

The Portrayals of Bullying in Paterson's *Bridge to Terabithia*



A Thesis

***Submitted to the Faculty of Cultural Sciences Hasanuddin
University in Partial Fulfillment of the Requirements to Obtain
Sarjana Sastra in English Literature Study Program***

Dian Yunita

F041201044

English Literature Study Program

Faculty of Culture Sciences

Hasanuddin University

Makassar

2024



Optimized using
trial version
www.balesio.com

The Portrayals of Bullying in Paterson's *Bridge to Terabithia*



A Thesis

***Submitted to the Faculty of Cultural Sciences Hasanuddin
University in Partial Fulfillment of the Requirements to Obtain
Sarjana Sastra in English Literature Study Program***

Dian Yunita

F041201044

English Literature Study Program

Faculty of Culture Sciences

Hasanuddin University

Makassar

2024



Optimized using
trial version
www.balesio.com

LEGITIMATION

THESIS

**THE PORTRAYALS OF BULLYING IN PATERSON'S BRIDGE TO
TERABTHIA**

BY

DIAN YUNITA

Student ID Number: F041201044

It has been examined before the Board of Thesis Examination on Friday, 19th July
2024 and is declare to have fulfilled the requirements.

Approved By

Board of Supervisors

Chairman



Dra. Herawaty, M.Hum., M.A., Ph.D.
NIP.196301031988032003

Secretary



Andi Inayah Soraya, S.S., M.Hum.
NIP. 198912272015042002

Dean of Faculty of Cultural Sciences,
Hasanuddin University



Prof. Dr. Akin Duli, M.A.
1991031010

Head of English Literature Study
Program of Hasanuddin University



Prof. Dra. Nasmilah, M.Hum, Ph.D
NIP.196311031988112001



STATEMENT LETTER

The undersigned,

Name : Dian Yunita

ID : F041201044

Title of Thesis : The Portrayals of Bullying in Paterson's *Bridge to Terabithia*

Department/Faculty : English Literature Study Program/ Cultural Sciences

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, July 19th 2024


Dian Yunita





ACKNOWLEDGEMENT

First of all, the writer would like to give thanks to God for His blessings and mercy so that the writer can complete this thesis. The writer is aware that without His guidance and help, the writer would not be able to complete the thesis entitled *The Portrayals of Bullying in Paterson's Bridge to Terabithia* to qualify as a graduate in English Literature Study Program at Faculty of Cultural Science, Hasanuddin University.

For some time in working on this thesis, the writer experienced several obstacles that hindered the process of running the thesis such as time management, consistency, and overthinking. However, with the support and prayers of people around the writer, so that the obstacles that hinder the writer can be resolved properly. Hereby, the writer would like to express her deepest gratitude to:

1. **Prof. Dr. Ir. Jamaluddin Jompa, M.SC.** as the Head Hasanuddin University.
2. **Prof. Dr. Akin Duli. MA.** as the Dean of Faculty of Cultural Sciences.
3. **Dra. Herawaty, M.Hum., M.A., Ph.D** and **Andi Inayah Soraya, S.S., M.Hum.** as supervisors who have given their time, knowledge, advices, and patience in guiding the writer to be able complete this thesis.
4. **Dra. Nasmilah, M.Hum., Ph.D.** as Head of English Literature Study Program, **St. Sahraeny, S.S., M.App.Ling** as secretary of English Literature Study Program, all lecturers and staff who have helped during the teaching process and administrative management.
5. My mom and my two sisters always gave her advice, support, and prayers during the thesis process.
6. My bestfriend, **Tria** who is willing to exchange ideas and give advice during the thesis process. Also **Putti, Aqilah, Nuge** crazy friends who are always a mood booster when down.



7. Last but not least, the writer would like to thank to herself for all this hard work from the beginning of thesis process to its completion.

