

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The research approach employed in the study is presented in this chapter. The third chapter covers the research design, data source, data collection, analysis, and data presentation.

#### **3.1 Research Design**

This study is intended to examine how bullying is portrayed through character's characterization and find constructed meanings from the story of *Llama Llama and the Bully Goat* (2013). To achieve the intended goals, a qualitative approach is used to conduct the present study.

Maxwell (1997) stated that qualitative analysis focused on events or people that are accentuated more on words. Since the researcher focused on the characters' development in the story, the qualitative approach is used to identify the characters and the events that occurred in the story. Furthermore, Hancock B. et al. (2002, p.6) described a qualitative approach as an attempt to enlarge and/or escalate the understanding of the things in society. To elaborate Hancock's description, Flick (2009) explained that texts are considered the core to present and analyze the findings in a study in a qualitative approach. In addition, qualitative research used texts as the basis in interpreting the findings. Refer to the previous descriptions, the qualitative approach suits the present study as the researcher used the texts as the primary data to analyze and conclude the findings. Therefore, the researcher chose a qualitative approach as it allowed the researcher to use, interpret, and construct possible meanings from the chosen book.

To support the present study, the researcher applied a textual analysis to answer the research questions. According to McKee (2003, p.1), textual analysis is an educated attempt to find some of the most likely meanings/interpretations that might be constructed of that text. In the study, the researcher analyzed the text to reveal how bullying is depicted and attempted to find the meanings from the characterization found in the text. In addition, McKee (2003, p.2) elaborated that a

textual analysis is an effort to understand the meanings of texts made by the individuals who consume them. Thus, the researcher used textual analysis as the methodology to identify, interpret, conclude, and present the findings from the characterization of the characters' bullying experiences presented in the text.

### **3.2 Data Source**

The primary data used in the present study are in the form of texts: narrations, dialogues. In addition, to support the identification of characters' characterization, some pictures in the *Llama Llama and the Bully Goat* (2013) are also presented.

*Llama Llama and the Bully Goat* (2013) is a children's book that concerns bullying in a kindergarten setting. The characters in the book are represented by animals. Initially, the book has 40 pages, however, the researcher used the preview version. This version is the shortened story of *Llama Llama and the Bully Goat* (2013) and can be accessed digitally through Youtube. The book was originally published on August 6th, 2013.

Different from other children's books, this book used animals to represent bullying in a kindergarten school. There are not many studies that used kindergarten settings and animals to portray bullying, therefore, this book is specifically chosen for its uniqueness in representing bullying. Furthermore, the book used simple words yet demonstrated different types of bullying. The different types of bullying has enabled characters to develop into bully and bullies. Therefore, the analysis focused on characterization, particularly, Gilroy, Llama Llama, and the teacher.

### **3.3 Data Collection and Analysis**

In collecting the data, close reading was performed to understand the text and the context of the story. The data used for the analysis are the dialogues among the main characters, Gilroy, Llama, and the teacher. Furthermore, the pictures of bullying were also analyzed. To dig into how the characters were like, the act of bullying that appeared in the book was also counted as the data. The theory of

character (Klarer, 1999) and characterization (Reams, 2015) was used to analyze the evidence.

There were six steps of collecting and analyzing the data in the study of bullying from the story of *Llama Llama and the Bully Goat* (2013):

1. Identify characterization in different types of bullying that are found in the text and pictures.
2. Analyze the characterization based on the types of bullying.
3. Examine direct and indirect characterization to further comprehend and construct the characterization.
4. Construct the portrayal of bullying from the analysis of characterization.
5. Discuss the possible meanings from the story.
6. Draw a conclusion and make suggestions.

### 3.4 Data Presentation

The examples of the analyzed data are presented in the table such as the following.

Table 2 presents the sample of analysis of characterization in different types of bullying. This analysis is used to portray bullying from the characters' bullying experiences, especially Gilroy, Llama Llama, and the teacher.

