



EUFONI Vol. 7 (2) (2023)

**Journal of Linguistics, Literary and  
Cultural Studies**

<http://openjournal.unpam.ac.id/index.php/EFN/index>



---

**Bullying as the Abuse of Power in Three Selected Picture Books**

**Eva Fitriani<sup>1</sup>**

<sup>1</sup> Universitas Pamulang

<sup>1</sup> Email: [eva@gmail.com](mailto:eva@gmail.com)

---

**Abstract**

*This study aims at analyzing bullying represented in three selected picture books and how each character resolves the problem through examining verbal and visual texts. The objects of this study are picture books entitled Llama Llama and the Bully Goat (2013), Little Miss Trouble and the Mermaid (2017), and Marlene, Marlene, Queen of Mean (2014). This study applies the qualitative research method as the analysis presented in the form of verbal text and pictures. This study uses the perspective of Peter Hunt (2005) and Kenneth Rigby (2011). The results can show that the concept caused bullying has many factors such as jealousy, superiority, even only for personal pleasure.*

---

**Keywords:** *bullying, picture books, narrative elements.*

---

## INTRODUCTION

Young people especially children might experience aggression at least once in their life. Bullying is one of the kinds of aggression that exist. Bullying is a harmful action that occurs repeatedly. Hughes & Laffier stated that “bullying is a social phenomenon” (2016, p. 8). Bullying behavior has an apparent intention to cause pain or harm to the victim; besides, more incidents or threats cause fear and anxiety. This statement claimed that “Bullying therefore, as viewed in terms of peer victimization, is symptomatic of these aggressive social interactions, or lack of tolerance for others differences” (Allanson et al., 2015, p. 32). Furthermore, as Barcaccia et al. defined, bullying is a form of two main elements: repeated aggressive behavior and a power imbalance (2017, p. 217). Bullying comes in many forms and can have a negative impact on a child's life. Bullying has become one of the severe problems in society. As stated by Allanson et al., bullying was, and still is, widely accepted as a regular part of growing up in most societies (2015, p. 32). We can see many cases of bullying in school, family, and the workplace. In this era, bullying happens on the internet which we call cyberbullying. According to Hughes & Laffier, bullying has been a severe problem in schools for decades; developing coping and prevention strategies against bullying is what students, teachers, administrators, parents, and communities should do to help victims and bullies also bystanders (2016, p. 3). Furthermore, as recorded by National Bullying Prevention Center in 2019, 41% of students who reported being bullied at school believe the bullying will occur again. National Bullying Prevention Center in 2019 revealed 13% of students who reported being bullied were made fun of, called names, or insulted; 13% were the subject of rumors; 5% were pushed, shoved, tripped, or spit on; and 5% were purposefully excluded from activities.

According to Goad, one of the examples of bullying in real life is Ashlynn Conner's case (2015, para. 1). Ashlynn Conner of Ridge Farm, IL, who was ten years old, claimed she does not know what it means when kids at her school call her a “slut”. However, she understands the meaning of “fat” and “ugly” when they call her like that. After getting a short haircut, she knows it is an insult when they call her “Pretty Boy”. She begs her mother to home-school her after months of being bullied. Her mother flatly refuses. Ashlynn's sister discovers her hanging by a scarf in her closet the next day. Bullying can affect a victim's personality, academics, social life, physical and mental health if not handled properly. The worst result is death. It proves that the bullying acts should be considered more, and we should understand deeper about this issue to prevent bullying. Several aspects of bullying should be understood, such as the meaning of bullying, forms of bullying, its impact, and how to prevent it. Before going to deep analysis, there were many past studies related to the issue of bullying on particular object analysis and examine the problem in different cultures and regions. Here, the study found some previous studies related to the topic, and the study would try to connect with other studies about bullying issues in the literature.