Makassar, 5th June 2024

The Writer



Optimized using
trial version
www.balesio.com

TABLE OF CONTENTS

COVER	
LEGITIMATION	i
APPROVAL FORM	ii
AGREEMENT	iii
DECLARATION	iv
STATEMENT LETTER	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
ABSTRAK	x
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Identification of Problem	5
1.3 Scope of Problem	5
1.4 Research Questions	6
1.5 Objectives of Study	6
1.6 Significance of Writing	6
1.7 Sequence of Writing	7
CHAPTER II LITERATURE REVIEW	8
2.1 Previous Study	8
2.2 Theoretical Background	10
2.2.1 Structuralism Approach	10
ing	19



viii

CHAPTER III METHODOLOGY	23
3.1 Research Method.....	23
3.2 Data Sources.....	23
3.3 Method of Collecting Data.....	24
3.4 Method of Analyzing Data.....	24
CHAPTER IV FINDINGS AND DISCUSSION	25
4.1 Intrinsic Elements in the Novel <i>Bridge to Terabithia</i>	25
4.2 Kinds of Bullying Experienced by Main Character.....	50
4.3 The Way Main Character Encounter Bullying.....	52
CHAPTER V CONCLUSION AND SUGGESTION	56
5.1 Conclusion	56
5.2 Suggestion.....	57
BIBLIOGRAPHY	58
APPENDIX.....	62



ABSTRAK

Dian Yunita. 2024. *Portrayals of Bullying in Paterson's Bridge to Terabithia*.

Dibimbing oleh Herawaty Abbas and Andi Inayah Soraya.

Penelitian ini bertujuan untuk mengetahui jenis-jenis bullying yang dialami karakter utama dalam novel *Bridge to Terabithia* karya Paterson. Selain itu, penelitian ini juga menjelaskan bagaimana cara karakter utama menghadapi bullying.

Penelitian ini mengangkat isu tentang jenis-jenis bullying yang dialami oleh karakter utama dan bagaimana cara mereka menghadapinya. Dalam menganalisis, penelitian ini menggunakan pendekatan strukturalisme yang mengeksplor unsur intrinsik seperti karakter, alur, setting, dan tema dari suatu karya sastra.

Hasil penelitian mengungkap bahwa jenis-jenis bullying yang dialami oleh karakter utama ada tiga yaitu verbal bullying, physical bullying, dan social bullying. Di samping itu, ada empat cara karakter utama dalam menghadapi bullying yaitu dengan cara mengabaikan cibiran, menyerang balik, provokasi, dan membuat rencana pembalasan.

Kata Kunci: *Bullying, Jenis-Jenis Bullying, Pendekatan Strukturalisme, Bridge to Terabithia*



ABSTRACT

Dian Yunita. 2024. *Portrayals of Bullying in Paterson's Bridge to Terabithia*.

Supervised by Herawaty Abbas and Andi Inayah Soraya.

This study aims to determine the types of bullying that experienced by the main character in the novel *Bridge to Terabithia* by Paterson. In addition, this study also explains how the main character encounter the bullying.

This study raises the issue of the types of bullying experienced by the main characters and how they deal with it. In analyzing, this study uses a structuralism approach that explores intrinsic elements such as characters, plots, settings, and themes of a literary work.

The results revealed that there are three types of bullying experienced by the main character, namely verbal bullying, physical bullying, and social bullying. In addition, there are four ways that the main character deals with bullying, namely by ignoring sneers, striking back, provoking, and making a plan of retaliation.

Keywords: *Bullying, Types of Bullying, Stucturalism Approach, Bridge to Terabithia*



CHAPTER I

INTRODUCTION

This chapter consists of background, identification and scope of problem, research questions, and objectives of study which describe the overall reasons why the writer chose the topic of the problem to be solved in this research.

