CHAPTER I

INTRODUCTION

This chapter will explain the study by presenting the background of the study as well as the research question. Not only the introduction to the study, but this chapter also proposes the aim of the study, the scope of the study, and the significance of the study.

1.1 Background.

Everyone needs to maintain social relationship. In the process of maintaining social relationships, misunderstandings can occur. The causes of misunderstanding can be from different backgrounds, different perspectives, or different physical looks. Differences can result in conflicts such as group conflicts. For example, school brawl, which may happen among members of a group or between groups. There are various causes of conflicts. One of them is bullying. According to Farrington (1993), bullying is repeated oppressions, psychological or physical, of a less powerful person by a more powerful one. This means when one party feels more powerful than the other party there is a possibility for bullying to happen.

Anyone may experience the act or form of bullying, including children in elementary schools. School is one of the places where children may experience oppression in a form of bullying. There are cases of bullying in elementary schools. The study conducted by Shetgiri (2013) indicated that bullying was prevalent in the United States. The study reported that the types of bullying have not changed much but the frequency of bullying has slightly decreased throughout the 1990s to the early 2000. However, the impact of bullying has not significantly changed. However, according to the data assembled by School Crime Supplement (2017), among 24,650,000 students aged 12-18 in the United States in 2016, 20% of them victims of bullying. 13%

experienced acts of bullying in the form of insults, 13,3% experienced rumors, 3,9% was threatened with harm, 5,3% was pushed, shoved, tripped, or spat on, 1,9% was asked to try or do things they did not want to do, 5,2% was excluded from activities on purpose, and 1,4% had their belongings damaged or destroyed. The data also show that the ratio of males as the victim of bullying was higher than females.

According to Fauzia and Rahmiaji (2019) in their study, in 2018, the police received 966 bullying reports. The police could only handle 347 cases through law enforcement or mediation between the victims and the bullies. Sugiati (2019) found in her study that 64% of the study participants confessed that they experience bullying, which might make them feel inferior. Based on the result of the studies, the cases reported to the police and the subjects' responses to bullying are only the tip of the iceberg. It does not cover all the other possible effects which affect not only their self-esteem but also their physical and mental health.

The researcher also experienced of being a bullying victim in elementary school. Bullying actions that the researcher received is verbal bullying and relational bullying. Verbal bullying occurred in the form of insulting and name-calling. The researcher experienced being seen as inferior and body shamed with calling names such as *gajah bengkak*, *bantet*, and any other nicknames which referred to the researcher's physical appearance. Relational bullying experienced by the researcher is in the form of rumor spreading. The bully spread the rumors to exclude victims and take control of others with who they should be friends. The series of bullying actions had impacted the researcher's self-esteem and academic skill.

Based on the previous studies, their findings indicate that the issue of bullying needs to be raised more and represented in media for children. This is the topic the film *Wonder (2017)* brought up where it reflects on the series of bullying, especially body shaming which reflected the reality. The problem that is shown through this movie is how bullying impacts not only adults but also children in elementary school. As stated by Esch (2008), the act of teasing, mockery, and bullying which presented in children's

literature may provide acceptable insight to the viewer on changeable kinds of bullying and the arise problem that may occur, along with the resolution for avoiding as a victim. Esch (2008) also stated that children may build a connection with the characters from the story and how are their feelings which can boost their self-confidence, empathy, and insight.

Studies about bullying in children's literature may help to raise awareness about how bullying impacts children. Thus, this research will present bullying among the elementary school students presented in the film *Wonder* followed by the messages that are being delivered from the film.

1.2 Research Question.

The researcher provides the question in order to conduct the study:

1. How does the film present bullying among elementary school students?

2. What messages might be delivered by the presentation?

1.3. Aim of the Study.

This research is aimed at identifying how bullying among the elementary school students is presented from the film *Wonder* (2017) and interpreting what messages are conveyed through the presentations.

1.4 Scope of the Study.

The study of bullying among elementary school students will be focused on the elementary-school student characters in the film. The study focuses on analyzing scenes that contain the characters who present the act of bullying.

1.5 Significance of the Study.

The researcher conducts this study in hope to build awareness for the reader about bullying which not only happens to teenagers or young adults but also children so it may help the reader to take an action to help the victim of bullying among elementary school students which presented in the film.

1.6 Clarification of Key Terms.

1. Bullying

Bullying is such aggressive behavior inflicted by a person or group with seemingly more power on a person or group with less power. (Shetgiri, 2013).

2. Film

A film is a form of art where the audience can feel the experience that is recorded and used with the moving pictures. The experiences can be resulted by the audience in the form of story, atmosphere, ideas, beauty, and feeling. (Severny, 2013).

1.7 Organization of the Paper.

This research is formed with the following structure:

1. Chapter I: Introduction

In this chapter, the researcher proposes the introduction about this study which consists of the background of the study, research question, and also provides the aim of the study, the scope of the study, the significance of the study, and the organization of the paper.

2. Chapter II: Literature Review

This chapter provides the theoretical framework utilized in the research and previous studies identified with the subject of this study. The theoretical framework used in this research is the theory of Characterization on Films proposed by Boggs & Perrie (2008) and the theory of Bullying by Coloroso (2015).

3. Chapter III: Methodology

The chapter clarifies the methodology conducted in the research. Whereas this chapter elaborates the design of the research and the procedure in research analysis.

4. Chapter IV: Findings & Discussions

This chapter examines the findings to answer the research questions of this research, dependent on the data and the discussion regarding the finding of this research.

5. Chapter V: Conclusion.

This chapter elaborates the conclusion based on the findings of this study. Therefore, this chapter states the interpretation of the study.