

CHAPTER I

INTRODUCTION

This chapter consists of the Background of the Research that explains the writer's reason of choosing this title, identification of the problem, research questions, objective of the research, and significance of the research.

1.1 Background of the Research

In my view, bullying is not merely an act of individual aggression, but rather a manifestation of underlying power asymmetries and socially constructed dynamics that enable such behaviour to be sustained and, in certain contexts, normalized. Within contemporary society, bullying persists as a complex and multifaceted phenomenon, occurring across educational, social, and digital spheres, thereby warranting critical scholarly attention. This issue can be further examined through literary representation, particularly in *Lord of the Flies* by William Golding, where patterns of domination, marginalization, and symbolic violence are vividly depicted in the absence of institutional authority.

Olweus (1993) defines bullying as a form of aggressive behavior characterized by intentional harm, repetition, and an imbalance of power. This behavior can be physical, verbal, or psychological, and it often involves a pattern of repeated acts rather than a single incident. Furthermore, bullying is a global issue and is often studied in social and psychological contexts because of its long-term impact on victims and perpetrators.

In addition, a period prevalence estimate of bullying, "having bullied other students" or "being a bully," can be defined in a parallel way as the proportion or percentage of students who, within the specified time period, have exposed one or more other students to bullying/victimizing behavior with some defined frequency (Solberg & Olweus, 2003). Moreover, students who were involved in bullying behavior in or out of school, whether as a victim or a bully, were at significantly higher risk for depression, serious suicidal ideation (SSI), and suicide attempts compared with students who were never victims or bullies (Brunstein Klomek et al., 2007).

Despite its prevalence in the real world, bullying has also been a recurrent theme in literature, where fictional narratives reflect and critique societal issues. "For two years, Johnny, a quiet 13-year-old, was a human plaything for some of his classmates. The teenagers badgered Johnny for money, forced him to swallow weeds and drink milk mixed with detergent, beat him up in the rest

room and tied a string around his neck, leading him around as a "pet". When Johnny's torturers were interrogated about the bullying, they said they pursued their victim because it was fun" (D. A. Olweus, 2014). This quote, taken from the work of Dan Olweus, a pioneering researcher in the field of bullying, underscores the devastating impact of bullying on its victims.

In the definition of bullying presented in the OBQ, the original formulation is "When we talk about bullying, these things happen repeatedly," but the response alternatives also include "once or twice" (in the past couple of months) (D. Olweus, 2013). Since this time, extensive research has documented the nature and extent of bullying, as well as its consequences. Bullying is a form of aggressive behavior that involves a power imbalance between a target and his or her perpetrator(s), and typically is repeated over time (Olweus et al., 2019). At the same time, it is clear that a closer investigation of the situation may sometimes reveal that things are more complex than they appear on the surface and that perspectives from the outside may be very helpful in finding solutions to the problematic situation (D. Olweus, 2013).

In *Lord of the Flies*, Golding presents a group of boys stranded on an uninhabited island, their interactions gradually devolving into violence and chaos. Golding's experience in World War II had a profound effect on his view of humanity and the evils of which it was capable. After the war, Golding resumed teaching and started to write novels. His first and greatest success came with *Lord of the Flies* (1954), which ultimately became a bestseller in both Britain and the United States after more than twenty publishers rejected it (Dudai, 1999). Among these interactions, bullying emerges as a significant force, shaping the characters' experiences and the group's dynamics. However, while much critical attention has been paid to the novel's exploration of human nature and societal breakdown, the specific phenomenon of bullying has not been systematically analyzed.

Golding isolates young children on the island in *Lord of the Flies* and makes us see them acting with just as much barbarism as is revealed in the adult world. "In essence, they are innocent, but nevertheless budding adults – and so potentially evil and sadistic. Children, it is said, can be cruel and in this novel we see stark examples of their cruelty" (Ahmed & Al-Saidi, 2012). Rigorous research suggests significant effects of bullying prevention programs on bullying outcomes specifically. Similarly, a number of more general youth violence prevention programs and climate promoting programs also impact a range of aggression outcomes, including bullying. However, the effect sizes are generally in the small to moderate range (Polarization, 1946).

