bullying behavior towards teenagers at school. Bullying behavior often occurs, especially among school children who usually do bullying in groups and oppress one person as a victim. Sociology of literature is an academic approach in literary studies that applies social problems to analyze a literary work. Sociology here is rooted in social problems that exist in society and social relations that exist in society (Nurmadila & Fadlilah, 2018).

Bullying was introduced by Olweus in 1973, who said that bullying is a form of aggressive behavior carried out deliberately to make individuals feel depressed. Bullying occurs repeatedly and occurs in relationships where there is no balance of power and strength.

Over the years, the bullying phenomenon was described by many concepts from which English-speaking countries preferred the use of the term bullying while, German speaking countries preferred the use of the term mobbing. Regarding the definitions, these highlighted some common aspects such as a perceived power imbalanced between the aggressor and the victim, negative and systematic acts, a situation in which the victims is finding herself in an inferior position and starts to

experience the helplessness situation (Chirila & Constantin, 2013).

Talking about bullying, it has always been a problem in schools, but the ways in which people bully change depending on the cultural context of the time. While some school yard bullying remains very similar to how it has always been, new technology has created new ways for people to bully one another (Bowman, 2018). According to Veldkamp, Boomsma, et al, 2019) bullying in schools can take many forms: it can be immediate (such as name calling and hitting) and indirect (such as social exclusion), but always captures an element of the power imbalance between the victim and the bully (or perpetrator).

Traditionally, school-age bullying has been defined by three components: (1) the repeated occurrence of verbal, relational, and/or physical harm by a bully, (2) who is perceived as higher in power than the victim, with (3) the intent to cause harm to the victim (Olweus, 1993; Shore, 2009 as cited in Simon & Nail, 2013).

Gini, 2006 proposed that bullying is a widespread social phenomenon involving both individual and group variables. In other side, bullying as known as a socially and culturally complex phenomenon that to date has been largely understood in the context of the individual (Schoot & Sondergaard, 2014).

Bullying is a type of peer aggression that is common in the school setting; seems to represent a universal phenomenon and can be observed in almost any school classroom. This

phenomenon is often used as a game material, especially for those who act as perpetrators and think that bullying is something that is usually done by more than 1 person or group (Smith & Brain, 2000) in Gini, 2006. In addition, as children get older, their attitudes seem to lean toward a pro-bullying nature, which is easy to find nowadays, a phenomenon that is especially evident in preadolescents. Despite this knowledge of the importance of individual attitudes and peer influence, however, little empirical consideration has focused on the attitudes and group dynamics that may underlie certain types of intergroup conflict, namely when bullying behavior is expressed in directed group-based behavior, where the target is towards individuals or members of a group by members of other groups (Gini, 2005; Ojala & Nesdale, 2004) in Gini 2006.

Bullying in organizations has become one the prime social phenomena which can have a direct as well as indirect impact on the productivity of employees and managers. While bullying is a part of the fabric of society, the rate of occurrence as well as the severity of bullying acts in the workplace is alarming (Harvey, et al, 2006).

Most researchers agree that bullying involves intent to harm and an imbalance of power between the assailant and the victim, and it happens over and over again (Farrington, 1993; Olweus, 1993 as cited in Menesini and Salmivalli (2017).

Therefore, Volk, et al. (2014) reported that the most familiar and widely cited (4900 times) definition of bullying comes

from Dan Olweus, originally proposed in the 1970s and reiterated in the now classic book "Bullying in School" (1993). Olweus's (1993) definition of bullying as cited in Sanders and Phye (2004) states, "… a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students." Dan Olweus then further clarifies the components of this definition. "It is a negative action when someone intentionally inflicts injury or discomfort upon another, basically what is implied in the definition of aggressive behavior. Negative actions can be carried out by physical contact, by words, or in other ways, such as making faces or mean gestures, and intentional exclusion from a group. The term negative actions encompass a wide variety of behaviors ranging from nonverbal aggression, such as stares and teasing, to serious physical assaults (Sanders & Phye, 2004).