**Table 1**

*Characterization in Different Types of Bullying*

No	Narration and/or Dialogue(s)	Character(s)	Characterization	Type(s) of Bullying (Physical, Verbal, and Relational)
1	Llama claps the beat. Gilroy Goat just points and bleats. (Dewdney, 2013, p.3)	Llama and Gilroy	Gilroy disregarded Llama's activity by pointing and bleating.	Verbal bullying
2	Sheep goes <i>baa</i> and Calf	Sheep, Calf and Gilroy.	During the circle time, Gilroy	Relational bullying

	goes <i>moo</i> . Gilroy thinks that silly, too. (Dewdney, 2013, p.3)		relationally bullied his classmates through his mind. It is indicated that he constructed certain images of his classmates.	
3	Gilroy stands in Fuzzy's way. (Llama asks,) "Gilroy do you want to play?" Gilroy bleats and kicks dirt. He gets sand on Llama's shirt. (Dewdney, 2013, p.6)	Llama and Gilroy.	During the playtime, Gilroy presented physical bullying through his behavior by bleating and kicking.	Physical bullying
4	Gilroy throw some dirt at Nelly. (Gilroy says,) " <i>Ha ha!</i> Gnus are really smelly!" (Dewdney, 2013, p.6)	Gilroy and Nelly.	During the playtime, Gilroy abused Nelly by throwing sand and telling him that he is smelly.	Physical, verbal, and relational bullying.

Furthermore, to construct the explicit and implicit portrayal of bullying, the analysis of direct indirect characterization is conducted. Direct characterization used sample of analysis from characters' bullying experiences in different types of bullying as it is constructed the portrayal from the text and strengthened by the visual. Different from direct characterization, indirect characterization scrutinizes bullying from the teacher's presence which does not always represent in the text

nor in the picture. In the following table, the sample of teacher's indirect characterization is presented.

**Table 2**

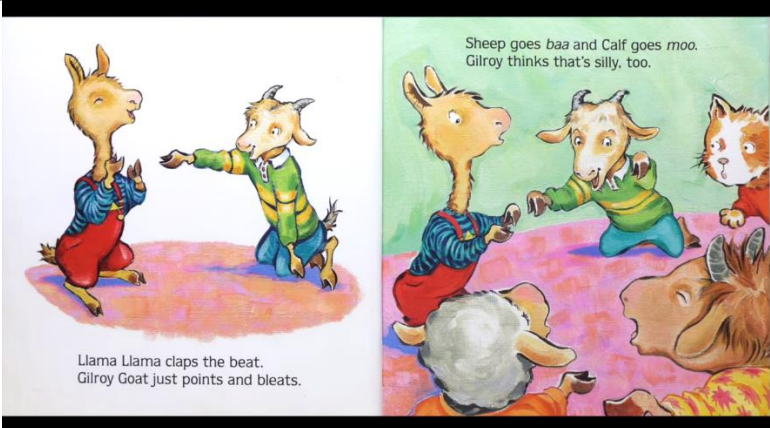
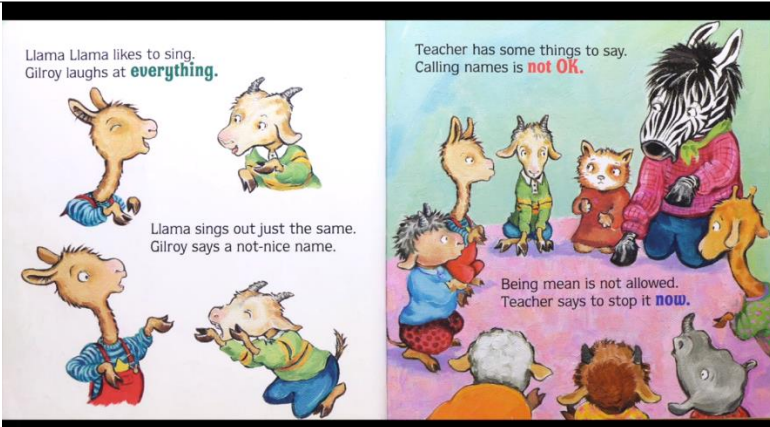
*Teacher's Indirect Characterization*