The first study was a thesis conducted by Ravita Nurjanah (2018) from Diponegoro University Semarang entitled “Bullying to A Child with Disability Reflected in R. J. Palacio's *Wonder*”. This study aims to describe the kind of bullying rendered by August Pullman, the psychological impact of bullying felt by August Pullman, and the struggle of August Pullman to the bullying. In analyzing *Wonder*, the study by Nurjanah used the intrinsic and extrinsic theories. The intrinsic theory from Barnet (1989) was used to analyze the character and characterization. The extrinsic theory from Keith Sullivan et al. (2004) was used to analyze the bullying issue. The result of this study showed that non-physical bullying is the main bullying rendered by August Pullman. At first, August Pullman feels fear, less confident, nervous, anxious, and hurt due to the bullying. After he faces the bullying, he can be brave and confident. In addition, he finally has a lot of friends who love

him. He can face bullying because of internal and external factors such as trying to be brave and get support from his family and friends.

Every literary work has its way of attracting the emotion of the lovers to blow up into the main idea. It can be found by reading or watching its literary works. Developing the feelings or passions of the lovers of literary works can be seen from the intrinsic elements. This study discusses the definition of bullying and theories related to this research. Children's literature has substantial contributions to literature in general. Picture books are one of the parts of children's literature. According to Hunt, the picture book is a combination of verbal texts and visual images (2015, p. 128). Picture books are a medium for children to support the learning process. Hunt stated, "Picture books are commonly assumed to be the province of the very young, or pre-literate child; a simple form that is beneath serious critical notice" (2005, p. 128). As part of children's literature, a picture book is a storybook for children with exciting stories and illustrations. Not only do individual objects in pictures have meaning; pictures as a whole can also express moods and meanings through the use of pre-existing visual styles, which convey information to viewers who are familiar with art history (Hunt, 2005, p. 136). It proves the meaning of pictures in picture books is important in children's learning process.

Children grow well with the picture books of fairy tales and any kinds of stories. The aspects of story elements should be included in an excellent narrative essay, paper, poetry, or novel. The narrative element is the part of retelling a story. Narrative elements can be explored by examining verbal and visual texts. According to Harits and Chudy, the narrative component as an instrument in analyzing children's literary texts serves as the bridge to associate emotions and intellectual processes in text analysis and comprehension (2017, p. 32). Short stated that books with strong visual images hold unique appeal and meaning because children are completely immersed in a visual culture that is central to their experiences and interactions (2018, p. 289). The narrative elements have characters, plot, setting, point of view, and theme.

The "actors" in a story is the definition of character; this element of fiction is an essential aspect of a story's enjoyment (Lynch-Brown et al., 2014, p. 37). In children's literature, the character can be an animal or object to represent humans. A well-drawn character becomes a child reader's friend, role model, or transient parent. The reader cares about how characters are portrayed and how they develop in the story. When studying a character, two factors must be considered: characterization and character development. Rigby stated that bullying is deliberate behavior in which the perpetrator intends to use their authority to achieve a specific impact, for instance, submission or humiliation of another person (2011, p. 2). This act is the interpretation of an imbalance of power. A bully seeks to gain power, control over another person to make the victims feel pressured, and the bullies appear more powerful. In bullying behavior, the bullies abuse their power to hurt the victims physically or mentally. It must clearly understand the difference between those who use their abilities properly.

According to Rigby bullying occurs in two forms through direct and indirect actions: verbal bullying such as insulting languages, name-calling, ridicule, cruel teasing or taunting, persuading another person to verbally abuse someone, spreading malicious, offensive text messages and emails, and posting hurtful content on the website; physical bullying such as striking, kicking, happy slapping, throwing objects, threatening gestures, deliberately and unfairly excluding someone, damaging pictorial or videoed content placed on a website, removing or hiding possessions and repeatedly turning away (2011, p. 4). Bullying can begin with something as simple as teasing. Whether it's about a child's physical appearance, hygiene, or home life, what matters is how these comments are received by the person on whom they land. Furthermore, Rigby stated, "bullying is also sometimes classified according to whether it constitutes racial/ethnic or

sexual harassment. A further distinction may be made between traditional forms of bullying and cyberbullying, involving the use of electronic technology” (2011, p. 4). In this era, many cases of cyberbullying happened; for instance, the bullies give hurting comments to another person or post embarrassing photos on social media. Hartzler added that cyberbullying is a problem that can lead to anxiety, depression, and even suicidal thoughts (2021, p. 14).