Manlove (2002) states that *Lord of the Flies* recounts a quest for order amidst the disorder that evil causes. Golding has said that the theme of the novel "is an attempt to trace the defects of society back to the defects of human nature. The moral is that the shape of a society must depend on the ethical nature of the individual and not on any political system, however apparently logical or respectable." Therefore, this study addresses that gap by applying Olweus's Bullying Circle (1993) to the novel, thus categorizing and interpreting the boys' behaviors within its context.

Dudai (1999) explains that Golding employs a relatively straightforward writing style in *Lord of the Flies*, as it avoids highly poetic language, lengthy description, and philosophical interludes. Furthermore, much of the novel is allegorical, meaning that the characters and objects in the novel are infused with symbolic significance that conveys the novel's central themes and ideas.

Moreover, William Golding's novel, *Lord of the Flies*, published in 1954 by Faber and Faber (London, 224 pages), offers a chilling portrayal of human nature and the potential for savagery to emerge even in seemingly civilized settings. The story revolves around a group of British schoolboys stranded on a deserted island after a plane crash, where they must attempt to survive on their own. Consequently, the novel explores how their attempts to establish a civilized society ultimately crumble under the weight of their inherent primal instincts. Thus, the novel's depiction of the breakdown of order and the descent into violence provides a rich context for analyzing the phenomenon of bullying, particularly because power dynamics and social relationships contribute to aggressive and destructive behavior (Golding, 1954).

1.2 Research Question

Based on the Background of the Research explained above, the writer emphasizes analysis to answer these questions as follows:

1. How are bullying dynamics shaped in *Lord of the Flies*, as understood through Olweus' Bullying Circle (1993)?
2. How is the discursive construction of Piggy's victimization revealed in *Lord of the Flies*, as understood through Fairclough's CDA?

1.3 Objective of the Research

Based on this research question statement above, the writer determines two objectives of the research as follows:

1. To analyze how Olweus' Bullying Circle (1993) provides insight into the bullying dynamic presented in *Lord of the Flies*.
2. To demonstrate how Fairclough's CDA uncovers the discursive construction of Piggy's victimization in *Lord of the Flies*.

1.4 Significance of the Research

This study is significant because it contributes to a deeper understanding of bullying dynamics and their representation in literature. By applying Olweus' Bullying Circle (1993) and Fairclough's CDA to ***Lord of the Flies***, this research provides insight into the ways in which bullying is constructed and perpetuated.

- **Theoretical Significance:** This research enhances literary analysis by demonstrating the value of applying theoretical frameworks from social sciences. It provides a more nuanced understanding of the ways in which literature reflects and shapes societal attitudes. The novel integration of psychological and linguistic perspectives, combining the insights of Olweus' Bullying Circle (1993) with the discursive analysis of Fairclough's CDA, allows for a richer and more nuanced understanding of bullying dynamics.
- **Practical Significance:** This study's analysis of bullying dynamics in "Lord of the Flies," informed by Olweus' Bullying Circle and Fairclough's CDA, can be incorporated into workshops and training sessions for teachers and school staff. These sessions can equip educators with tools to identify, address, and prevent bullying by dissecting the roles and linguistic cues present in the novel, fostering a more proactive and responsive approach to creating safer school environments.

CHAPTER II

LITERATURE REVIEW

This chapter presents an overview of previous research that informs the current study, focusing on existing scholarship on bullying in *Lord of the Flies* and the application of Critical Discourse Analysis (CDA) to the novel and the study of bullying more broadly.

2.1 Previous Study

Studies have specifically explored cyberbullying among English as a Foreign Language students, revealing that students often engage in cyberbullying for fun or as a form of linguistic wordplay (Hamuddin et al., 2020). As a result, this research emphasizes the importance of understanding the motives behind cyberbullying in order to develop effective intervention strategies. Moreover, a multi-faceted approach to mitigating cyberbullying, which integrates perspectives from psychology, IT media, education, and linguistics and aligns with the World Health Organization's primary health care model, has been suggested (Hamuddin et al., 2023).

Beyond its causes, the consequences of bullying are far reaching, affecting the mental and emotional well-being of those involved. Victims may experience anxiety, depression, low self-esteem, and suicidal thoughts, whereas perpetrators are at risk of engaging in violence and criminal activities later in life. Therefore, effective school-based programs are essential for reducing bullying perpetration and victimization (Gaffney, Ttofi, and Farrington, 2021), thereby highlighting the need for continued research and intervention efforts (Office of Juvenile Justice and Delinquency Prevention, 2019).

