CHAPTER I

INTRODUCTION

The chapter presents the introduction of the research. It covers background, research questions, aims of the study, scope of the study, significance of the study, research methodology, research design, clarification of the terms, and organization of the paper.

1.1 Background

Children's literature is related to the phenomena of children's life and behavior. It gives information about daily life on the purpose of entertaining and educating children. There is still a problem in defining children's literature, because children also read books that are meant for adult and vice versa. Obi, Ayanniyi, and Osuji (2010, p.4) states that children's literature is "literature that is exclusively written about children for children". Since this literature is made for children, the diction is expected to be simple and easily understood.

There are many types of children's literature such as traditional literature (folktales, fables, and myths), modern fantasy, poetry, contemporary realistic fiction (humorous stories, animal stories, sport stories, mysteries), non-fiction books, biography and alphabet book, counting books, concept book, wordless books and picture books (Kiefer et al, 2004). According to Nodelman (2004) picture book is a combination of visual images and verbal texts. Both illustration and words work together as one text to convey meaning (Sipe, 2011). The combination in picture book is made in order to enhance children's imagination and give easy information for them. The illustration makes children feel entertained because the book is usually colorful and the characters are clearly drawn. Thus, picture book makes children enjoy their reading and avoids them from boredom.

There are many topics that children can learn which are presented in picture books, such as cultural values, good family tradition, humour and how

to deal with violence against children including bullying. Bullying can be defined as an act that is done by someone who "hurts or frightens smaller or less powerful people"; often coerce them to do something (Cambridge advenced learner's dictionary, 2008). Bullying as a topic in picture books is often aimed to help children learn what they can do to avoid bullying and to help them realize about bullying that may occur in their surroundings.

Bullying has been analyzed in many studies. For example, Klomek, Kleinman, Altschuler, Marrocco, Amakawa, and Gould (2012) investigated the extent to which frequent involvement in high-school bullying (as a bully, victim of bullying, or bully-victim) increases the risk for later depression and suicidality beyond other well-established risk factors of suicide. The data were obtained from adolescent aged 13 through 18 years, enrolled in ninth through twelve grade six high-schools in Nassau, Suffolk and Westchester countries in New York State. The study conducted by interviewing 92 students who becomes the victim of bullying or a bully or a bully-victim, and they also reported depression, suicidality during an initial suicide screen. The student interviewed after 2 years later and compared with 142 youth identified who are not report any involvement in bullying behavior by virtue of their depression, suicidal ideation, attempts, and substance problems. The result revealed that students who reported both a bully and other suicide-related behaviors at baseline had higher suicide ideation and were more functionally impaired at follow-up than students who reported suicide-related behaviors but were not involved in bullying.

Meanwhile, Borowsky, Taliaferro, and McMorris (2012) conducted the study to identify risk and protective factors associated with thinking about or attempting suicide among youth involved verbal and social bullying. The data were obtained from 130,908 students, enrolled in sixth, ninth and twelve grades from the 2010 Minnesota Student Survey. Some of them were involved in frequent bullying, the study were compared those who did and did not report or attempt to suicide during the past year. Separate analyzes were

2

conducted for perpetrators only, victims only and bully-victims. The result found that 6,1% reported as perpetrators only, 9,6% as a victim only and 31% bully-victim. Physical abuse, sexual abuse, and running-away from home were risk factors for perpetrators only and victim only. In addition, self-injury and emotional distress were risk factors for the three bullying involvement group. The protective factor for the case of bullying were parent connectedness, perceived caring by friends and nonparental adults.

Borowsky et.al investigated risks and protective factors from verbal and social bullying. Different with them, Wang, Iannotti, and Nansel examined the association with sociodemographic characteristic, parental support and friends with four forms of bullying. The data were obtained from 7,508 adolescences in the 2005/2006 in Health Behaviour School-Aged Children (HBSC). The result found that the rating for having bullied and having been bullied for at least once in the last 2 months were 20,8% physically, 53,6% verbally, 51,4% socially, and 13,6% electrically. Boys were more likely t be cyber bullies; yet, girls were more likely to be cyber victim. African-American adolescences were involved in physical, verbal and cyber bullying but less victimization (verbal and relational). The higher parental support was associated with less involvement of adolescences with all forms and classification of bullying. Having more friends was associated with more bullying and less victimization for physical, verbal, and relational forms. However, they were not associated with cyber bullying.