Using children’s literature to combat bullying will enlighten the mind of the impacts of bullying. Rigby defined those who are bullied at school frequently are more likely to experience a decline in their well-being (2011, p. 8). Moreover, children who frequently bully others have lower levels of well-being; for example, they are more likely than most students to suffer from depression and suicidal thinking (Rigby, 2011, p. 8). It can be concluded that both victims and the bullies need help to get out of this aggressive behavior. According to Gottier, through reading books about bullying, the victims who have experienced bullying will connect with a character and find comfort in knowing others have similarly experienced it; they are not alone in their suffering (2019, p. 15). In addition, Rigby stated that “hence the need to acquire resources, including relevant literature, DVDs and (most importantly) individuals experienced in the use of the method who can provide appropriate instruction” (2011, p. 116). To analyze the role of children’s books especially picture books. This study used the perspective of Peter Hunt (2005) to explore how picture books work in children’s literature. In examining the forms of bullying depicted in three selected picture books in the title, *Llama Llama and the Bully Goat* (2013), *Little Miss Trouble and the Mermaid* (2017), and *Marlene, Marlene, Queen of Mean* (2014) this study used Rigby’s (2011) theory. His theory used to determine the forms of bullying depicted in three selected picture books. Furthermore, this study uses theory from Lynch-Brown et al. (2014) to support the knowledge of narrative elements.

## METHODS

In this study, the qualitative method used to analyze the data. The value of the study according to the practices improved through observation, analysis, and description. According to Creswell, the qualitative research process begins with a problem that needs to be solved and then formulates the questions, if answered, it will aid in the resolution of the problem (2016, p. 32). Furthermore, cited from M. Patel & N. Patel, “by this research one can find the body language, attitude, opinions, feelings, etc. from the opposite person through observation” (2019, p. 49). In the design, the research is inductive, collecting and finding meaningful subjects to answer the research question, and tailoring it to the theory used.

The study used the qualitative method because took the data from the selected picture books. Then analyze it in the form of descriptive text presented in the form of descriptive text. In a qualitative study, the researchers collect data from events and issues related to daily life and explain what is happening based on their observations of the actual situation depicted in literary works. Qualitative research aims to find patterns after accurate observation, careful documentation, and thoughtful topic analysis. Qualitative research yields contextual findings rather than broad generalizations. This process of discovery is central to the qualitative approach’s philosophical foundation.

## RESULT AND ANALYSIS

This part discusses the bullying issues represented in three selected picture books, namely *Llama Llama and the Bully Goat* by Anna Dewdney (2013), *Little Miss Trouble and the Mermaid* by Roger

Hargreaves (2017), and *Marlene, Marlene, Queen of Mean* by Jane Lynch (2014). The issues are exposed by examining the verbal and visual texts.

### THE BULLYING ISSUE IN *LLAMA LLAMA AND THE BULLY GOAT* (2013)

*Llama Llama and the Bully Goat* is the story by Anna Dewdney (2013). The story starts when Fuzzy Llama, Gilroy, and other friends come to school and follow the class learning. Gilroy Goat starts teasing Fuzzy Llama by calling names in circle time. It does not stop right there, Gilroy continues his bullying acts at break time by using insulting language, kicking the sand, and many more. Fuzzy Llama becomes angry and calls Gilroy a Bully Goat. Fuzzy Llama and Nelly talk to the teacher about Gilroy's bullying acts. The teacher gives Gilroy Goat a lesson to reflect on his actions before. After all, Gilroy Goat tries to be kind and friendly with others.

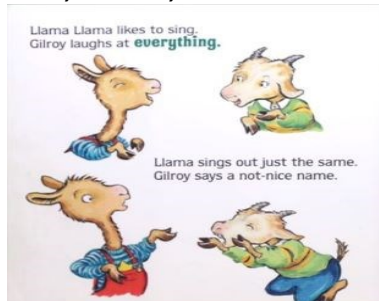
The bullying issue in *Llama Llama and the Bully Goat* by Anna Dewdney (2013) can be seen in five events: Gilroy calling names in circle time, Gilroy kicking the sand, Gilroy giving insulting language, Gilroy tosses toys and sticks, and destroying Llama's coat. These five events according to Rigby (2011) can be categorized into verbal and physical bullying. Verbal bullying is the actions which include name-calling, teasing, and spreading rumors that are hurtful about another person, and many more (Rigby, 2011, p. 4). Physical bullying is the actions that include striking, kicking, throwing objects, removing or hiding possessions, threatening gestures, and many more (Rigby, 2011, p. 4).