Similarly, studies such as "Bullying in *Lord of the Flies* a Psychoanalytic Perspective" by S. K. Singh (2017) have explored the unconscious desires and fears driving characters actions, and have linked them to the novel themes of savagery and civilization. In this way, these unconscious motivations often drive bullying behaviors, thus creating a chilling commentary on the darker aspects of human nature.

Another lens through which researchers have examined bullying in *Lord of the Flies* is through the study of power dynamics and social relationships. The study "The Dynamics of Bullying in William Golding's *Lord of the Flies*" by R. K. Dhawan (2013) provides a compelling analysis of how bullying is often used to exert power and control, and it frequently stems from individuals feeling insecure or threatened. Consequently, this reinforces the notion that bullying is

not simply a personal act but rather a reflection of complex social structures and the interplay of power within those structures.

In addition, several studies have applied Critical Discourse Analysis to analyze power relations and social hierarchies in *Lord of the Flies*. The study "A Critical Discourse Analysis of Power Relations in *Lord of the Flies*" by M. A. Al Sharafi (2019) explores how characters construct and maintain social hierarchies through language and discourse, while "Discourse and Power in *Lord of the Flies*: A Critical Discourse Analysis" by H. M. Al Khateeb (2018) examines the language and discourse of power and illuminates how characters negotiate and contest power relationships. Together, these studies highlight the significant role of language in shaping and perpetuating bullying, particularly in educational settings.

Moreover, the journal article "The Practice of Symbolic Violence in George Orwell's Novel *1984*" by Anriadi et al. (2021) provides a valuable lens for analyzing these dynamics. Drawing on Pierre Bourdieu's theory of symbolic violence, the authors demonstrate how power structures in a dystopian society are maintained through manipulation of language, culture, and social norms. As a result, this analysis reinforces the crucial role of language and cultural elements in shaping and maintaining power structures.

Furthermore, the need for a multi-faceted approach to combating cyberbullying is emphasized by the article "Mitigating the Effects of Cyberbullying Crime: A Multi-Faceted Solution across Disciplines" by Hamuddin et al. (2023). This study underscores the pervasive nature of cyberbullying and therefore highlights the need for a systematic approach to address this complex issue. The authors also explore how researchers from various disciplines contribute to the fight against cyberbullying, emphasizing the necessity for interdisciplinary collaboration.

Finally, bullying is also a prevalent theme in young adult fiction, and several novels explore its impact on teenagers. The article "The Tendency for Verbal Bullying to Occur Among the Main Characters in the Novel *Stargirl* and *Unfriend You: Masihkah Kau Temanku?*" by Sakti et al. (2023) examines the prevalence of verbal bullying in two novels, and it highlights the unique challenges faced by protagonists who stand out from their peers. The study utilizes a sociological approach in order to understand the underlying social structures and worldviews that contribute to bullying behavior.

While these studies provide valuable insights into various aspects of bullying, this thesis, titled *Critical Discourse Analysis of Bullying in William Golding's Lord of the Flies*, offers a unique contribution by focusing on a classic literary text and its portrayal of bullying in a specific context.

Specifically, this thesis will examine the ways in which language and power dynamics intersect within a fictional setting, and it will reveal how language functions as a tool of both dominance and resistance. In contrast to existing research, this study diverges by investigating bullying within a more complex narrative structure, thereby illuminating the social and psychological implications of bullying beyond its typical manifestations in contemporary social settings. By examining the complexities of language and power dynamics within Golding's novel, this thesis, under the guidance of Fathu Rahman, therefore promises to offer a nuanced and thought-provoking analysis of bullying and contributes to the broader understanding of this enduring social issue.

Moreover, this thesis distinguishes itself by specifically focusing on the critical discourse analysis of bullying in *Lord of the Flies*, and it employs Fairclough's CDA framework to analyze the language and discourse of bullying in the novel. As a result, this approach provides a nuanced understanding of the power dynamics and social relationships underlying bullying behaviors, thus contributing uniquely to the existing literature. Additionally, the research incorporates Dan Olweus's Bullying Circle (1993), which is a seminal framework developed by the renowned bullying researcher. This framework highlights the various roles individuals play within a bullying situation, including the bully, the victim, henchmen, reinforcers, and bystanders.