1.1 Background

Bullying is an aggressive behavior which is someone has the power or influence to oppress the weak, causing feelings of insecurity and comfort. Of the various topics, the writer has a reason that is the main attraction to raise the topic of bullying. It is very important to know this issue because problems like this can occur in the closest surrounding environment, such as family. Unknowingly, usually in the family environment, the oldest sibling bullies the younger sibling. There are even some who do it consciously and deliberately because it is based on jealousy in fighting for attention from parents. In *The Lancet Psychiatry* article on *Bullying in the Family: Sibling Bullying*, sibling relationships, however, are not always harmonious and supportive. Many siblings experience some occasional conflict, however, up to 40% are exposed to sibling bullying every week, a repeated and harmful form of intrafamilial aggression. In the triangle of sibling rivalry, which comprises the sibling, their beloved parent, and their rival sibling, this rivalry is shown in the form of initial frustration and later jealousy, a complex social emotion.

In addition nowadays, bullying become crucial issues which is in some cases, it
ool environment. Most quiet children become targets for bullying.



According to *National Center for Educational Statistics*, bullied students reported that bullying occurred in the following places: the hallway or stairwell at school (43%), inside the classroom (42%), in the cafeteria (27%), outside on school grounds (22%), online or by text (15%), in the bathroom or locker room (12%), and on the school bus (8%). Also those students who reported being bullied, 13% were made fun of, called names, or insulted; 13% were the subject of rumors; 5% were pushed, shoved, tripped, or spit on; and 5% were excluded from activities on purpose. This is also very important to pay attention to because that's where the children spend the most time socializing so it becomes the place where bullying cases occur most often.

Bullying usually affects the lives of the children who are victims of it. One of the impacts that can be caused is self-confidence. It makes children more insecure and close themselves from their surroundings. This impact is very detrimental to children personally because it will make them stay away from the social environment so that they become cold individuals. Bullying, which is the main issue in this study, has several types that often occur in life, for example, taunting. Taunting is a type of verbal bullying aimed at discouraging the victim and becoming insecure. Taunting is the most common act of bullying so in some places, people pay less attention to it because it is considered normal when a child jokes by mocking each other. Even if it is a small and ordinary thing, this is very influential for the social life of children who are victims of bullying.



any cases occurring, it should be the main concern in overcoming effects on children. The role of the surrounding (parents and

teachers) is also needed so that the children did not feel alone and excluded from their environment. With intense enthusiasm and support will help increase confidence in children so that they can be more motivated and brave to face bullying that happens to them. In this situation, support and encouragement is not done once or twice, but done many times so it is well ingrained in the hearts and minds of children. In addition, concrete action in sanctioning also needs to be done in order to provide a deterrent effect to the perpetrators of bullying. However, the sanctions given must be educational so that the bullying and its impact can be minimized and there are not many victims who have problems with mental health.

In relation to life, the phenomena of bullying is often raised as a social problem in literary works which causes anxiety for many people, especially students in the school environment. Also, bullying is an issue that will always occur every year, making it a big problem that must be faced. Reflecting in real life in society, bullying also can be found in several literary works such as *Bridge to Terabithia*, *13 Reasons Why*, *By the Time You Read this, I'll Be Dead*, etc. These works address the issue of bullying in story form so that the readers can realize that all the problems or phenomena raised in literary works are the reflection of life itself.

In this research, the writer would like to introduce one of the literary works that the writer will research, namely novel. A novel is a work of imaginative fiction in prose form which is usually inspired by a person's conditions or experiences in real life. Besides, novels are also the forum for conveying various phenomena that occur



for example in the novel *Bridge to Terabithia* by Kathrine Paterson uses as source of data. The novel depicts the issue of bullying,

which has become one of the most widespread social problems so the writer chose this novel for analysis. Apart from that, another reason the writer chose the novel is also because the number of pages is not too much so that it can help the writer in understanding the overall content of the story and the writer can also repeatedly read this novel in a short time

Katherine Paterson is an American writer. She was born in Huaian, China, on October 31, 1932. The writer was attracted to her because she is one of the children's literature authors whose works have received awards, one of which is *Bridge to Terabithia*. The novel was inspired by her son's best friend who died after being struck by lightning. From this incident, Paterson created a novel which tells the story of Jesse Aarons who befriends Leslie Burke, a tomboy girl and creates a fantasy kingdom called Terabithia. However, their story journey is not easy. They have to face bullying around them, both from classmates or other students above them and also from those closest to them. It is from this novel that the writer took the initiative to research bullying in this novel to find out what kinds of bullying they experience and how they handle it.