No	Narration and/or Dialogue(s)	Character(s)	Characterization
1	Teacher has some things to say. "Calling names is not OK. Being mean is not allowed." Teacher says "stop it now." (Dewdney, 2013, p.4)	The teacher	The teacher's presence implied she had more power than Gilroy.
2	"Gilroy, this is <b>not OK</b> . Stop it, or we'll go away." (Dewdney, 2013, p.9)	Gilroy, Llama Llama, Nelly.	The teacher's indirect characterization embedded in Llama Llama's warning.
3	Teacher says, "Let's try again. Gilroy, can you be friend?" No more kicking. No more names. Time to play a nicer game. (Dewdney, 2013, p.12)	Gilroy and the Teacher.	There is an implication that the teacher used her power to rule the class.
4	End of recess! Back inside. Gilroy sits by Teacher's side. Everybody sings the song, and this time, Gilroy sings along. (Dewdney, 2013, p.13)	The teacher, Llama, Gilroy and other friends in the class.	The teacher's presence fixed the imbalance of power among students and brought back the class situation.

To strengthen the analysis of characterization in constructing the portrayal of bullying and underlying meanings from the book, the pictures are used to reinforce the characters' characterization. The sample of characterization analysis supported by pictures are presented in the Table 4 and Table 5:

**Table 3**

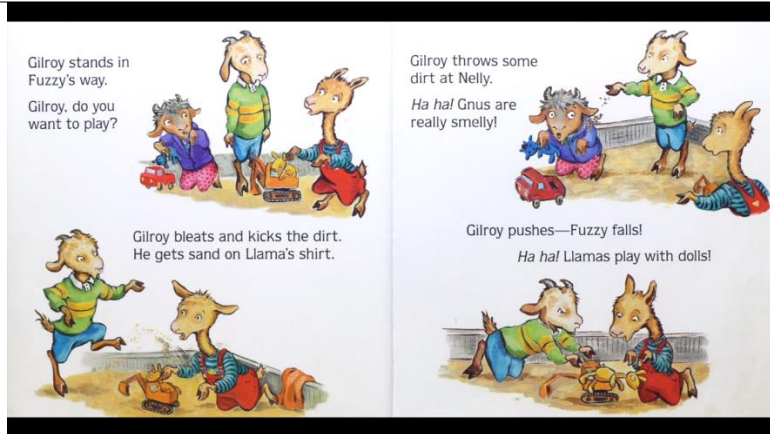
*Characterization Presented in the Pictures*

No	Characterization in the picture(s)	Character(s)
1	 <p>Llama Llama claps the beat. Gilroy Goat just points and bleats.</p> <p>Sheep goes baa and Calf goes moo. Gilroy thinks that's silly, too.</p>	Gilroy, Llama, Sheep, and Calf.
2	 <p>Llama Llama likes to sing. Gilroy laughs at <b>everything</b>.</p> <p>Llama sings out just the same. Gilroy says a not-nice name.</p> <p>Teacher has some things to say. Calling names is <b>not OK</b>.</p> <p>Being mean is not allowed. Teacher says to stop it <b>now</b>.</p>	The teacher, Gilroy, Llama and other students.

Gilroy verbally and relationally bullied his friends.

Gilroy verbally abused Llama Llama and Zebra the teacher gave him a warning.

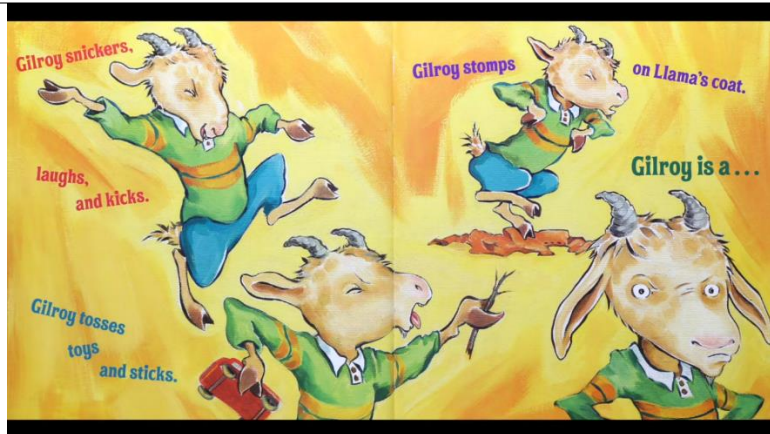
3



Gilroy,  
Gnus, and  
Llama

Gilroy physically, verbally, and relationally bullied Llama Llama and Nelly.