Furthermore, by incorporating Olweus's framework, this thesis aims to provide a deeper understanding of bullying within the context of *Lord of the Flies*, as it analyzes how these roles manifest in the characters and shape the narrative. At the same time, the research builds upon previous studies that examine the language and discourse of bullying in literary texts. Consequently, this thesis contributes to this body of research by examining the language and discourse of bullying in *Lord of the Flies* through the lens of Fairclough's CDA, and it further explores the power dynamics and social relationships related to bullying behaviors in the novel, with the analysis enriched by the inclusion of Olweus's Bullying Circle (1993). In addition, Olweus's work on bullying prevention has significantly influenced the understanding of bullying and the development of intervention strategies in educational contexts.

2.2 Norman Fairclough's Critical Discourse Analysis (CDA)

Norman Fairclough's Critical Discourse Analysis provides a framework for examining the intricate relationship between language, power, and social relationships. Fairclough's CDA framework emphasizes the importance of analyzing language and discourse as a form of social practice, highlighting the ways in which language can be used to exercise power and control over others. Consequently, this approach enables researchers to uncover hidden ideologies and power

dynamics embedded within texts, revealing how language shapes our understanding of the world and reinforces social inequalities. By analyzing linguistic features such as vocabulary, grammar, and rhetorical devices, CDA reveals how power is exercised and maintained through discourse.

In comparison, Teun A. van Dijk's socio cognitive approach to Critical Discourse Analysis places greater emphasis on the role of cognition and shared mental models in shaping discourse and power relations. Van Dijk argues that societal structures influence discourse structures and that this relationship is mediated by the beliefs and attitudes of individuals and social groups, especially where issues of dominance, ideology, and inequality are concerned. Although van Dijk's perspective offers valuable insights into the cognitive mechanisms underlying discourse, it is not adopted as the primary analytical tool in this study due to its stronger focus on cognitive processes rather than on language as social practice.

Another significant strand within CDA is Ruth Wodak's Discourse Historical Approach, which emphasizes the importance of historical and contextual analysis in understanding how discourse is produced, interpreted, and transformed over time. Wodak's approach integrates background information on social, political, and cultural conditions to reveal how ideologies underpinning power relations are embedded in discourse. While this historical perspective enriches understanding of how discourse evolves across contexts, it is not applied as the main method in this thesis because of its orientation toward empirical historical texts rather than literary narrative.

By positioning Fairclough's CDA alongside van Dijk's socio cognitive approach and Wodak's Discourse Historical Approach, this study demonstrates awareness of the diversity of methodological perspectives within Critical Discourse Analysis. However, rather than combining multiple frameworks, which may risk methodological inconsistency, this thesis deliberately limits its analytical scope to Fairclough's CDA, ensuring coherence in analysis while still acknowledging the contributions of other CDA scholars to the broader field.

Fairclough's CDA framework has also been used to examine the language and discourse of power in literary texts. This approach allows researchers to analyze how characters use language to construct and maintain social hierarchies, negotiate and contest power relationships, and shape the narrative's overall message. By applying Fairclough's CDA framework to literary texts, researchers can gain a deeper understanding of the complex social and political issues explored in literature. For example, CDA can be used to analyze how characters in a novel use

language to reinforce or challenge gender stereotypes, promote or resist social norms, or justify or condemn violence.

Furthermore, Fairclough's three-dimensional framework provides a systematic approach to analyzing discourse:

Textual Analysis (Micro-level)

This involves a close examination of the linguistic features of the text, such as vocabulary, grammar, and sentence structure. Textual analysis, at its core, involves a meticulous and systematic examination of the linguistic fabric of a text. This micro-level analysis focuses on dissecting the individual components of language, such as vocabulary, grammar, sentence structure, and rhetorical devices, to understand how they contribute to the overall meaning and effect of the text. The goal is to move beyond a superficial reading and delve into the subtle nuances of language, uncovering hidden patterns and underlying assumptions that may not be immediately apparent.

In the context of Critical Discourse Analysis (CDA), textual analysis is particularly concerned with identifying linguistic features that reveal power dynamics, social inequalities, and ideological biases. This involves paying close attention to the connotations and implications of specific word choices, the use of active or passive voice, the construction of subject-object relationships, and the deployment of rhetorical strategies such as metaphor, irony, and hyperbole. By carefully analyzing these linguistic elements, researchers can gain insights into how language is used to shape perceptions, influence attitudes, and reinforce social hierarchies.

