

CHAPTER V

CONCLUSION AND SUGGESTION.

This chapter concludes the findings of the research and suggestions for future research.

5.1. Conclusion.

Bullying is aggressive behavior that has developed as a social issue. Bullying is perpetrated by someone or a group who appears to have greater power over someone or a group who appears to have less power which impacts the victim. Thus, this research of bullying in the film uses the film *Wonder* (2017) to determine how the film depicts bullying in an elementary school and what lessons are delivered via the presentations. This research uses the theory of bullying from Coloroso (2015) and characterization in films from Boggs & Petrie (2008) as theoretical frameworks to identify bullying in selected scenes.

Characterization in films found bullying in elementary school in three types of bullying: verbally, physically, and relationally. The bullies' characters have demonstrated bullying behavior by displaying an attitude of superiority, intolerance for difference, and the power to exclude someone from a group. Thus, the acts of bullying resulted in messages conveyed in the film to the viewers especially children & adult viewers to become more alert about bullying which also occurred in elementary school, how the victim tends to stay silent, and people tend to look away when bullying is happening.

As a result, it can be concluded that bullying in the film may be used to portray how bullying happens in an elementary school with messages to reduce the act of bullying. Therefore, it is critical to provide bullying in films to increase awareness of bullying among both children and adults.

5.2. Suggestion.

During the process of research, the researcher finds two difficulties in analyzing the data. First, the researcher finds difficulty in identifying some utterances which might contain bullying. As some utterances brought up the topic that is sensitive to the victim of bullying and it is implicit as in the form of the question, the researcher did not include it as verbal bullying. The second difficulty that the researcher finds is also to identify several gestures acted by the characters as relational bullying. Auggie received several glances from other students, but all the glances did not always include relational bullying. The researcher needed to find proof based on dialogue or reactions which supported the analysis of gesture as part of relational bullying in the film. Therefore, the researcher chose several stares which showed aggressiveness or made the victim feel uncomfortable and identified them as relational bullying.

Due to the difficulties that the researcher found during analyzing the data, future studies with the same issue of bullying in films may complete the analysis with the help of native speakers. Analyzing the language delivered from the film can be helped by native speakers who are familiar with the utterances to identify types of bullying since some of the bullying actions are contextual. Not only by language, but native speakers may also be familiar with the gesture presented in the film to see if it shares aggressiveness or possibly means something else. Thus, analyzing bullying in children from various films with the help of native speakers can enrich the result of analysis for identifying the types of bullying through utterances and gestures. I hope, it will help to acknowledge more about how bullying occurs in children's literature, especially the act of bullying presented through films.