

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the research methodology which is employed in the present study. It consists of the research problem, research design, data collection, and data analysis.

3.1 Research Problems

1. Analyzing bullying incidents represented in picture books through verbal and visual.
2. Representing the signification of the representation.

3.2 Research Design

The study applies descriptive qualitative methods with the element of quantitative methods. Qualitative is used to understand the social phenomena which happens in the world (Hancock, 2009), and it collects the data in the form of spoken and written rather than numbers (Polkinghore, 2005). As the data investigated are in the form of visual images and verbal texts, thus this method is suitable to be applied to this study.

The data are collected from Hans Wilhelm's picture books entitled "Tyrone the Horrible" (1988), "Tyrone the Cheater" (1991), "Tyrone the Big Bad Bully" (1993), and "Tyrone and the Swamp Gang" (1995). By applying the qualitative method, the data are described, analyzed and interpreted regarding the issue of how bullying incidents in those picture books are visually and verbally represented. Halliday's transitivity systems (1994) and Kress and Van Leeuwen's visual grammar (2006) have been used as the main framework to analyze the data.

3.3 Data Collection

There are two forms data used in this study. The first data are in the form of verbal texts and second data are in the form of visual images which are selected from Hans Wilhelm's picture books series. 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).

3.4 Synopsis of Tyrone's picture book series

There are three picture books that are investigated entitled "Tyrone the Horrible" (1988), "Tyrone the Cheater" (1991), and "Tyrone the Big Bad Bully" (1993). Tyrone the Horrible is the story about toothy dinosaur named Tyrone who always bullied Boland, until Boland has a creative idea to deal with the bully. Tyrone the Cheater is a story about Tyrone who cheats in games such as sack race, meteorite games, egg race etc. He cheats by cutting the bottom of sack and tripping Boland's feet in egg race until he foils his own efforts to cheat in the treasure hunt. Lastly, Tyrone the Big Bad Bully is a story about Tyrone who always bullied Boland at school until Boland dread to go to school. One day at school, Boland is asked to take some books to Tyrone's house and there Boland learns why Tyrone is such a bully.

3.5 The author

Hans Wilhelm is America's foremost both author and illustrator of children's book. Many books that are written and/or illustrated by Wilhelm include "Noodles and The Bully", "Bunny Trouble Treasury", "Look Who's Peeking", "Totally Bored Boris," and many more. His dedication to children's literature is paid by the achievement that he got such as "The Trapp Family Book" which was named Best Book of the

Year by Eltern magazine, Germany. "Tales from the Land Under My Table" was selected by Time magazine as one of the best Best Children's Book of the Year. Blackberry Ink (written by Eve Merriam, 1985) received the Parent's Choice Award. "A New Home – A New Friend" received the Children's book Award from the International Reading Association. "Blackberry Ink" (written by Eve Merriam, 1985), "The Funniest Knock-Knock Book Ever", and "Let's Be Friends Again" were chosen as one of Child Study Association of America's Children's Book of the Year. "What Does God Do?" was awarded the Gold Medallion Book Award by the Evangelical Christian Publishers Association and Lifetime Achievement Award for literature from The Town of Westport CT on October 23rd (Hanswilhelm, 2014).

3.6 Data Analysis

There are two kinds of analysis that are carried out in this study. First, the data in the form of verbal texts were analyzed by using Transitivity system as proposed by Halliday (1994) to disclose the verbal representation of bullying incidents by analyzing the participants, processes and circumstances. Second, the data in the form of visual images were analyzed using visual grammar as proposed by Kress and van Leeuwen's (2006) which focused on vector, gaze, and layout to unearth the visual representation of bullying incidents. The findings are based on these two analyses.

3.7 Data Presentation

The analyzed data are presented in the form of table. The following tables show the sample of data analysis.