4

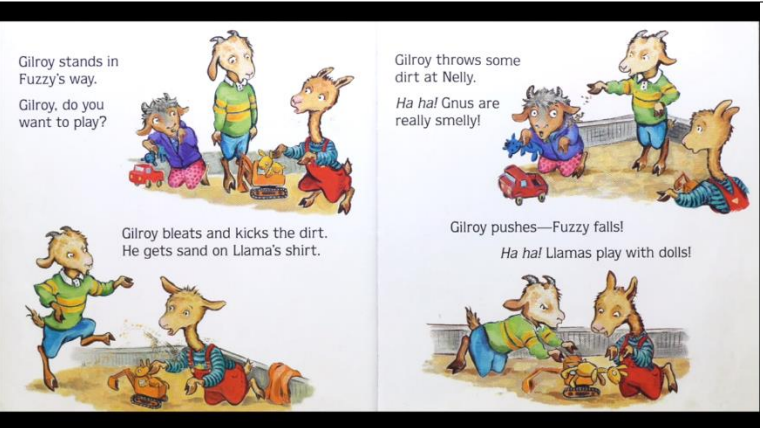


Gilroy

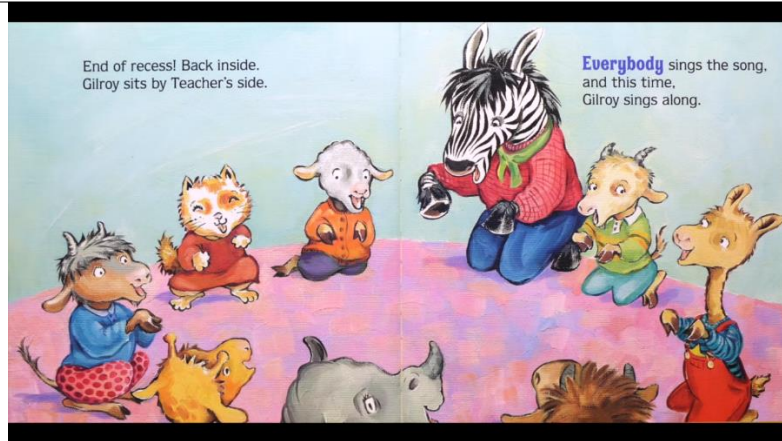
Gilroy presented his bullying behaviors.

**Table 4**

*Pictures of Teacher's Indirect Characterization*

1	 <p>Llama Llama likes to sing. Gilroy laughs at <b>everything</b>.</p> <p>Llama sings out just the same. Gilroy says a not-nice name.</p> <p>Teacher has some things to say. Calling names is <b>not OK</b>.</p> <p>Being mean is not allowed. Teacher says to stop it <b>now</b>.</p>	<p><b>The teacher and all the students.</b></p>
<p><b>The teacher presence implicitly conveyed a message that she had more power compared to Gilroy</b></p>		
2	 <p>Gilroy stands in Fuzzy's way. Gilroy, do you want to play?</p> <p>Gilroy bleats and kicks the dirt. He gets sand on Llama's shirt.</p> <p>Gilroy throws some dirt at Nelly. <i>Ha ha!</i> Gnus are really smelly!</p> <p>Gilroy pushes—Fuzzy falls! <i>Ha ha!</i> Llamas play with dolls!</p>	<p>Gilroy, Llama, and Nelly</p>
<p><b>The teacher's presence and absence is implied in the picture.</b></p>		
3	 <p>Gilroy, this is <b>not OK</b>. Stop it, or we'll go away.</p>	<p>Gilroy, Llama, and Nelly</p>
	<p><b>The teacher's presence is implied through Llama Llama's warning to Gilroy</b></p>	





The teacher  
and all the  
students in  
the class.

The teacher fixed the imbalance of power.