The first event happens when circle times. "Llama Llama likes to sing. Gilroy just laughs at everything. Llama Llama sings out just the same. Gilroy says a not-nice name" (Dewdney, 2013, p. 7). At first, Llama Llama did not mind about Gilroy, who laughs at everything. However, Gilroy continues by calling Llama Llama "a not-nice name" when he tries to sing again. He did it because he thinks Llama's singing is silly. According to Rigby (2011), this behavior represents verbal bullying through direct action.

Figure

1.

*Gilroy Verbally Bullies Llama Llama*

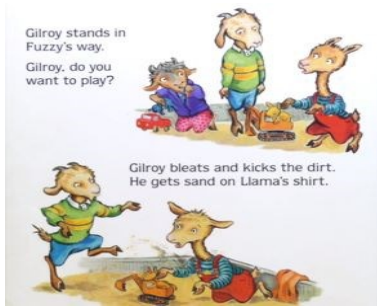


Note. Gilroy teases Llama Llama by calling names in circle time. From *Llama Llama and the Bully Goat* (p. 7), by Anna Dewdney, 2013, Penguin Group.

Figure

2.

*Gilroy Disturbs Llama Llama and Nelly*



Note. Gilroy approaches Llama Llama and Nelly to do physical bully. From *Llama Llama and the Bully Goat* (p. 11), by Anna Dewdney, 2013, Penguin Group.

Figure

3.

*Gilroy Gives Insulting Language to Nelly's Doll and Fuzzy Llama*



Note. Gilroy mocks Nelly's doll and says Llama Llama does not deserve to play with dolls. From *Llama Llama and the Bully Goat* (p. 12), by Anna Dewdney, 2013, Penguin Group.

Figure

4.

*Gilroy Presents His Bullying Acts*



Note. Gilroy shows physical and verbal bully to prove his presence. From *Llama Llama and the Bully Goat* (pp. 13-14), by Anna Dewdney, 2013, Penguin Group.

Figure

5.

*Llama Llama and Nelly Try to Remind Gilroy*

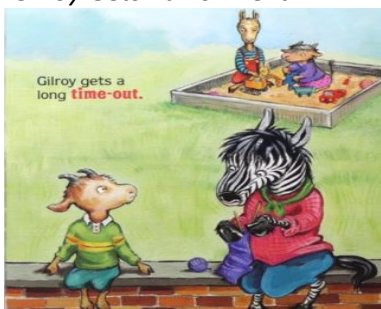


Note. Llama Llama and Nelly put up resistance to Gilroy's bullying behavior. From *Llama Llama and the Bully Goat* (pp. 17-18), by Anna Dewdney, 2013, Penguin Group.

Figure

6.

*Gilroy Gets Punishment*



Note. The teacher thinks knitting as his punishment is better than scolding him. From *Llama Llama and the Bully Goat* (p. 22), by Anna Dewdney, 2013, Penguin Group.

The teacher is a zebra which has the biggest body among them means as an adult in human representation. The teacher wore full clothes with the scarf and asked Gilroy to accompany him knitting as the punishment portrayed he has a wise personality. Their position is separated, Gilroy in front while Llama in behind but keep looking at each other. It can be seen in this scene that Gilroy's expression changes. He looks back, representing that he obeys the teacher's advice and recalls what he did to Llama and Nelly. He regrets his action. On the other side, Llama from behind looked at him to represent that he is still caring for Gilroy. Llama is still looking at Gilroy. He wants to know how his progress is by far. He reports Gilroy because he hates being bullied and cares about Gilroy. He does not want to let Gilroy be a lousy person for long.