For this research, the textual analysis will focus on identifying instances of language that contribute to the construction of bullying and victimization in *Lord of the Flies*. This includes examining the language used by bullies to demean and control their victims, the language used to describe and represent victims, and the ways in which language is used to normalize or justify bullying behavior. By analyzing these linguistic features, the research aims to uncover the subtle ways in which language is used to perpetuate power imbalances and reinforce harmful social norms within the context of the novel.

Discourse Practice (Meso-level)

This examines how the text is produced, distributed, and consumed within a specific social context. Discourse practice, situated at the meso-level of Fairclough's framework, shifts the focus from the individual linguistic features of a text to the broader social processes that shape its

production, distribution, and consumption. This level of analysis recognizes that texts are not created in a vacuum but are instead embedded within specific social contexts and shaped by the interactions, norms, and power relations that exist within those contexts. Understanding these processes is crucial for uncovering the ways in which discourse can be used to construct and reinforce social inequalities.

Examining the production of a text involves considering the social and historical factors that influenced its creation, as well as the author's intentions, biases, and assumptions. Analyzing the distribution of a text involves considering how it is disseminated and circulated within a particular social group or audience, as well as the factors that influence its accessibility and reach. Analyzing the consumption of a text involves considering how it is interpreted and understood by its audience, as well as the social and cultural factors that shape their responses.

In the context of this research, the discourse practice analysis will focus on examining how bullying is enacted and perpetuated through social interactions within the island community in *Lord of the Flies*. This includes analyzing how the boys communicate with each other, how they establish and maintain social hierarchies, how they respond to acts of bullying, and how their understanding of bullying is shaped by their social experiences. By examining these processes, the research aims to uncover the ways in which bullying becomes normalized and ingrained within the social fabric of the island.

Sociocultural Practice (Macro-level)

This connects the text to broader social and cultural structures and power relations. Sociocultural practice, the broadest level of analysis in Fairclough's framework, situates the text within the larger social and cultural context in which it is produced and consumed. This involves examining how the text reflects and reinforces broader societal attitudes, values, beliefs, and power relations. Understanding these connections is crucial for uncovering the ideological underpinnings of discourse and the ways in which it contributes to the maintenance of social inequalities.

Analyzing the sociocultural practice involves considering the historical, political, and economic forces that shape the text and its reception. It also involves examining the ways in which the text interacts with other discourses and social practices, contributing to the ongoing construction of social reality. This level of analysis requires a critical awareness of the ways in which power operates within society and how language is used to legitimize and perpetuate existing power structures.

In the context of this research, the sociocultural practice analysis will focus on examining how the bullying dynamics in *Lord of the Flies* reflect broader societal attitudes towards masculinity, power, and social conformity. This includes analyzing how the boys' behavior is shaped by their upbringing in a patriarchal and hierarchical society, how their fears and anxieties are exploited to maintain social control, and how the novel's portrayal of violence and savagery speaks to the darker aspects of human nature. By connecting the text to these broader social and cultural structures, the research aims to provide a deeper understanding of the enduring relevance of *Lord of the Flies* and its critique of civilization.

This thesis builds on this body of research by using Fairclough's CDA framework to examine the language and discourse of bullying in *Lord of the Flies*. The study aims to provide a nuanced understanding of the power dynamics and social relationships that underlie bullying behaviors in the novel. By using Fairclough's CDA framework to analyze the language and discourse of bullying in *Lord of the Flies*, this study will contribute to a deeper understanding of the complex dynamics of bullying in the novel, and highlight the importance of language and discourse in constructing and maintaining social hierarchies.

2.3. Dan Olweus' Bullying Circle Theory

Olweus' Bullying Circle (1993) is a seminal theoretical framework that provides a comprehensive understanding of the dynamics of bullying behavior. At its core, the model identifies various roles involved in bullying, highlighting the complex social dynamics at play. The Bully is the person who actively initiates and perpetrates the bullying behavior, while the Victim is the person who is the target of the bullying actions. Additionally, there are Henchmen, individuals who participate in the bullying, often at the behest of the bully, but are not the primary instigators. Active Supporters are those who actively encourage or cheer on the bully's actions, often for social or material gain, while Passive Supporters are individuals who enjoy the bullying but do not openly support it. Bystanders are those who are present during a bullying incident but do not intervene, and can be further categorized into Resisters/Defenders, who actively resist the bullying and speak out against it, Disengaged Onlookers, who observe the bullying but do not get involved, and Potential Witnesses, who oppose the bullying but do not act.