In order to use the term bullying, there should also be an imbalance in strength (an asymmetric power relationship): the student who is exposed to the negative actions has difficulty defending him/herself and is somewhat helpless against the student or students who harass. The phenomenon of bullying is thus characterized by the following criteria: it is aggressive behavior or intentional 'harm doing,' which is carried out repeatedly and over time in an interpersonal relationship characterized by an imbalance of power" (Olweus, 1993, as cited in Volk, et al., 2014).

Table 1. The Measurement of Bullying in Previous Studies

Researcher	Research Site & Year	Instrument	Subjects/Participants
Mulvey, K. L., Hoffman, A. J., Gönültaş, S., Hope, E. C., & Cooper, S. M.	China, 2018	The study tested outcomes regarding (a) rates of afterschool activity participation, (b) participants' self-reported fear, and (c) self-reported school avoidance and the relative impact of mediators (the negative effects of bullying, participants'	Data were gathered from youth aged 12 to 18 who reported experiences of bullying (N = 678, 44.2% male).

		perceptions of school safety, social support, and school fairness) across three types of bullying experiences.	
Anthony A. Volk, Andrew V. Dane, &Zopito A. Marini	Canada, 2014		
Joan B. Simon & Paul R. Nail	USA, 2013		
Tine Louise Mundbjerg Eriksen, Helena Skyt Nielsen, & Marianne Simonsen	Denmark, 2013	survey and register-based data on children born in a region of Denmark during 1990-1992	Danish children

Michael G. Harvey & Joyce T. Heames	USA, 2006		Employees
Gianluca Gini	Italy, 2006	Short story	A convenience sample of 455 adolescents read a short story
Teodora Chirila & Ticu Constantin	Romania, 2013	A literature review	
Junainor Hassan, Salleh Abd Rashid, Suliadi Firdaus Sufahani, & Mohd Kasturi nor Abd Aziz	Malaysia, 2016	BBQ Olweus Questionnaire was administered with a reliability Cronbach alpha of 0.899 towards n=110 primary school children	Primary school children aged 7 to 12 years old who are estate settlers.
Azizi Hj Yahaya &	Malaysia, 2005	Peer Relations	80 teachers and 480 students from eight

Abdul Latif Ahmad		Questionnaire – PRQ and The Nature and Prevalence of Bullying in Schools Questionnaire	secondary schools in Batu Pahat were randomly selected in this study

Suparwi (2014) proposed that, perception indicates the existence of an activity of sensing, and functions to interpret and provide an assessment of physical and social objects. The low ability to empathize correlates with the tendency to bully behavior in adolescents.

Mulvey, et al. (2018) argue that perceptions of school safety, social support, and school fairness generally buffer youth from the negative effects of bullying but that these relationships differ depending on whether the victim experiences non-bias-based bullying or bias-based bullying and depending on if they are targeted because of one or multiple facets of their social identity.

Yahn (2012) states that social scientists who research the subject agree that bullying is a subset of aggression. Olweus's work has shaped the prevailing view that bullying is systematic, repetitive harassment of an individual(s) by one or more individuals (Schott & Søndergaard, 2014). Bullying (i.e., repeated acts and practices that are directed deliberately or unconsciously,

but clearly cause humiliation, offence and distress, and that interfere with job performance and/or cause an unpleasant work environment {Einarsen, 1999}) is typically proactive and frequently involve a continuous process of badgering the victim (Rayner & Cooper, 1997 as cited in Harvey et al. (2006).

Bullying is a socially and culturally complex phenomenon that until now has largely been understood in the context of the individual. Simon and Nail (2013) argue that bullying is a complex social phenomenon in which a victim(s) is intentionally harmed, belittled, intimidated, and so on, through physical, verbal, or written means. Traditionally, bullying was something that occurred away from home, and for victims, the home setting was a safe retreat after the events of the day. There are now many ways (e.g., Internet, smart phones, and social media outlets) by which bullying can occur at any time and in any place (Simon & Nail, 2013).

