

The Depiction of Bullying in Selected Children's Books

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Abstract

This study analyzes the bullying represented in "The Depiction of Bullying in Selected Children's Books". This study applies the qualitative research method as the analysis is presented in text and pictures. To guide this study, the writer used the perspective of Dan Olweus (1973) on bullying and its impact. This study examined bullying issues and their impact in First Fiction Supercow Volume II: The Bully by Danielle Bruckert, published in 2013, Second Fiction Giraffe is Left Out by Sue Graves published in September 2014, and Third Fiction Bully Bill by T. Albert, published in October 2015. The analyses clearly between bullying and its impact on children. The acts and attributes are categorized differently based on what is considered appropriate for children. By separating bullying and its impact into completely different categorizations through the appearances, traits, and behavior, the fiction books represented bullying act and their impact that happened daily in the children's school environment. This research scrutinized bullying based on the theory of bullying by Olweus that covers the experienced of bullying by the characters. Bullying can harm a person's self-esteem, friendships, life, and future. Characters that are bullied frequently suffer from despair, lifelong poor self-esteem, timidity, loneliness, physical diseases, and threats or attempts at self-harm. Bullying that is verbal, social, or relational can be as harmful as physical bullying.

Keywords: *bullying, fiction, children's literature, impact of bullying, illustrative and narrative elements*

A. Introduction

Bullying is becoming a significant problem in our society nowadays. Bullying can affect anyone. People, who are being bullied, people who are doing bullied, and people who quietly witness and do nothing can be related to bullying. For example, KPAI reported that there were 37,381 reports of abuse against children over a nine-

year period, from 2011 to 2019. There have been 2,473 reports of bullying in schools and on social media, and the issue is still on the rise. Commissioner of the Indonesian Child Protection Commission (KPAI) for Civil Rights and Child Participation, Jasra Putra stated that the incident in February 2020 involved kids whose fingers had to be amputated as well as youngsters who were killed by being kicked. He asserted that youngsters who have grown up seeing violence as a way to settle disputes do so because they perceive it as a phenomenon. Because they have never been taught how to do so, they therefore see violence as a way to solve problems. According to him, this illustrates the behavioral abnormalities that youngsters endure when you consider the magnitude of the effects brought on by the three incidents. From the beginning, these behavioral abnormalities must be expected. Therefore, there is unrest that weakens the mind and might lead to violent reactions like bullying. Typically, children commit acts of bullying repeatedly and the trigger is mostly due to how simple it is for kids to copy when social control in the community changes to be more violent and quick. Similarly, persistently oppressive views.

Bullying is a particularly hotly debated issue in our country at the present moment, it is likewise, since a long time ago overlooked issue that appears to deteriorate. The confusion with harassment is that nobody ever gets it, and it is not approached profoundly. The meaning of bullying is a tyrannical individual who constantly badgers and scares more modest or vulnerable individuals. In more basic terms, bullying is certainly not a one-time episode; it is tedious and occurs among people when there is an unevenness of force. Genuinely, every six kids are tormented, and this cannot keep happening. Each youngster has the privilege to have a sense of security and the quest for being cheerful, which harassing removes those freedoms (Olweus 1993).

In the selected children's books, most reflected bullying and its impact on children's behavior. First fiction *Supercow Volume II: The Bully* by Danielle Bruckert was published in October 2013. According to the narrative, a cow was strolling around the park one nice average day. The cow heard a call for assistance from a small child. Other children are bullying the small kid, and Supercow suspends the bully from a tree by his shirt collar to make him realize what he had done wrong. The second fiction, *Giraffe is Left Out* by Sue Graves published in September 2014. The story's synopsis begins with Monday morning, Leopard's first day at Jungle School. But Giraffe was cross; he didn't want to be friends with Leopard and didn't want him to feel welcome. On Tuesday, Leopard came to school early, invited everyone to his birthday party, and said everyone could come, but he didn't give an invitation to Giraffe; Giraffe was upset and felt left out. Third fiction, *Bully Bill* by T. Albert, published in October 2015. Farmer Fred had recently purchased a new bull; farmer Fred loaded Bill and the bull onto the trailer and returned to his farm. Farmer Fred welcomed them to their new house when they arrived. Bill snorted and cocked his head back, displaying his excellent horns and claims to be the largest animal on Farmer Fred's property and bullied other animals.

Children's literature can describe both a corpus of texts and an academic discipline—often confidently and apparently unproblematic matters. Although the phrase children's literature can be used to refer to both a body of texts and an academic

field—often confidently and without apparent difficulty, as in the title of this volume—it is what Raymond Williams (1976) would have called difficult. Its components encompass a broad spectrum of synchronic, diachronic, and global cultural meanings. The two phrases may seem to be irreconcilable if children are typically associated with immaturity and literature is typically associated with complexity in texts and reading. This is still widely believed to be an oxymoron. How can they be when the idea of a child differs culturally in terms of their physical and cognitive growth, their capacity for responsibility, and their relationship to their life phases. For children's literature, specifically, this allows for the raising of questions about what is generally taken for granted in children's literature studies, such as how children's literature is read and written about, and why it is read and written about in those ways; what can be understood to be at stake in writing, reading and publishing for children and for whom; how and why simplicity when it is as assumed that of children or of children's language is defined and if and how it can be studied without acceding to the idea that it itself cannot be worthy of study in the first place; why and how there might be a value to studying children's literature in a different way, this opens up the possibility of challenging common assumptions in children's literature studies, such as how and why children's literature is read and written about.