The Bully

The bully is the central figure in the bullying dynamic, actively initiating and perpetrating harmful actions against others. This individual seeks to establish dominance and control through a variety of means, including physical aggression, verbal abuse, social exclusion, and manipulation. The

bully's behavior is often characterized by a lack of empathy and a disregard for the feelings and well-being of their target.

Bullies are often motivated by a desire for power, social status, or material gain. They may derive a sense of satisfaction from witnessing the suffering of others, and they may use bullying as a means of solidifying their position within a social group. In some cases, bullies may have experienced bullying themselves or may be struggling with underlying emotional or psychological issues.

It is important to recognize that bullying is not simply an individual act but a complex social phenomenon. Bullies often rely on the support of others to maintain their power and control, and their actions can have a significant impact on the entire social environment. Addressing bullying requires a multifaceted approach that focuses on changing the behavior of the bully, supporting the victim, and transforming the social context in which bullying occurs.

The Victim

The victim is the target of the bully's harmful actions, consistently subjected to negative treatment and abuse. Victims are often perceived as weaker or more vulnerable than their bullies, making them easy targets for exploitation and control. They may struggle to defend themselves or escape the bullying situation due to factors such as physical limitations, social isolation, or fear of retaliation.

Victims of bullying can experience a range of negative consequences, including physical injuries, emotional distress, social isolation, and mental health problems. They may develop feelings of anxiety, depression, low self-esteem, and helplessness. In some cases, the trauma of bullying can lead to long-term psychological damage and even suicidal ideation.

Providing support and protection for victims of bullying is crucial for mitigating the harmful effects of this pervasive social problem. This includes creating safe spaces for victims to report bullying, offering counseling and support services, and empowering them with the skills and strategies they need to cope with and resist bullying behavior.

Henchmen/Assistants

Henchmen, also known as assistants, are individuals who participate in the bullying, often at the behest of the bully, but are not the primary instigators. These individuals may be motivated by a desire for social acceptance, fear of the bully, or a belief that they are helping to maintain order

within the group. While they may not initiate the bullying themselves, their participation contributes to the overall dynamic and reinforces the bully's power.

Henchmen may engage in a variety of bullying behaviors, including physical aggression, verbal abuse, and social exclusion. They may also assist the bully by spreading rumors, isolating the victim, or providing an audience for the bullying behavior. Their actions, while often less direct than those of the bully, can still have a significant impact on the victim's well-being.

Addressing the role of henchmen is crucial for disrupting the bullying dynamic. This includes helping them to understand the harmful consequences of their actions, providing them with alternative ways to gain social acceptance, and empowering them to resist the bully's influence.

Active Supporters/Reinforcers

Active supporters, also known as reinforcers, are those who actively encourage or cheer on the bully's actions, often for social or material gain. These individuals may provide the bully with an audience, spread rumors about the victim, or participate in the ridicule and humiliation. Their actions serve to validate the bully's behavior and reinforce the bullying dynamic.

Active supporters may be motivated by a desire for social status, fear of the bully, or a belief that they are helping to maintain order within the group. They may not necessarily be directly involved in the bullying, but their encouragement and support can have a significant impact on the victim's well-being.

Addressing the role of active supporters is crucial for changing the social norms that perpetuate bullying. This includes helping them to understand the harmful consequences of their actions, promoting empathy and respect for others, and creating a social environment where bullying is not tolerated.

Passive Supporters/Possible Bullies

Passive supporters, also known as possible bullies, are individuals who enjoy the bullying but do not openly support it. These individuals may laugh at the bully's jokes, spread rumors, or encourage the bullying in subtle ways. While their actions may not be as direct as those of the bully or active supporters, they still contribute to the overall climate of fear and intimidation.

Passive supporters may be motivated by a desire for social acceptance, fear of the bully, or a lack of empathy for the victim. They may not necessarily be actively engaged in the bullying, but their silence and inaction can send a message that bullying is acceptable.