Generally, as revealed by Harvey et al (2006) by summarizing some concepts about bullying from some writers argue that bullying acts can be categorized into one of seven groups of behavior: 1) "calling-out" of a target in public for being different (stigmatizing) or because of some reason of susceptibility of the individual (not being in the "in-group") to the bully due to past acts of aggression of the bully; 2) using individuals as scapegoats to draw attention to the victims or in some instances, to reduce attention on the bully for a failure of the group. In some cases, this represents a threat to the professional status of the scapegoat and not that of the bully; 3) sexual harassment of co-workers by someone with more power or a higher position in the

organization, recognizing that harassment can be either between genders or within gender; 4) increasing work pressure and/or load (e.g., undue pressure, impossible deadlines and the like) to be performed by the victim beyond what the expectations are of others in the organization. Tyler Winkler, the new senior vice president of sales and business development for SecureWorks, illustrated this type of pressure by greeting his sales team with a threat; "Make your numbers in three months or you're out of here"; 5) isolating targeted individuals, which in many cases may take the form of preventing access to opportunities, withholding of information, or physically or socially isolating the individual. As an example of this type of bullying, Steven Hill, Executive VP for British Columbia Rapid Transit Co. Ltd. felt he was kept 'out of the loop' and asked to make decisions when data was kept from him to the point of being demoralized, ridiculed, and not being supported by his boss in front of the entire management team; 6) destabilization of the workplace through the failure to give credit to the targeted individuals when due, repeated reminders of failures, or setting victims up to fail; and 7) physical abuse or harm of the targeted individual/group. There are cases where all seven types of bullying acts are perpetrated on the same victim or a group of victims over time.

There are six types of bullying proposed by Gordon (2022) in Sakti, et. al (2023).

<u>Physical Bullying</u>

Physical bullying is the most obvious form of bullying. This occurs when children use physical actions to gain power and control over their targets or victims. Physical bullies tend to be bigger, stronger, and more aggressive than their peers. Examples of physical intimidation include kicking, hitting, punching, slapping, pushing, and other physical attacks.

In contrast to other forms of oppression, physical oppression is the form that is easiest to identify, because sometimes it leaves scars or there are indications that are easy to post-mortem. Therefore, that is most likely what people think of when they think about bullying. Additionally, historically, it has received more attention from schools than other more subtle forms of bullying.

<u>Verbal Bullying</u>

Verbal bullies use words, statements, and name-calling to gain power and control over the target. Typically, verbal bullies will use relentless insults to belittle, degrade, and hurt other people's feelings. They choose targets based on a person's appearance, actions, uniqueness or their behavior. Verbal bullies also usually target children with special needs (disabilities).

Verbal bullying is often very difficult to identify because attacks almost always occur when no adults are present. As a result, one person's words often conflict with other people's words. In addition, many adults feel that what children say does not have a significant impact on other people. As a result, they usually tell

the victim of bullying to "ignore it". However, verbal intimidation must be taken seriously. Many studies have shown that verbal bullying and name-calling have serious consequences and can leave deep emotional scars or disturb the mental health of the bullied victim.

<u>Relational Aggression</u>

Relational aggression is a sneaky and insidious type of bullying that often goes unnoticed by parents and teachers in school settings. Sometimes referred to as emotional bullying or social bullying, relational aggression is a type of social manipulation in which teenagers try to hurt their peers or sabotage their social status, so that the bullied victim feels that his life is useless and easily feels hopeless and distanced from other people's care.

Relational bullies often exclude others from a group, spread rumors, manipulate situations, and undermine trust. The goal of an aggressive bully is to improve his or her social status by controlling or bullying others.

In general, girls tend to use relational aggression more often than boys, especially between fifth and eighth grades. These girls are often called mean or enemy girls. A teenager or tween who is on the receiving end of relational aggression is likely to be teased, insulted, ignored, ostracized, and bullied.

Although relational aggression is common in middle school, it is not limited to adolescence. In fact, some bullying bosses and other workplace bullies also engage in relational

aggression. The point is that relational bullies are more concerned with personal fame by bringing down the good name of others.

Cyberbullying

When a teen or 1-year-old uses the Internet, smartphone, or other technology to harass, threaten, embarrass, or target another person, this is called cyberbullying. If an adult is involved in the harassment, this is called cyberbullying.

Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts. Because teenagers are always connected to the internet, cyberbullying is a growing issue among young people. It is also becoming more widespread as bullies can harass their targets with much less risk of being caught.

Cyberbullies often say things they wouldn't dare say in person. Technology makes them feel anonymous, isolated, and detached from the situation. For the target of cyberbullying, this feels invasive and never-ending. Bullies can attack them anytime and anywhere, often in the safety of their own homes. Therefore, the impact of cyberbullying is very large.

Sexual Bullying

Sexual bullying consists of repeated, harmful, and humiliating actions that target someone sexually. Examples include name-calling of a sexual nature, rude comments, vulgar gestures, uninvited touching, sexual overtures, and pornographic material.

A bully may make rude comments about a peer's appearance, attractiveness, sexual development, or sexual activity.

In extreme cases, sexual intimidation opens the door to sexual violence. Girls are often the targets of sexual bullying by both boys and other girls. He may touch his wife inappropriately, make rude comments about her body, or make offers. Girls may call other girls "sluts" or "bums," make derogatory comments about their appearance or bodies, and engage in slut-shaming.

Sexting can also lead to sexual bullying. If a girl sends a photo of herself to her boyfriend, she will likely share that photo widely if they break up. She became the target of sexual bullying because people made fun of her body, called her names rudely, and made vulgar comments about her. Some boys may even see this as an open invitation to proposition her or sexually assault her.

<u>Prejudicial Bullying</u>

Harmful bullying is based on prejudices that teenagers have against people of a different race, religion, or sexual orientation. This type of bullying can include all other types of bullying. When detrimental bullying occurs, children target others who are different from them and isolate them.

Often, this type of bullying is severe and can open the door to hate crimes. Anytime a child is bullied because of his or her sexual orientation, race, or religion, it should be reported (Gordon, 2022) in Sakti, et. al (2023).

2.6 Social Phenomenon

Social phenomena are considered to include all behavior that influences or is influenced by organisms that are sufficiently alive to respond to one another (Markey, 1926).

According to Ross cited in Sanders and Phye (2004) bullying is a societal problem for hundreds of years and it frequently occurs in work place, homes, prisons, and nursing homes (Smith & Brain, 2000 as cited in Sanders & Phye, 2004).

Rather than studying bullying as a social phenomenon, most mainstream researchers appear to approach it as a finite, specific set of behaviors (e.g., hitting, name-calling, and spreading rumors) with limited (if any) references to societal, cultural, or popular influences (Yahn, 2012).

Bullying is a complex social phenomenon that crosses age, ethnicity and national boundaries (Simon & Nail, 2013). Simon and Nail (2013) add that bullying tends to involve a bully, a victim, and other individuals in a variety of roles that can take the form of an active presence (e.g., bully assistant or victim defender), a passive presence (e.g., bystander), or even a perceived presence (e.g., peer attitudes).

Both victims and perpetrators of bullying suffer in many aspects, including social development, education, and individual health, and the negative impacts continue into adulthood. Bullying is a serious problem for policymakers and pediatricians. High rates of bullying among children should be a warning sign that children's rights are being compromised. Additionally, bullying in schools

negatively impacts learning and behavior, reduces the effectiveness of government investments in children's education, and potentially leads to more harmful behavior in the future (Unicef, 2018).

In line with Simon & Nail (2013), Volk, et al. (2014) stated that bullying is a complex and heterogeneous phenomenon that directly affects hundreds of millions of people each year. Volk, et al. (2014) added that Bullying is a centuries old term that, according to Merriam-Webster (2013), was first coined from German in 1538 and means one of three things: a fine chap, a hired ruffian, or a blustering brow- beating person – especially one who is cruel to others who are weaker. Volk, et al. (2014) also argued that "bullying is aggressive goal-directed behavior that harms another individual within the context of a power imbalance. Volk, et al. (2014) emphasized that they follow this definition with an examination of the theoretical and empirical support for each of its three elements (goal-directedness, power imbalance, and harm). In this present study, the researcher examines bullying as revealed in the novel Stargirl and Unfriend You: *Masihkah Kau Temanku* that should be based on assessments of the three elements of bullying as proposed by Volk, et al (20140 who adopted the theory of bullying from Olweus's definition and theory of bullying.