3.7.1 Sample of verbal texts analysis

On Monday	Tyrone	Surprised	Him	with a water bomb
Circ: Time	Actor	Process: Material	Goal	Circ: manner

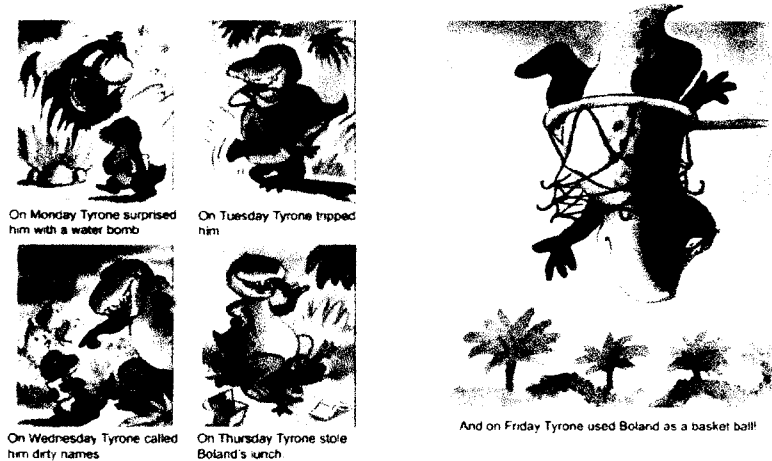
On Tuesday	Tyrone	Tripped	Him
Circ: Time	Actor	Process: Material	Goal

On Wednesday	Tyrone	Called	Him	dirty names
Circ: Time	Sayer	Process: verbal	Target	Verbiage

On Thursday	Tyrone	Stole	Boland's lunch
Circ: Time	Actor	Process: Material	Goal

And	On Friday	Tyrone	Used	Boland	as a basket ball
	Circ: Time	Actor	Process: Material	Goal	Circ: role

3.7.2 Example of visual analysis



(Taken from "Tyrone Big Bad Bully" published by Carlshen Hamburg, 1993)

Identification

In this picture, there are five rectangular forms which are called as panel. Panel means rectangular forms that can be found in each page of comics (Saraceni, 2003, p.7). Commonly, a panel shows action of a single distant or 'stills' (frozen moments). When it comes to panel, the readers usually read the comics from the left to the right.

The first panel shows Tyrone with his cunning facial expression is holding a plastic-water above Boland's head. In the second panel, Tyrone is lifting up his foot innocently, while Boland is tripping on Tyrone's foot. The third panel presents Boland's face looks frightened. Meanwhile, Tyrone is laughing at Boland with his finger pointing toward Boland's face. At the background, there are three animals looking at them. The fourth panel shows that Tyrone is eating on Boland's back, while Boland is looking scared and in pain. The last panel which is the biggest rectangular, describes the position of Boland inside the upside-down

	<p>basket, and he looks frightened. From the whole panels, it can be said that there are two main characters in the story: Boland (the little one) and Tyrone (the big one). According to the existence of grass, trees, and brush wood, it can be seen that the setting of the picture is in the forest. However, at the right picture there is a basket which indicates the action that takes place in a sport area with lot of grass, trees, and brush wood.</p>
Signification	<p>In these pictures, <i>Represented Participants</i> (RP) are Tyrone (the big green one), Boland (the small brown one), and three dinosaurs. In this case, <i>Represented participants</i> (RP) are the object or elements that are represented by image or in speech or writing (Kress and van Leeuwen, 2006). This kind of picture is called narrative. <i>Narrative process</i> is a process when participants are doing something and being connected by a <i>vector</i> (Kress and van Leeuwen, 2006). In this picture, the eyes Boland and the other three dinosaurs are directed towards Tyrone. This process is called reactional process—the subordinate of narrative process.</p> <p>Reactional process means vector is formed by the movement of eyeline or direction from one or more than one participants (Kress and van Leeuwen, 2006). In reactional process, there are two participants <i>reacter</i> and <i>phenomenon</i>. Kress and van Leeuwen (2006) points out that “<i>reacter</i> is the either human or human like participants who do the looking, while, <i>phenomenon</i> is formed by another participants at whom the reactor is looking”. From that explanation Boland and the others three dinosaurs are the <i>reacter</i>, because they “do the looking” at Tyrone as the <i>phenomenon</i>.</p>

However, on the right picture, Boland who is inside the upside-down basket and he looks frightened is an action process—the subordinate of narrative process. It is because there is only one participant in this picture. Action process means vector emanates in whole or in part of RPs bodies or from RPs' tools and this process is usually has only one participant. In action process, there are two participants; actor and goal. According to Kress and van Leeuwen (2006) Actor is participants who formed a vector, while, goal is participant at whom or at which the vector is directed. In the context of the picture, Boland is actor as he forms a vector, yet, this picture does not have a goal. According to Kress and van Leeuwen (2006) when action process that does not have a goal, it is called as non-transactional process – subordinate of action process.