Addressing the role of passive supporters is crucial for creating a social environment where bullying is not tolerated. This includes raising awareness about the harmful consequences of passive support, promoting empathy and respect for others, and empowering individuals to speak out against bullying, even when it is not directly affecting them.

Bystanders

Bystanders are those who are present during a bullying incident but do not intervene. Bystanders can play a critical role in either perpetuating or preventing bullying. Their inaction can send a message that bullying is acceptable, while their intervention can disrupt the bullying dynamic and provide support for the victim.

Bystanders may not intervene for a variety of reasons, including fear of retaliation from the bully, a belief that they are powerless to stop the bullying, or a lack of empathy for the victim. They may also be unsure of how to intervene effectively or fear that their intervention could make the situation worse.

Empowering bystanders to intervene safely and effectively is crucial for creating a culture of resistance against bullying. This includes providing them with the skills and strategies they need to recognize bullying, intervene directly, offer support to the victim, or report the bullying to adults.

Resisters/Defenders

Resisters, also known as defenders, are bystanders who actively resist the bullying and speak out against it. These individuals may try to intervene directly, offer support to the victim, or report the bullying to adults. Their actions can disrupt the bullying dynamic and provide a sense of hope and empowerment for the victim.

Resisters are often motivated by a strong sense of justice, empathy for the victim, and a belief that bullying is wrong. They may also possess strong social skills and a willingness to take risks to protect others.

Encouraging and supporting resisters is crucial for creating a culture of resistance against bullying. This includes recognizing and celebrating their actions, providing them with the resources and support they need to continue to resist bullying, and empowering other bystanders to follow their example.

Disengaged Onlookers

Disengaged onlookers are bystanders who observe the bullying but do not get involved. These individuals may feel powerless to intervene, fear retaliation from the bully, or simply not care about the victim. Their inaction can send a message that bullying is acceptable and can contribute to the victim's feelings of isolation and helplessness.

Disengaged onlookers may be motivated by a variety of factors, including a lack of empathy for the victim, a fear of becoming a target themselves, or a belief that bullying is simply a normal part of growing up. They may also lack the skills or confidence to intervene effectively.

Addressing the role of disengaged onlookers is crucial for changing the social norms that perpetuate bullying. This includes raising awareness about the harmful consequences of inaction, promoting empathy and respect for others, and empowering individuals to take a stand against bullying, even when it is not directly affecting them.

Potential Witnesses

Potential witnesses are individuals who oppose the bullying but do not act. These individuals may feel uncomfortable with the bullying but are unsure how to respond or lack the confidence to intervene. They may also fear retaliation from the bully or worry about making the situation worse.

Potential witnesses may be motivated by a variety of factors, including a lack of awareness about the harmful consequences of bullying, a fear of social rejection, or a lack of confidence in their ability to make a difference. They may also lack the skills or knowledge to intervene effectively.

Empowering potential witnesses to take action is crucial for creating a culture of resistance against bullying. This includes providing them with the information and resources they need to understand the dynamics of bullying, developing their skills in communication and conflict resolution, and building their confidence to intervene safely and effectively.

Olweus' model emphasizes that bullying is not just an individual problem, but also a social and cultural issue, highlighting the importance of addressing the social context in which bullying occurs. This includes examining the roles and relationships between individuals and groups, as well as the social norms, values, and expectations that perpetuate or prevent bullying behavior. By recognizing the complex interplay between these factors, Olweus' Bullying Circle (1993) provides a nuanced understanding of the bullying phenomenon, underscoring the need for a multifaceted approach to prevention and intervention.

This research investigates bullying in *Lord of the Flies*, focusing on its various forms and their implications for individual characters and group dynamics. By employing Dan Olweus's bullying

framework (1993), the study provides a systematic analysis of the behaviors depicted in the novel, contributing to both literary and psychological discourses on bullying.

2.4 Conceptual Framework

This study combines the insights of Critical Discourse Analysis (CDA) with Olweus' Bullying Circle to examine the linguistic and social dynamics of bullying in *Lord of the Flies*. The conceptual framework integrates Olweus' Bullying Circle (1993), which identifies the roles of the Bully, Victim, Henchmen, Active Supporters, Passive Supporters, Bystanders, Resisters/Defenders, Disengaged Onlookers, and Potential Witnesses, with the analytical tools of CDA, which examines the linguistic and discursive strategies used to construct and perpetuate bullying behavior. Combining these two frameworks, this study aims to provide a nuanced understanding of how bullying is constructed and perpetuated through language and social interactions.