In this study, the writer will use a structural approach that applies close reading that does not involve the author and reader and explains the structure in a story. That means, the structure is the elements in the story that are related to each other and build the content of the story so that it becomes a complete story. In other words, identifying the elements of a literary work using a structural approach is the

conducting an analysis related to the issues raised.



Based on the explanation above, the writer decided to raise the issue of bullying in the novel *Bridge to Terabithia* with the title "*The Portrayals of Bullying in Paterson's Bridge to Terabithia*".

1.2 Identification of Problem

Based on the description of the background above, the writer found several problems related to the topic of discussion to be studied.

1. The form of bullying in the novel *Bridge to Terabithia* experienced by the main character.
2. The author's perspective on the events that inspired the creation of *Bridge to Terabithia*.
3. Moral message in assessing the antagonist's behavior in the novel *Bridge to Terabithia*.
4. How the main character handles emotional changes after his friend died.
5. Leslie's character in the novel *Bridge to Terabithia* shows her inappropriateness as a girl.

1.3 Scope of Problem

After identifying several problems that might have the potential to be used as research this time, the writer limit the problems to be studied by focusing on the form of bullying in the novel *Bridge to Terabithia* experienced by the main character. The writer also adds the types of bullying first to be able to identify what

ing that the main character experiences.



1.4 Research Questions

Based on the description of the background above, the writer hereby formulates several things that will be discussed in this study:

1. What kinds of bullying behavior did the main character experience and how they are portrayed in the novel *Bridge to Terabithia*?
2. How does the main character encounter the bullying they face?

1.5 Objectives of Study

Based on the research questions above, the writer has developed the objectives of study as follow:

1. To know the kinds of bullying behavior the main character experience and how they are portrayed in the novel *Bridge to Terabithia*.
2. To know how the main character encounter the bullying they face.

1.6 Significance of Writing

1. Theoretical

This research is enriched with an explanation of bullying to help solve the problem and uses a structural approach to analyze the literary works used as the subject.

2. Practical

This research can be used as a reference to help understand the types of and find solutions to dealing with bullying.



1.7 Sequence of Writing

This research consists of five chapters. Chapter one is an introduction containing background, identification of problem, research questions, objective of study, significance of writing, and sequence of writing. Chapter two is a literature review which contains previous studies and theoretical background which uses a structuralism approach, and the concept of bullying. Chapter three is methodology which contains method of research, source of data, method of collecting data, and method of analyzing data. Chapter four is a discussion containing the results of the analysis based on the research questions related to the novel *Bridge to Terabithia*. Chapter five is the closing which contains conclusions and suggestions of this research.



CHAPTER II

LITERATURE REVIEW

This chapter deals with previous research that the writer will use as a basis for completing this research.

2.1 Previous Study

In the last few years, there have been a lot of researches which are related to this topic. This existing researchs continue to develop and will become a reference material for further research. Therefore the writer found several previous studies that are relevant to this research, as follow as:

There is a research written by Rocky Aldrian Lepa et.al in 2020 entitled *Gangguan Emosi dan Perilaku pada Gilly Hopkins dalam Novel the Great Gilly Hopkins Karya Katherine Paterson*. This research aims to determine the emotional and behavioral disorders of the main character, Gilly Hopkins, where Gilly lacks of social skills, cannot regulate emotions, and behaves badly in her social environment. This research uses Daniel Hallahan and James Kauffman's theory of emotional and behavioral disorders (1988), and uses descriptive methods in analyzing data from the novel. The results show that the main character Gilly Hopkins has emotional and behavioral disorders by showing characteristics such as fighting and hitting, teasing and disturbing, shouting, disobeying orders, doing damage, being impolite, arrogant, hyperactive, easily angry or offended, and lying.