It can be concluded that the cause of Gilroy being bullies. He got jealous when seeing Fuzzy Llama and Nelly playing happily together without him. Through everything Gilroy did, it proves that Gilroy abused his power by being bullies because he wants to take their attention. However, Gilroy success to take their attention and it makes him get a lesson and chance to be a better person. After all, he can play with others without being bullies. The readers get the representation of humans replaced by animals through this book. The way their wear clothes, go to school, playing toys, and knitting is the representation of the human being. Hunt stated that the state of animals who talk like humans is a metaphor for the state of human childhood, in which children must learn to negotiate between the animal-like urges of their bodily desires and the demands of adults that they repress desire and behave in socially acceptable ways; that is, as adult humans do (2015, p. 135).

#### **THE BULLYING ISSUE IN *LITTLE MISS TROUBLE AND THE MERMAID* (2017)**

*Little Miss Trouble and the Mermaid* (2017) is the story by Roger Hargreaves. This story starts with Little Miss Trouble, who loves causing trouble to all characters around her. At first she tries to fool Mr. Greedy about the ice cream giveaway. On her third day in Seatown, she tries her best to cause problems for Mr. Muddle and Little Miss Bossy when they are going fishing. Unfortunately, Little Miss Trouble caught a mermaid with her fishing rod and pulled into the sea. Warned by the Mermaid Queen to stop causing trouble, Little Miss Trouble got punishment through bubbles from her mouth when she tried to cause problems. She finally gives up on creating trouble and decides on new activities. As a result, she won the sandcastles competition and gets all bubble supplies in a year as the prize.

The bullying issue in *Little Miss Trouble and the Mermaid* by Roger Hargreaves (2017) can be seen in four events: trapping Mr. Greedy on the corner hole, spreading rumors in Seatown, trying to blame others in front of the Mermaid Queen and throwing ice cream to Miss Sunshine then blame others. These four events according to Rigby (2011) can be categorized into verbal and physical bullying. One of them is indirect verbal bully, as Rigby stated “in secondary schools there is proportionately more indirect bullying, such as exclusion, rumor-spreading and cyberbullying, than in primary schools” (2011, p. 6).

The first event is Little Miss Trouble trying to fool Mr. Greedy about the ice cream giveaway. The trouble starts from Little Miss Trouble meets Mr Greedy.

“Do you know that they are giving away ice-creams around the corner?” she asked him.

“Really!” cried Mr Greedy, and raced off to get some.

What he did not know, and Little Miss Trouble did, was that workmen had dug up the pavement around the corner.

What he did not know, and Little Miss Trouble did, was that workmen had dug up the pavement around the corner. (Hargreaves, 2017, p. 1)

Little Miss Trouble tries to fool Mr Greedy about the ice cream giveaway. Mr. Greedy is excited to hear that. He does not think twice when Little Miss Trouble said about the ice cream giveaway because he loves food. It implies his name Mr. Greedy as a rapacious figure. However, the fact says, it is just a trick from Little Miss Trouble. Poor Mr. Greedy who believes her. Mr. Greedy feels sad because he hopes that ice-creams give away really come true. He does not feel satisfied, which can be concluded as cruel teasing of a verbal bully as a direct action because Little Miss Trouble does this for fun or her pleasure.

Figure

7.

*Little Miss Trouble Tries to Fool Mr. Greedy*



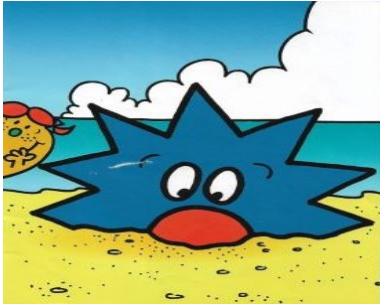
*Note.* Little Miss Trouble is smiling happily after her joke was successful. From *Little Miss Trouble and the Mermaid* (p. 2), by Roger Hargreaves, 2017, Dean.



Figure

8.

*Mr. Sneeze Buried in the Sand*



*Note.* Little Miss Trouble hides behind after spreading rumors. From *Little Miss Trouble and the Mermaid* (p. 4), by Roger Hargreaves, 2017, Dean.

*The Bubbles Come Out from Little Miss Trouble's Mouth*



*Note.* Little Miss Trouble gets punishment from the Mermaid Queen when she tries to make trouble. From *Little Miss Trouble and the Mermaid* (p. 18), by Roger Hargreaves, 2017, Dean.