Goal-Directedness

Volk, et al. (2014) stated that it may be beneficial to define bullying more specifically as goal-directed behavior, to be

consistent with theory and empirical research in the bullying literature, and because the greater specificity may afford theoretical, methodological and applied benefits. To begin with, given that goals are a reflection of internal motivations and desires (conscious or not), the pursuit of goals is in fact a reflection of intentionality.

Power Imbalance

Conceptually, almost all authors have defined bullying with respect to an imbalance of power, with Olweus (1993) as cited in Volk, et al. (2014) indicating that bullying is "carried out … in the context of a relationship characterized by an imbalance of power," and Pepler et al. (2006) as cited in Volk, et al. (2014) indicate that bullying is a "relationship problem – because it is a form of aggression that unfolds in the context of a relationship in which one child asserts interpersonal power through aggression."

Olweus as cited in Yahn (2012) also maintained that bullying "entails an imbalance in strength (or an asymmetrical power relationship), meaning that students exposed to negative actions have difficulty defending themselves." This imbalance of power criterion is widely accepted by nearly everyone and holds that the perpetrator has more power than the victim (Yahn, 2012). Researchers, David Farrington and Maria Ttofi (2009 as cited in Yahn, 2012) go even further by stipulating that "It is not bullying when two persons of the same strength (physical, psychological, or verbal) victimize each other. Bullying primarily involves imbalance of power and repeated acts."

Therefore, Yahn (2012) I propose a more holistic perspective that considers the power element, not as a criterion of behavior, but as two distinct types of influences: explicit power and implicit power, defined as follows. Explicit power refers to the direct, overt relationship between the bully and the victim, which is generally most apparent. Explicit power is the accepted social dynamic between the bully and the victim: a sixth-grade student may beat up a fourth-grade student because age, size, and strength gives him the prerogative and power; a heterosexual girl might spread rumors about a classmate being a lesbian because heterosexuality gives the perpetrator the power and advantage; a man may coerce a women into a sexual act because gender gives him the power and the privilege.

However, not all relationships involve explicit, overt imbalances of power nor does the obvious display of explicit power explain why bullying even occurs. Implicit power, on the other hand, illuminates why the bully has come to understand that he or she has more privilege than the victim and the prerogative of dominance. There's no logical reason why age or strength or race or gender or sexual preference should be considered a reason to bully, hurt, subjugate, or otherwise presume power over another person. How is being stronger a more desirable attribute? It is only because our society, which is based on a dominance/submission paradigm of hierarchy, teaches us which groups are dominant and which are to be dominated. In other words, implicit power refers to the cultural perceptions of power which provide the conditions for explicit power by creating a

climate in which bullies perceive their actions to be normal, acceptable social interactions or appropriate responses to their own fears, perceived threats or lack of understanding/empathy. Implicit power is what allows the explicit power behaviors to occur.

Harm

Volk, et al. (2014) emphasized that repeated exposure to bullying serves as a proxy for greater harmfulness. This rationale is evident in Olweus's comment that "a single instance of more serious harassment can be regarded as bullying", but bullying "excludes occasional nonserious negative actions that are directed against one student at one time and against another on a different occasion" (Olweus, 1993, p. 9). Embedded in this statement is the crux of a problem that investigators face in operationalizing this component of the bullying definition – the conflation of frequency of bullying or victimization with degree to which it is harmful.

As a social phenomenon, bullying is easily found in everyday life, even without realizing it, bullies usually feel that they are not bullying but only realize if the victim reports or tells certain people what they are experiencing. Regardless of how bullying is formally defined, those who are victims of bullying are at greater risk for short-term and long-term negative outcomes than other students (Simon & Nail, 2013). Confounders are also considered risky for negative short-term and long-term outcomes (Nansel et al., 2001) in Simon & Nail, 2013.

Bullying behavior is not only a social phenomenon, but this behavior can easily be found at various school levels, even in the workplace environment which is the target of the perpetrators. Usually, bullying that often occurs is caused by various things, including the existence of certain groups that have different goals from other groups that occur in the workplace environment, or what usually occurs at the elementary school level to higher education, namely due to various things, different opinions, the shortcomings of an individual who is used as material for bullying, and many other causes.