The factors that trigger Gilly's emotional and behavioral disorders are family ; a bad impact on the environment, such as making other people feel



sad, uncomfortable, angry, sad, and involving them in debates and bad actions such as stealing. From a brief explanation of Rocky et al.'s research, the writer finds similarities and differences in the research that the writer is currently working on. The similarity lies in the same author, while the difference lies in the novel and the theory used.

Next is research written by Citra Frida Anugrah Pertiwi in 2022 entitled *Bullying In The Hundred Dresses Analysis Of Illustrated Novel*. The aim of this study is to analyze the things that can trigger bullying in an illustrated novel, especially children's literature. This study uses a qualitative method that presents analysis in illustrations and writings. The results of this research found that differences in the characteristics of names originating from Poland and the main character's quiet behavior were the triggers for bullying, also low social class characterized by small and remote house conditions was one of the causes. The main character is also bullied for trying to make friends with a popular girl at school with an excessive approach so that the main character tries to overcome bullying by changing her appearance and attitude by being more friendly, proving about the hundred dresses she has by winning a drawing contest and transferring to another school more suitable for her life. From the explanation of Pertiwi's research, the writer finds similarities and differences in the research that the writer is currently working on. The similarity is that they both discuss bullying, while the differences are in the novel used and the purpose of study.



ch from Anandayu Suri Ardini in 2023 entitled *Escaping to Nature: the Children's Book Bridge to Terabithia* which aims to analyze the

harmony of the female figure with the natural environment and its impact on gender and class equality. This research uses content analysis as its research design which is a branch of qualitative methods to analyze textbooks or literary work. The result of reading and analyzing the novel from the perspective of ecofeminism shows that the characters' struggle against social class oppression and gender stereotypes manifests through their escapism to nature. The main female character's courage in rejecting gender stereotypes made the relationship between humans and egalitarian nature. Based on Ardini's research, the similarity in the writer's current research is in the subjects which use the same novel. However, differences are also visible in the issues raised. The issue in the research that the writer is working on is bullying, while the issue in Ardini's research raises the issue of gender.

2.2 Theoretical Background

2.2.1 Structuralism Approach

Structuralism was originally present in France. The growth of structuralism began with the book *Course in General Linguistic* (1916) written by Ferdinand de Saussure (Syuropati & Soebachman, 2012: 48). In Susanto's *Pengantar Teori Sastra*, structuralism can be interpreted as one of the branches or models of thought in the field of philosophy or school of thought that reveals the deepest structure of a reality. According to Abrams (1981: 188) structuralism considers that every phenomenon of culture, activity, and literature as a social institution consisting of independent structures and relationships between elements independently. So it can be defined



that Structuralism is an understanding that adheres to the elements of the structure itself and then studies the mechanisms between one relationship and another or it can also be interpreted that Structuralism is a way of working that shows the relationships so that the totality in the system, without the involvement of the system, the elements are just an ordinary aggregation. Structuralists view that literary works are autonomous and have a form consisting of elements that have functions, are arranged in a related and integrated manner and fully support the entire literary work.

Literary works have several intrinsic elements such as plot, theme, characters and setting. These elements are usually referred to as the structure of the story text. Wellek and Warren (1956:140) explain the structuralism approach, which consists of material and structure of text of the literary works. Literary works are autonomous, so that the writer only focuses on the elements that are constructed from within. The elements and their relationships are the important things in this approach. The structure of literary works is the picture of the whole thing and the relationship within it complete each other (Abrams 1981:68). Therefore, every element contained in a literary work has an important role in constructing a work. This element is the core structure in studying literary works using a structuralism approach.

Based on the theoretical explanation above, the writer only focuses on examining the intrinsic elements in novels which generally consist of characters and characterization, plot, setting and theme.