In this picture, there is no gaze between them and the interactive participants (IPs). Based on Kress and van Leeuwen (2006), when there is no gaze between the interactive participants and the participants, it is called as *offer*.

In terms of compositional layout, this picture is divided into two parts: left and right. The four small panels are positioned on the left, while, the biggest panel is on the right. Kress and van Leeuwen (2006) state that the different position of an object in a picture has different informational values. What are positioned on the left on a picture are called *given*: something that the interactive participants already know. In relation to the picture, the four panels on the left where Boland is being surprised, tripped, his lunch was stolen, and being called dirty names are assumed as common. Kress and van Leeuwen (2006) states that the

	<p>elements placed on the left “as something the interactive participants already know and as a familiar”. Meanwhile, what are positioned on the left on a picture are called <i>new</i>: the information that interactive participants do not know or are not familiar yet. The interactive participants tend to pay more attention to the right picture, since it delivers an important message of the whole sheet (Kress and van Leeuwen, 2006). In the context of the picture, the right panel is identified as <i>new</i>, for it shows the bullying effects that Tyrone does to Boland.</p>
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3.7.3 The analysis of verbal and visual texts

Based on the analysis of verbal texts, bullying incidents on the book are mostly constructed by material process. It is a process of doing (Halliday, 2006). This process encompasses *Actor* and *Goal*. The *Actor* in this picture is Tyrone. He does a lot of bad things towards Boland—the *Goal* in material process. By doing bad things, the actor makes the goal scared, frightened and threatened. According to Gladden, Vivolo-Kantor, H8amburger, & Limpkin (2014), the action of a person who makes others threatened, humiliated, and intimidated through their aggressive acts is called as bullying. As an illustration the sentences from the picture book “Tyrone *surprised* him with a water bomb”, “Tyrone *used* Boland as a basketball”, all use the action verb which become negative action. The verbs are become negative action because it is supported by the other participants in the clause for example the verb “surprise” if the clause is Tyrone surprised him with a gift, the meaning will be as positive action. However, in this case the following participants is “with water bomb” and looking at the context of situation. Then, the meaning becomes negative actions. Hence, it can be

said that Tyrone does the bullying to Boland through his act that is indicated by action verbs such as surprised, tripped, stole, and used.

Another process found in the verbal text analysis is verbal process. Verbal process is “process of saying” (Halliday, 1994). The participant roles of verbal process are *Sayer*, *Receiver* and *Target*. Verbal process in the text is shown in panel 3 “Tyrone called him (Boland) dirty names”. To call somebody with inappropriate pronoun, it is considered as mocking and as a result, the receiver feels unhappy. In consequence, it can be said that Tyrone bullies Boland by his utterance.

In the context of the picture, the *reacter* are Boland and three dinosaurs, because they do the looking. It might happen because Tyrone calls Boland dirty names with loudly. Then, the other participants who are firstly looking at somewhere will automatically look at what Tyrone did. As he becomes ‘the thing’ the reactors react against, it entails Tyrone as *phenomenon*. Kress and Van leeuwen (2006) point out that “another participant at whom or which the reactor is looking, called as *phenomenon*” (p.67).

In terms of composition, this picture is divided into left and right. The four panels positioned on the left are called *Given*, while, the biggest picture on the right is called *New*. According to Kress and Van Leeuwen (2006), *Given* refers to the message in the picture that the interactive participants may already know. On the other hand, *New* is probably the main information from the picture because the information given is not familiar to the viewers (p.180). Therefore, right picture becomes the center of attention of the viewers. In this picture, the left side contains varieties of act of Tyrone’s bullying act towards Boland. According to Kress and Van leeuwen (2006), this can be thought that what Tyrone repeatedly does to Boland is common, thus it is clear that Tyrone is a bully. This information has been already known by the interactive participant. However, the right picture focuses on Boland’s suffering from what Tyrone does to him.

As a result, Tyrone is a character that is more powerful than Boland. In other words, Tyrone is superior, for he uses his power to bully Boland. Hence, it creates his character as a bully, while Boland is his target to be bullied as inferior.