If the bullying behavior is simply a social interaction between one bully and one victim, it is easier to understand the dynamics of the interaction and intervene accordingly. Unfortunately, bullying usually takes place within a broader social content and both affects and is affected by the attitudes and behavior of others. It is for this reason that most anti-bullying programs are systemic, that is, they include individual, school, family and local community components (Merrell et al., 2008; Smith et al., 2004; Ttofi & Farrington, 2011 as cited in Simon & Nail, 2013).

2.7 About the Stargirl

The kinds of Jerry Spinelli, an American novelist, released his young adult book Stargirl in 2000. This classic novel explores the theme of bullying among new students, with the older students being attracted to Stargirl's individuality to the point where they are unable to accept it and avoid her at all costs, fearing that anyone who approaches her will likewise be rejected by the other

students. Before becoming a well-known writer, Jerry Spinelli worked for many years as a magazine editor.

In 1982, he released Space Station Seventh Grade, his children's book debut. Spinelli released the critically acclaimed book Maniac Magee in 1990. Soon after, more highly regarded pieces were out, such as Milkweed (2003), Stargirl (2000), and Wringer (1997). His most recent works include Mama Seeton's Whistle (2015), Hokey Pokey (2013), and Jake and Lily (2012) (Mead, 2021).

2.7.1 Synopsis of Stargirl
Stargirl by Jerri Spinelli

When Leo Borlock was a boy, he received a porcupine necktie from his uncle. He decided to start collecting them because he had only one at the time. One day, he was featured in a small newspaper article and then received another porcupine tie as a gift. The sender of that tie remains unknown to this day.

Leo is about to start his freshman year of high school. His friends with a kid named Kevin, and they've started their own TV show together. They meet Stargirl Caraway, who wears different clothes than the other kids do and brings her pet rat to school. The students gossip that she might be a fake or trying to fit in too much, but Leo thinks there's something special about her because he can't figure out why she dresses differently from everyone else.

A few months later, Stargirl shows up at the Mica High football games. She dances around the field and amazes

everyone in attendance. The head cheerleader invites her to join the squad, which she does a few weeks later. Leo and Kevin talk about whether or not they should tell Archie Brubaker what's going on with Stargirl because he helps them out when they need advice from time to time. Eventually, they decide that it would be a good idea to ask him for his advice regarding Stargirl since he has been through so much in his life already. He tells them that people will know who you are by your questions rather than your answers because no one is exactly like anyone else in this world. By December of that year, people were drawn towards Stargirl's kind nature and started expressing themselves more freely as well as supporting their peers more often than before. It was almost like a golden age where students didn't care about anything other than being happy together while celebrating each other individuality during this period of time after Stargirl showed up at school for the first time ever.

Things change for Stargirl when she makes it to the playoffs. She starts cheering for other teams instead of her own, and soon that becomes a problem. When she's interviewed on Hot Seat (a TV show), which is led by one of her biggest critics, things get out of hand quickly as they start criticizing her name and cheering style. They end up accusing her of only wanting attention and demanding that she be "normal."

Leo is a character in the book Stargirl. He's an outsider, and he also plays basketball for his high school team. In one of his notebooks, Leo finds a valentine from Stargirl. The two begin to date secretly, but they're shunned by the other students