1. Characters and Characterization

Characters and characterization in literary works are one of the important elements of all the elements that make up the work. Characters are the actors in a fiction. Through characters, readers can understand the message the author wants to convey. According to Abrams (1981: 20) characters are people who play a role in narrative stories that have moral qualities that can be interpreted by readers through words and deeds. The way authors describe or present characters in stories varies. Authors can depict characters as actors who only live in dreams, while depicting actors who are honest, disciplined and independent in real life. Therefore, character occupies a strategic position as a carrier and conveyor of moral messages.

Character is different from characterization. Characterization relates to the attitudes or behavior of the characters in the story. Jones (1968: 84) stated characterization is the depicting of clear images of a person. Characterization by this definition, means the real description of the characters participating in the story through their action. The author has chosen to characterize his/her character in specific ways, such as the types of conversation they have, the things they do, their appearance, and so on.

Another classification about character is the part of character, whether the part is major or minor in literary work. According to Diyanni (2000) major character is an important figure at the center of the story. As

sition to the major character, minor character is the character who



has small part in the story and the function is to make the major character stands out and becomes bright in the story. Hankle (1977) divided the term character in two, they are major character and minor character. The major character deserves the fullest attention of the novel. Besides it performs the key structural function in the novel, meaning that we build our expectation and desires, which in modification shift our values upon the major character. On the other hand, minor character performs more limited functions, less complex than the major character, and presents what is only one side of experience. Pope (2005) also stated that a character who stands out to tell the story is called a major character. The major character is called a protagonist who have conflict with antagonist and is generally sympathize. Meanwhile, it is highly unlikely the minor characters will serve as viewpoint characters. Pope mentioned that the minor characters appearances in the literary work will be brief and infrequent, but that does not prevent them from shining whenever they do.

2. Plot

Plot is one of the most important aspects of any literary work. The plot of a story is not always sequential. Plot not only shows what happens, but more importantly explains what happens. Plot is a series of events arranged in such a way as to form a unified story.

According to Arp & Johnson (2005: 45) plot is the sequence of ; or events through which an author constructs a story. The plot



regulates how actions must relate to each other, how the accident related to another accident, and how the character is explained and plays a role in that event. Robert Stanton (2007) also expressed his opinion that the plot is the backbone of the story, where a story will not be fully understood without an understanding of the events that link the plot, causality and influence.

In general, plot has a convention structure in the literary works according to Chartes (1987:136-137) which is divided into five parts such as exposition, rising action, climax, falling action, and resolution.

- The Exposition

The exposition is the introduction to the story. Exposition is the part in which the author introduces the characters, scene, time, and situation at the beginning of the story.

- Rising Action

Rising action is the dramatization of event that complicates the situation (complication) and gradually intensifies the conflict. This is characterised by the occurrence of an inciting incident. This inciting incident triggers a chain of events where the main characters(s) are forced into challenging situations where they must overcome mental or physical obstacles.

- Climax

Climax is where the rising action (complication and conflict) come to further development and to a moment of crisis. This is where the protagonist makes a major decision that seals their fate and solidifies



the direction the story's ending is going to take whether it is going to be a happy ending or a tragic one.

- **Falling Action**

Falling action is the problem or conflict proceeds towards resolution.

This bridges the gap between the climax and the resolution where the protagonist begins to experience the consequences of the climax and the character's actions. This stage is characterised by a rapid decline in tension and drama, as we move towards the resolution.

- **Resolution**

Resolution is the last event in a novel or the out come of a conflict.

The main character has finished solving this problem and this result in a happy or sad ending. Resolution refers to stage where the crisis or conflict is resolved either for better or for worse.

3. Setting

Setting reveals the place and time of events in story. In other word, setting refers to the point in time and space at which the events of plot occur (Kenney, 1966: 38). According to Robert and Jacobs (1987: 29) setting refers to the natural and artifical scenery or environment in which chracters in literature live and move. It means that everything related to the environment such as the time of the day, the society, the location, the religious, and the weather are part of setting. It is able to make the story

clearer.