Figure

9.

*Little Miss Sunshine Startled*



*Note.* Little Miss Trouble disturbs Little Miss Sunshine's serenity by throwing ice cream on her face. From *Little Miss Trouble and the Mermaid* (p. 26), by Roger Hargreaves, 2017, Dean.

Figure

10.

*Little Miss Trouble Feels Sad*



Note. After knowing the fact Little Miss Sunshine throws ice cream to Little Miss Trouble then she can feel the same. From *Little Miss Trouble and the Mermaid* (p. 28), by Roger Hargreaves, 2017, Dean.

Figure

11.

*The Introduction of Marlene and How She Bullies Her Friends*



Note. Marlene is cruel, she is physically bully her friends on the school bus, toilet, and the loo. From *Marlene, Marlene, Queen of Mean* (pp. 1-2), by Jane Lynch, 2014, PEARSON.

Figure

12.

*Marlene Bullies Her Friends at the Classroom and Park*



Note. Marlene pranks her friends in the classroom and park, she feels happy when it is a success. From *Marlene, Marlene, Queen of Mean* (pp. 3-4), by Jane Lynch, 2014, PEARSON.

Figure

13.

*Marlene Stands on a Chair to Scare Her Classmates*



Note. Standing on a chair with a big shadow behind is Marlene's way to bully her friends. From *Marlene, Marlene, Queen of Mean* (pp. 5-6), by Jane Lynch, 2014, PEARSON.

## CONCLUSION

After analyzing the three selected picture books, it can be concluded that the three selected picture books depict the acts of bullying differently. *Llama Llama and the Bully Goat* (2013) give the representation of a human in the character of the story through animals. *Little Miss Trouble and the Mermaid* (2017) give the representation of a human in the character of the story through cartoon figures. However, *Marlene, Marlene, Queen of Mean* (2014) deliver the story through the human figure. It means children's literature especially picture books have an age level for readers in each book.

The three characters abuse their power by being a bully. However, the three selected picture books represent the cause of bullying by the protagonist differently. Gilroy gets jealous and wants to take attention by being bullies. Little Miss Trouble creates all the trouble by being bullies only for her personal pleasure. The last Marlene wants to show her superiority when acts as the bullies. Each of the stories gives the protagonist character building with the help of the antagonist character. Gilroy gets time-out because Fuzzy Llama and Nelly report him to the teacher. Little Miss Trouble gets the punishment from the Mermaid Queen and Marlene gets resistance from Freddy that reminds us that Marlene is the same. Their behavior changes in the end. They try to be friendly. It proves that when we try to use our power in the right way, we can get happiness without harming others.

### 5.1 SUGGESTION

Based on findings and conclusion, this study would like to contribute some suggestions as follows:

1. The readers who are interested in the same issue should be identified through different a perspective of the story such as the protagonist as the victim of bullies.
2. Readers who are interested in analyzing the issue of bullying in the three selected picture books are advised to choose the objects with the same author.

## REFERENCES

- Allanson, P. B., Lester, R. R., & Notar, C. E. (2015). A history of bullying. *International Journal of Education and Social Science*, 2(12), 31-36.
- Barcaccia, C., Schneider, B. H., Pallini, S., & Baiocco, R. (2017). Bullying and the detrimental role of un-forgiveness in adolescents' wellbeing. *Psicothema*, 29(2), 217-222.
- Dewdney, A. (2013). *Llama Llama and the bully goat*. Penguin Group.
- Goad, J. (2015, April 22). *15 Teen bullying cases with tragic ends*. Thought Catalog. <https://thoughtcatalog.com/jim-goad/2015/04/15-teen-bullying-cases/>