The present study investigates how picture books represent bullying visually and verbally and what the representations signify. For the purpose of the investigation, the four picture books written by Hans Wilhelm are used as the data source. The three picture books are "Tyrone the Horrible" (1988), "Tyrone the Cheater" (1991), and "Tyrone the Big Bad Bully" (1993).. Those picture books are examined by applying Kress and Van Leeuwen's theory of reading images (2006) and Halliday's transitivity system (1994). Specifically,

in this study, reading images is used to analyze the illustrations, while transitivity is used to analyze the texts.

1.2 Research Question

1. How bullying incidents are visually and verbally represented in picture books series?
2. What does the representation signify?

1.3 Aims of the Study

The aims of the research are:

1. To discover how bullying incidents are visually and verbally represented in picture books series.
2. To find out what this representation signifies.

1.4 Significance of the Study

The study is expected to offer an alternative way in examining texts, particularly multimodal texts in the form of picture books. The study is expected to give information on how bullying visually and verbally represented in picture books. Later, parents and children know information about bullying in picture books.

1.5 Research Design

The study applies descriptive qualitative method. Qualitative is used to understand the social phenomena which happen in world (Hancock, 2009). Since bullying is also included in social phenomena, then, it fits to use qualitative method. There are two tools of analysis used. First, Kress and Van Leeuwen (2006) reading images which is used to analyze visual data in the form of pictures and second, Halliday's transitivity systems (1994) is used to analyze verbal texts.

1.5.1 Data Collection

The data for the study are in the form of both verbal and visual text which is collected from Hans Wilhelm's picture books series (Germany, Hans Wilhelm, 1988; 1991; 1993; 1995). The series contain four picture books entitled "Tyrone the Horrible" (1988), "Tyrone the Cheater" (1991), "Tyrone the Big Bad Bully" (1993), and "Tyrone and the Swamp Gang" (1995). However, this study used three out of four, there are "Tyrone the Horrible" (1988), "Tyrone the Cheater" (1991), and "Tyrone the Big Bad Bully" (1993). The data are selected purposively based on the subjects of the issue/s that being addressed in the research (Oppong, 2013).

1.5.2 Data Analysis

The verbal texts are analyzed using transitivity system from Halliday (1994) and the visual text, illustration, or images are investigated using reading images from Kress and Van Leeuwen (2006).

As the data are visually and verbally, the study uses two main tools of analysis. The data in the form of pictures use Halliday's transitivity System (1994) and the data in the form of visual uses reading images from Kress and Van Leeuwen (2006) which focus on vector, gaze, and layout.

1.6 Clarification of the terms

The terms that are used, is described briefly to avoid misunderstanding, the following terms are:

1. Multimodality is a procedure analysis which combines a tool and systemic functional linguistic (SFL) with visual grammar to understand images, if text which is analyzed use more than two mode verbal and images (Hermawan, 2013).
2. Picture book is combination of art and language that together to create aesthetically (adorable) object (Sipe, 2011).

3. Power is the ability of controlling people or thing (Wolfreys, Robbins, and Womack 2006, p.80). This term is used by Foucault.

4. Systematic Functional is theoretical foundation to analyze multimodal texts. (O'Halloran, 2011)

5. Transitifity is a concept of Systematic Functional Linguistic where clause as representation. In the process of representation of real world, there are three semantic categories which are circumstances, process, and participants (Gerot and Wignell, 2004).

6. Visual Grammar is Both image and language have a significant relationship, inasmuch media and advertisement nowadays uses them to produce an element of visual design (Kress and Van Leeuwen, 1990)

1.7 Organization of the Paper

This study will consist of five chapters. Chapter I, this chapter will focus on introduction of the research including the background of the research, research purposes, research questions, the scope of the study, the significant of the study, and the organization of the paper. CHAPTER II, the second chapter will discuss the theoretical frameworks and the literature reviews as the foundation of the research. CHAPTER III, in the third chapter, the discussion will revolve around the research methodology describing the steps and procedures of the study as well as the data resources in conducting the study. CHAPTER IV, the fourth chapter will present the findings and discussion of the research. It will be the part where the discussion of the research is elaborated. And CHAPTER V, as the last chapter, this section will be the conclusion of the research and the suggestion for further research.