Setting is the environment that surrounds an event in a story, a universe that interacts with ongoing events. Wellek and Warren (1956: 131) states that setting surrounds the place, time, and describes the main background and conditions of a story as concerned setting with the places and the locations of the story. It refers to geographical location of the story, time period, daily lifestyle of the characters, and climate of the story. Then, according to Abrams in Nurgiyantoro (2002:216), setting is also referred to as the foundation of story, suggesting the sense of place, time relationship, the social environment the occurrence of events. This thing is important to give a realistic impression to the reader, creating a certain situation at a glance it is really happened so that the readers feel easier to operate their imagination and participate to criticize the story generally.

The elements of setting can be divided into three principal elements: setting of place, setting of time and setting of society.

- Setting of Place

Setting of place usually leads to the location of events that are told in work of fiction. It is closely related to the problem geographical, refers to a particular place where an event occurs (Najid, 2009: 30). The setting of place in a novel usually consists of several locations, and it will move from one place to another because there is a development of plot and character. With the setting of place, readers can describe the situation of the place realistically with that found in the novel.



- Setting of Time

Setting of time related to the matter of when the events happened in a fiction. "When" is generally associated with the time of events in real life, factual time, and historical events (Nurgiyantoro, 2020: 230). Time in the setting also can be a time of incident is reported, the time in seconds, minutes, hours, days, months, and years. In line with this, Najid argues that the setting of time is related to the time placement of the story (historical) (2009: 30). In addition, setting of time cannot be separated from the place because it is to relate each other so that the readers can understand the time of events that occur in the story.

- Setting of Society

Setting of society is a background that explain the social status of the character, or social behaviour that occurs in the surrounding environment. Setting of society according to Najid (2009: 30) is closely related to social life in the story because it has connection with the system of social life that contains many problems in complex scope. It means that setting of society emphasizes things related to the social life behavior of people in a place that is told by the author in a work of fiction, for example issues of living habits, customs, traditions, beliefs, outlook on life, ways of thinking and behaving, and others that fall under spiritual background.



4. Theme

Theme is the basic idea, the main idea expressed by the author in his/her work, either explicitly or implicitly. Theme is also one of the most important things that readers see. If the theme is interesting, it will add more value to the story. Theme serves as the basis for the development of the entire story. Therefore, the theme is related to all parts of the story.

Theme in a literary work is one of a number of other story-building elements, which together form a whole. Other story elements, especially by Stanton, are grouped as story facts such as characters, plot, setting, which serve to support and convey the theme. Themes can include moral, ethical, religious, socio-cultural, technological, and traditional issues that are closely related to life problems. However, generally, themes are created to reflect the author's views or opinions on a problem or situation, and can help shape readers' views or perceptions about a particular topic.

The theme determined by the author can usually be seen from the storyline that has been neatly arranged from beginning to end. The reader will be presented with several events that become important points of the plot related to the theme. In short, theme is the meaning contained in a story (Kenny, 1966:88). In literary works, especially novels, themes are not simply conveyed, but are conveyed through a story line. Readers can only discover the theme of a story after reading and interpreting it.

Brooks, Puser and Warren in Tarigan (1985:125) said that a theme is a particular view of life or the main idea of a literary work. Then,



according to Stanton (2007:7) theme gives a strong explanation about the unity of what is happening in the story and tells about the story of life in a common context. Thus, theme can be seen as the basis of the story, the general basic idea of a work of fiction. This basic idea has been previously determined by the author and is used to develop the story. So it can be concluded that the theme is the main idea or main issue that the author wants to convey to the reader through the fabric of the story created.

So based on the explanation above regarding the structuralism approach which contains intrinsic elements, the writer will conduct research using this approach which will generally discuss the intrinsic elements of a novel.

