

CHAPTER I

INTRODUCTION

This chapter appears as an introduction of the study. It covers the background of the study, the research questions, the purpose of the study, and the scope of the study. This chapter also includes the significance of the study, the classification of terms, and organization of the paper which provide a general overview of each content's material.

1.1 Background of the Study

Young people even children might experience aggression, such as bullying, once in their life. This kind of aggression can cause trauma and have lasting effects into adulthood. It has become one of the most serious issues faced by many children. The word *bully* itself is a buzzer word and has become commonplace as if it is an inevitable part of growing up.

Bullying can occur almost everywhere. It usually happens in a place that has a large number of people. According to a survey by National Institute of Child Health and Human Development (NICHD) in 2010, bullying appears to occur most frequently in schools, especially in areas where adult supervision is not available. School bullying can happen in many areas of the school. The act of bullying can happen in an open space where a lot of children may see and watch them, too. However, usually, the bullies do not carry out their actions in front of adults. Bullying in the absence of supervision from older people shows that the bullies are cautious in their actions.

Based on the Global School Health Survey (GSHS) in 2015, around 18 million children age 13-15 are reported to have experienced bullying in Indonesia. This data then strengthened with the data from the Ministry of Women's Empowerment and Child Protection which states there were over 37.000 cases of bullying in a period of 9 years, from 2011 to 2019. Bullying in education or social media reached 2,473 cases, and this trend continues to increase. Unfortunately, complaints about child cases are like an

iceberg phenomenon where it is likely that the number of children who are victims of bullying is more than the number that has been reported. As reported by United Nations agencies, there are more than 246 million children in schools every year suffer gender-based violence, one in three students encounters bullying and physical violence, and half of the world's teenagers experience school-based peer abuse.

Bullying does not only appear in real life but also often featured in a story. In literary context, the problem of bullying is also featured in children's literature. In relation to children's stories, for example, in the famous well-known story of Cinderella, besides being treated harshly by her two sisters and stepmother, Cinderella also often received harsh words and curses. In Indonesia, a similar story can also be found in the folklore of Bawang Putih and Bawang Merah. Just like the story of Cinderella, Bawang Putih and Bawang Merah also told about the oppression that was carried out by Bawang Merah and her mother to Bawang Putih. This story describes a lot of bad treatment received by Bawang Putih such as insulting, threatening, and abusing. These two stories are examples of whether the reader is aware of it or not, is acts of bullying. This seems to be proof that bullying has risen to the fore as a major concern since a long time ago.

There have been several studies that have looked into bullying in children's books. One of the studies is a study conducted by Wiseman and Jones (2018) that focuses on the representation of how bullying is portrayed in Children's picture books. They focused only on children's picture books that publish for the last 20 years starting from 1997-2017. They examined the forms in which bullying in children's literature is portrayed by considering the psychological, literary, and visual elements of picture books. Wiseman and Jones argue that to analyze and understand how bullying is portrayed is essential. The study found that verbal and physical bullying are the most prevalent types of bullying described in the texts with the Caucasian boys in the schools setting are the predominant bullies compare to the girls. Another findings also explained to various responses of bullied, bystanders, and adults.

Bullying is one of the most well-known literary themes. One of the authors that often raises issue about bullying is Trudy Ludwig. Ludwig, in her books, is often raises the issues of friendship and bullying that occurs among children at the elementary school level. Her storybook works manages to present bullying in various forms of bullying aggression. Trudy Ludwig has produced a lot of children book that specifically raises the issue of bullying. In her books, there is always one character that bullies other characters. It is possible to examine and analyze the bully characters in Ludwig's children's books since the interactions of the characters themselves are stacked with acts and responses against one another. Moreover, it is thought-provoking to analyze further about bullying that appears in Trudy Ludwig's work because it may produce other meanings. Therefore, the author's efforts to raise the issue of bullying in entertaining works such as children's stories also need to be researched, in an attempt to convey ideas represented. Thus, this research is expected to provide a deeper insight into the field of children's literature.

To contribute to the literature on the representation of the bully characters in literary work, this study is carried out in order to look into the portrayal of bullying and its potential underlying meanings by using Hall's (1997) theory of representation and Foucault's (1982) theoretical framework of power.

1.2 Research Questions

The research will concentrate on discovering the concept represented through bullying incidents in selected texts for children by Trudy Ludwig. The research questions are formulated as follows:

1. What are represented by acts of bullying in Ludwig's three children's books?
2. What meanings can be construed from the representations?

1.3 Aims of the Study

The study aims to reveal what does the acts of bullying presented in the stories *My Secret Bully*, *Just Kidding*, and *Trouble Talk* by Trudy Ludwig represents, along with meanings that can be construed from it.

1.4 Scope of the study

My Secret Bully, *Just Kidding*, and *Trouble Talk* are children's books written by Trudy Ludwig from 2005, 2006, and 2008. The current study will focus on the depiction of child bullying and meaning construed within the books. The analysis of bullying in selected children's books is limited to the characterization of the bullies, the bullied, adults, and the bullying incidents which is delivered by the books. The analysis uses theory of representation by Hall (1997) and is linked with theoretical framework of power by Foucault (1982).

1.5 Significance of the Study

The study of bullying is important because bullying is one of the most frequent problems that appear in children's book. The present study is expected to contribute to knowledge especially in the children's literature area and, on the deeper lever, the study could gives the reader reference about bullying and expected to make people more aware of the patterns and tendencies related to bullying that must be addressed and dealt with accordingly.

1.6 Classification of Key Terms

1. Power: Power is a series of actions that are stacked on top of one another. Power is a mode of action that is exercised to free subjects (Foucault, 1982).
2. Representation: Representation is a meaning making process through language (Hall, 1997).

1.7 Organization of the Paper

The study consists of five chapters and each chapter provides material related to the research.

1. CHAPTER I: INTRODUCTION. This chapter provides explanation about the introduction of the study: background, research questions, aims of the study, research methodology, significance of the study, classification of terms, and organization of the paper.
2. CHAPTER II: LITERATURE REVIEW. This chapter serves the theoretical framework. It presents the theoretical frameworks that being used for this study. It also reviews some previous studies to support the research.
3. CHAPTER III: RESEARCH METHODOLOGY. This chapter serves the research design, research procedure, data source, data collection and analysis, as well as data presentation of the study and synopsis of the stories.
4. CHAPTER IV: FINDINGS AND DISCUSSION. This chapter reveals findings and discussions of the study as an answer for the research questions.
5. CHAPTER V: CONCLUSION AND SUGGESTION. This chapter presents the conclusion of the study based on the findings and discussion of the research, and it also provide its suggestion for further research.