because they think that Stargirl caused Mica High to lose in the playoffs. Archie tells Leo that it's important to figure out which person he values more—Stargirl or everyone else at Mica High School—and then make up his mind about her. Meanwhile, Leo helps Stargirl with her secret missions and learns more about who she really is as a person. Leo loves spending time with Stargirl, but he also feels like his classmates don't accept her. He wishes that she would just conform to what everyone else wants instead of being herself. Leo confronts Stargirl about this and they have a big argument. She doesn't understand why Leo is so concerned about what other people think since they live in a world where there are "them" and "us." The next day, Stargirl shows up at school wearing normal clothes and calls herself Susan again. Leo is happy because now it's easier for him to be seen with her in public. But Susan's attempts to fit in aren't working as well as she'd hoped, so she decides that if she wins the state oratorical contest then all of her problems will be solved once and for all. Sure enough, when the contest comes around Susan performs wonderfully and receives an overwhelming amount of praise from everyone except two teachers who still call her Stargirl behind closed doors (and Dori Dilson who remains loyal). Afterward, at Mica High School on Monday morning, nobody talks to Susan except for Dori Dilson; even though everybody knows that Susan won the contest by far! In fact, none of them even showed up to watch her perform! Later, on during class while the students are doing their work assignments, one student named Leo tries talking to me but I ignore him because I know he doesn't want anything

more than friendship between us anymore after our fight last week (Cheng, 2021).

2.8 About Unfriend You: Masihkah Kau Temanku?

Unfriend You: Masihkah Kau Temanku? written by Dyah Rinni, from Indonesia. Bullying, a prevalent issue among teens, is explored in the story. Particularly fresh pupils in a school can fall prey to bullying by more experienced peers.

Dyah Rinni's first release under Gagas Media Publisher is titled Unfriend You. This young reader's book describes bullying. With her book Marginalia, Dyah herself once took second in the Qanita Romance Novel Competition.

2.9.1 Synopsis of Unfriend You: Masihkah Kau Temanku? By Dyah Rinni

Three Eglantine High student ladies' friendship is the subject of the book Unfriend You. Katrissa, an Eglantine High School student in class XI, was able to transform from a duck into a swan for some reason. He joins the group that includes Aura and Milani, two popular students with a history of bullying. Formerly attractive Katrissa now participates as a bully. In other words, the bully's point of view is used to tell the story in this novel. Perhaps some of the main characters in subsequent stories will also be victims. In contrast to this book, the bully plays the lead part. We do not always have to look through the victim's eyes.
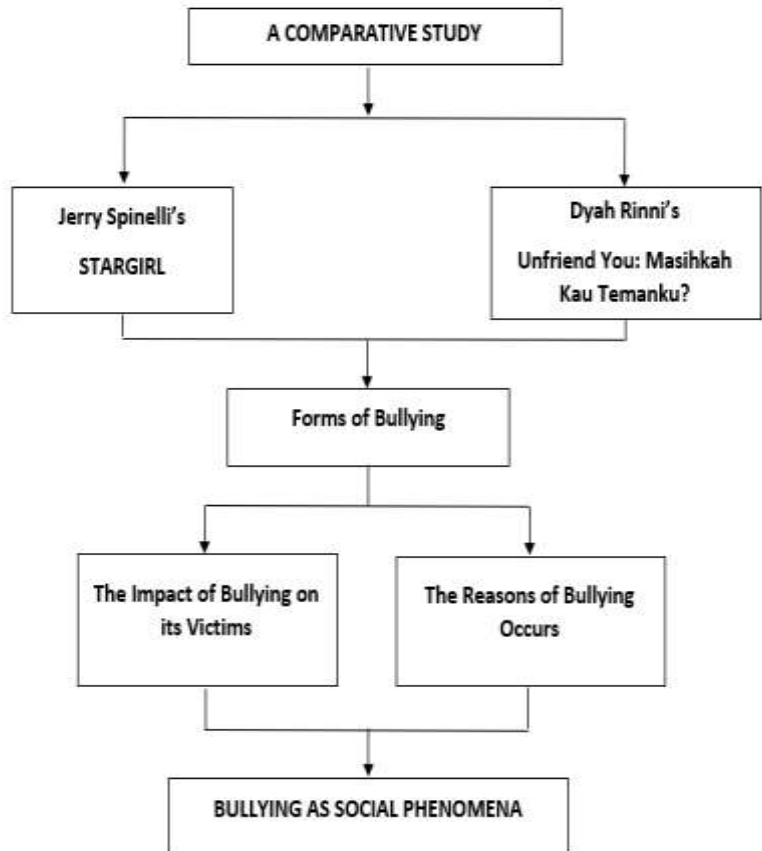
2.9 Conceptual Framework

Chart 1. Conceptual Framework