- Gottier, K. (2019). *Book it, bullies: Using children's literature to address bullying in the classroom*. [Senior Honors Thesis, Liberty University]  
<https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1912&context=honors>
- Harits, I. W., & Chudy, S. (2017). Engaging the narrative on children literature through the teaching extensive reading. *Social Sciences Research Journal*, 4(3), 26-33.  
DOI:10.14738/assrj.43.2544
- Hargreaves, R., (2017). *Little Miss Trouble and the mermaid*. Dean.
- Hartzler, H. (2021). *The issue of cyberbullying: A literature review* (Honors Research Projects, University of Akron)  
[https://ideaexchange.uakron.edu/cgi/viewcontent.cgi?article=2589&context=honors\\_research\\_projects](https://ideaexchange.uakron.edu/cgi/viewcontent.cgi?article=2589&context=honors_research_projects)
- Hladikova, H. (2014). Children's book illustrations: Visual language of picture books. *CRIS Bulletin*.  
DOI:[10.2478/cris-2014-0002](https://doi.org/10.2478/cris-2014-0002)
- Hughes, J., & Laffier, J. L. (2016). Portrayals of bullying in young adult literature: considerations for schools. *Canadian Journal of Education*, 39(3), 2-24.
- Hunt, P. (2005). *Understanding children's literature* (2<sup>nd</sup> ed). Routledge.  
[file:///C:/Users/HP%204430s%2013/Downloads/Peter%20Hunt%20-%20Understanding%20Children's%20Literature-Routledge%20\(2005\).pdf](file:///C:/Users/HP%204430s%2013/Downloads/Peter%20Hunt%20-%20Understanding%20Children's%20Literature-Routledge%20(2005).pdf)
- Creswell, J. W. (2016). *30 Essential skills for the qualitative researcher*. Sage Publications.  
<http://library.lol/main/45DE58C79486BB6C35882F911971E9F6>
- Lynch-Brown, C. G., Tomlinson, C. M., & Short, K. G. (2004). *Essentials of children's literature*. PEARSON.  
<http://library.lol/main/E5A55C575DF8BFF2ECE94CA5131ECAE3>
- Lynch, J., (2014). *Marlene, Marlene, queen of mean*. Random House.
- National Bullying Prevention Center. (2019). *Student reports of bullying: results from the 2017 school crime supplement to the national crime victimization survey*.  
<https://www.pacer.org/bullying/info/stats.asp>
- Nurjanah, R. (2018) *Bullying to a child with disability reflected in R. J. Palacio's wonder* (S-1 Degree Literature in English Department, Diponegoro University).  
[http://eprints.undip.ac.id/69292/1/FINAL\\_PROJECT\\_RAVITA\\_NURJANAH\\_13020114120\\_050\\_ENGLISH\\_DEPARTMENT\\_2014\\_BULLYING\\_TO\\_THE\\_DISABILITY\\_C.pdf](http://eprints.undip.ac.id/69292/1/FINAL_PROJECT_RAVITA_NURJANAH_13020114120_050_ENGLISH_DEPARTMENT_2014_BULLYING_TO_THE_DISABILITY_C.pdf)
- Olesen, J. (2021). *Color symbolism in literature: What do colors mean in literature and poetry?*. Color Meanings. <https://www.color-meanings.com/color-symbolism-in-literature-what-do-colors-mean-in-literature-and-poetry/>
- Ozsezer, M. S. B., & Canbazoglu, H. B. (2018). Picture in children's story books: children's perspective. *International Journal of Educational Methodology*, 4(4), 205-217.
- Patel, M., & Patel, N. (2019). Exploring research methodology: Review article. *International Journal of Research & Review*, 6(3), 48-55.
- Reid, B. (2005). *The subway mouse*. Scholastic Inc.
- Rigby, K. (2011). *The method of shared concern: A positive approach to bullying in schools*. ACER Press.  
<http://library.lol/main/561FF657AFB53B3C21F981D97845C2A0>
- Salsabila, P. A. (2019). The impact of bullying experienced by Daelyn Rice in the novel by the time you read this i'll be dead. *Journal of Language and Literature Volume*, 7(2), 135-145.  
<https://doi.org/10.35760/jll.2019.v7i2.2309>
- Short, K. G. (2018). What's Trending in children's literature and why it matters. *Language Arts*, 95(5), 287-298

Thompson, L. (2004). *Polar bear night*. Scholastic Press.

Trimayani. (2020). *The bullying reflected in the ant bully's film by John A. Davis* (Literature Degree at English Literature Department, State Islamic University Sulthan Thaha Saifuddin).  
<http://repository.uinjambi.ac.id/5783/>