2.2.2 Bullying

Bullying can be defined as one of the violence that a child or teenager does. Bullying is repeated behavior by youth that intends to cause harm or injury to another. Rigby (2002) said that *"to be a bully, the you don't have to do anything. The fact that you have desire to hurt and you know that you have a desire to hurt someone is enough to make you a bully"*. This desire is demonstrated in action, causing others to suffer. This action is carried out directly by someone or a group of people who are stronger, irresponsible, usually repeated and carried out with feelings of pleasure. According to Olweus (1994), bullying is a repeated negative behavior that is intended to cause or hurt by another person, either one or several people directly



against someone who is incapable fight him. Furthermore, Coloroso (2007) also believes that bullying is an act of intimidation carried out repeatedly by a stronger party against a weaker party, carried out deliberately and with the aim of hurting the victim physically or emotionally. Most of bullying happens in the school, where children spend lots of time together in the classroom, on the school playground, and on the school bus.

Conceptually, Rigby (2002) stated that bullying can occur when there is an imbalance of power between individuals or between groups. All that is needed is more powerful person or group relishing the opportunity to put somebody down. For example in family, when an older and more powerful child persistently seeks to hurt a weaker sibling, this can legitimately be called bullying. It describes the process of bullying that occurs regardless of familiarity in any situation so that bullying becomes a big enemy in the community.

As a frequent issue among children, generally children or teenagers who are victims of bullying are anxious children, easily nervous, always feeling insecure, shy, quiet, low self-esteem, have physical or mental disabilities, behavioral problems or neurological development disorders. Meanwhile, the characteristics of teenagers who bully are hyperactive, aggressive, destructive, enjoy domination over other children or teenagers, tend to be angry, easily offended, and have a low tolerance for frustration. They also tend to have difficulties in processing social information so they often incorrectly interpret the



behavior of other children or teenagers as hostile behavior even when the hostile attitude is directed at other children or teenagers.

According to Coloroso (2007:47) bullying is divided into four types, as follows:

- **Physical Bullying**

Physical bullying is the most visible and identifiable type of bullying among other forms of bullying, but incidents of physical bullying account for less than a third of bullying incidents reported by students. Types of physical bullying include hitting, strangling, elbowing, punching, kicking, biting, holding hands, scratching, and spitting on the child who is being bullied to a painful position, as well as damaging and destroying the clothes and belongings of the child who is being bullied. The stronger and more mature the bully is, the more dangerous this type of attack is, even if it is not intended to cause serious harm. Children who regularly play this role are often most guilty of bullying among others, and the most likely to turn to more serious criminal acts.

- **Verbal Bullying**

Words are a powerful tool and can break the spirit of a child who receives them. Verbal violence is the most commonly used form of bullying, both by girls and boys. Verbal violence is easy to commit and can be whispered about in the presence of adults and peers, without being detected. Verbal bullying can be shouted on the playground overheard by supervisors and

ignored because it is simply considered stupid and



unsympathetic dialogue between peers. Verbal bullying can take the form of name calling, insults, slander, cruel criticism, insults, and statements containing sexual advances.

- **Social Bullying**

Social bullying is the weakening of the victim's self-esteem, systematic oppression through neglect, exclusion or avoidance, an act of exclusion, is the strongest tool of oppression. A child who is gossiped about may not hear the gossip, but will still experience the effects. Relational bullying can be used to alienate or reject a friend or intentionally displayed to damage a friendship. This behavior can include hidden attitudes such as aggressive looks, sighs, shrugged shoulders, sneers, laughter, teasing, and rude body language.

- **Cyber Bullying**

The perpetrators use electronic devices and internet facilities such as computers, cellphones, cameras and websites or social networking friendship sites including chat, e-mail, Facebook, Twitter, and so on. This is shown to terrorize victims of bullying by using writing, animation, pictures, videos or films that are intimidating in nature, hurt, and pressure the victim.

Based on the explanation above, the writer concludes that bullying is a deliberate act of harm that is carried out repeatedly by a perpetrator who has a dominant and aggressive nature towards a victim who is usually quiet and shy.

will also use the explanation above as a reference in this research.