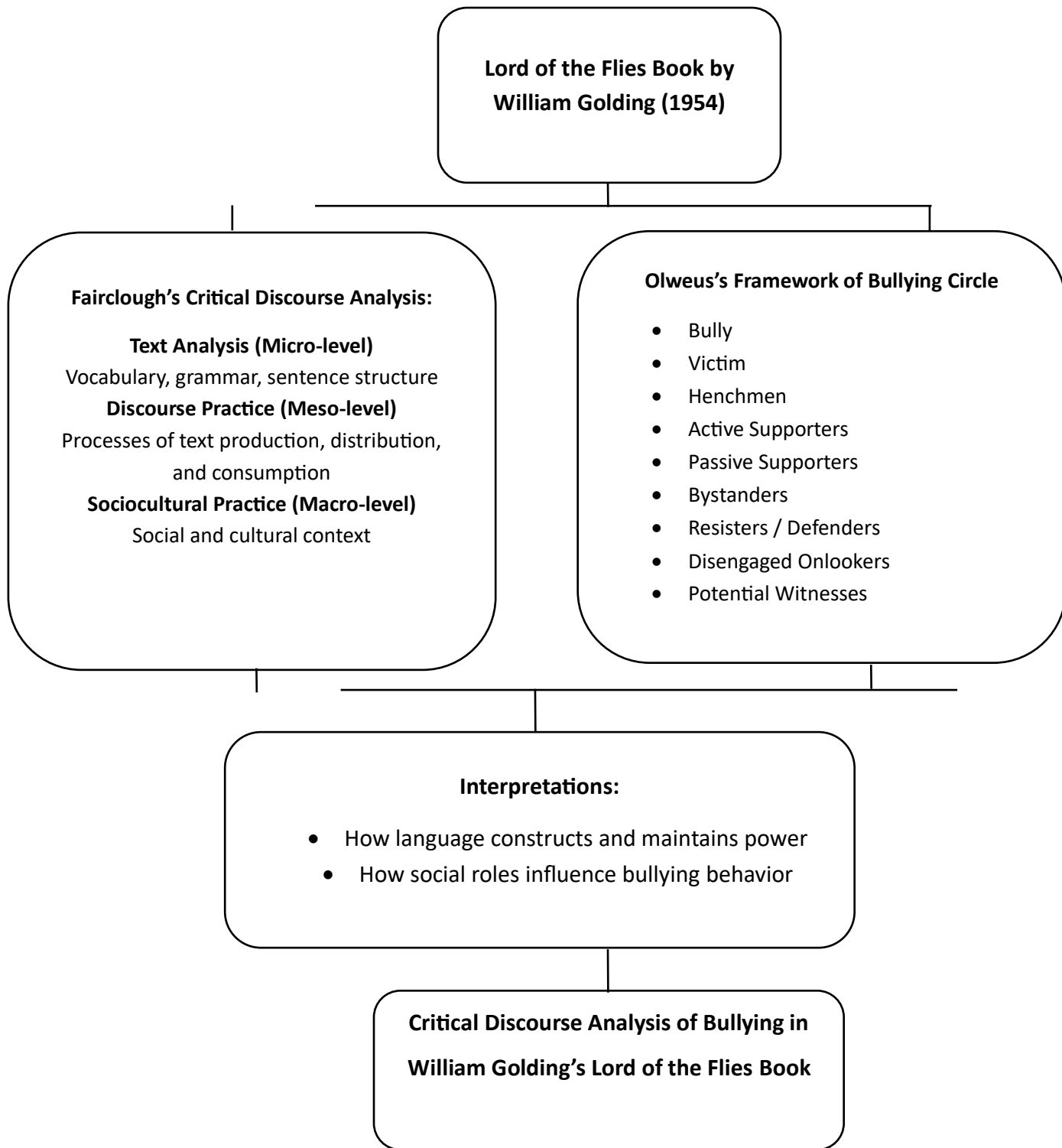


Figure 1. Conceptual Framework