The narrative and illustrative elements of picture books are two main parts. The narrative and illustrations work together in harmony to advance the plot. The plot is the first narrative element. Russel (1991) stated that a clear and well-defined process is needed to reveal the conflict and result in a story. There must be a clear beginning, middle, and ending, which creates a plot element that consists of exposition, rising action, climax, falling action, and resolution. In particular, picture books tend to have more straightforward plots. Compared to writing intended for older audiences. A thrilling battle will occur. Engage the young reader and lead the plot toward a satisfying conclusion. In the development of picture books, the purpose of the narrative is to support the illustration.

A great book is anyhow advertised, advanced, and suggested; we cannot say that each kid should peruse the book, or each youngster will partake in the book, for a kid won't peruse deliberately except if he participates in the experience or needs the data, anything else than grown-ups will, intentionally, invest energy on books which don't connect with their brains or their hearts. But, on the other hand, writing for kids, regardless of whether it is fiction or true to life, is essential for the bigger universe of writing and can be composed, perused, contemplated, examined, educated, and advanced similarly to writing for grown-ups or some other age or subject gathering.

Simply put, anthropomorphism involves assigning a human trait to an animal or object. Transmogrification, people morphing into animals, is a particular case of anthropomorphism. This process has a long and respected history in many world cultures. One anthropologist, Stewart Guthrie (1995), actually argues that all religions are systematic anthropomorphism—attributing human characteristics to non-human things and events. He explains that we live in an ambiguous world, and our survival depends on our interpreting ability. Recognizing people and where they exist becomes critical to our survival and success. Visualizing the world as humanlike becomes a

good bet. We organize our predictions to increase our potential to recognize what is most important to us. This way, our successes will have pay-offs, and our failures will not be as costly. Anthropomorphism permeates the adult world.

Bullying is aggressive conduct in which someone intentionally injures or distresses another person (Olweus, 1993). Bullying can take many forms, such as physical contact, words, and subtle gestures. Bullying is described as violent action that (a) is intended to cause the victim discomfort or harm, (b) involves a power or strength imbalance between the aggressor and the victim, and (c) occurs regularly (Limber, 2002; Olweus, 1993; Nansel et al., 2001). Bullying can take many forms, including physical bullying, mocking or name-calling, social exclusion, peer sexual harassment, bullying motivated by race, ethnicity, religion, disability, sexual orientation, or gender identity, and cyberbullying (Bully through email, text messaging, or other digital means). Bullying can occur everywhere, but it is widespread around schools or in situations where adults have less authority admittance to youngsters and teens, so kids and teens don't need a grown-up to include in tackling their concerns. At the point when youngsters and teens experience bullying, they become genuinely removed. For those kids or youngsters whom they have hushed up, timid, and independent, they might turn out to be significantly more along these lines, concerning they are uproarious, remarkably opened, and mingled; it might change to where they experience difficulty connecting with their friends. It gives injury and effects. Bullying is a typical and conceivably harmful type of brutality among youngsters; the reason for harassment is the nervousness of being a juvenile.

B. Method

In conducting this study, the writer used a qualitative approach to support data-collecting and analyzing the collected data. Qualitative research is a method of understanding and investigating the social phenomena that reflect real-life situations presented in a narrative form. As stated by Ary, Jacobs, & Sorensen (2018), qualitative research includes words and pictures rather than numbers and statistics. The data collections from selected fables for children in three selected picture books, *Supercow Volume II: The Bully* by Danielle Bruckert, *Giraffe is Left Out* by Sue Graves, and *Bully Bill* by T. Albert, were described and analyzed in words from text and picture samples to explain how and why the issue present in the story, therefore, a qualitative approach is appropriate to be applied in this research. The primary sources were taken from selected children's books. First Fiction *Supercow Volume II: The Bully* by Danielle Bruckert published in 2013, Second Fiction *Giraffe is Left Out* by Sue Graves published in September 2014, and Third Fiction *Bully Bill* by T. Albert published in October 2015. Those fictions provided all the data related to the personal development acts. First, the information was gathered from the narrative and graphical sections that the topic of bullying and its impact on selected children's books. In conducting the study, the writer followed several steps to collect the data. First, reading the three selected fiction for children First Fiction *Supercow Volume II: The Bully* by Danielle Bruckert, published in 2013; Second Fiction *Giraffe is Left Out* by

Sue Graves, published in September 2014 and Third Fiction *Bully Bill* by T. Albert, published in October 2015 repeatedly to identify the topic within the stories. They are the second, comprehending the issue of power represented in the stories. Third, identifying and marking the narrations or illustrations in the reports related to the topic of Bullying. Fourth, classifying and analyzing the data to answer the statements of problems—the last, develop the data based on supporting theories related to Bullying. The data collected and classified from three selected fictions for children's pictures were analyzed using Olweus' theory (1993) and other supporting ideas to find proof of bullying concerning altering children's behavior. Finally, the data were explained by using theory of bullying from Olweus (1993) and presented as an essay from the narration and illustration in the three selected children's books.

C. Findings and Discussion

1.1 The Depiction of the Bullying Issue in *Supercow Volume II: The Bully, Giraffe is Left Out, Bully Bill?*

Bullying is a well-known phenomenon in today's culture. It usually refers to a deliberate act of harming another person. Bullying is depicted as a series of unpleasant activities directed at someone. Bullying appears in fiction for children *Supercow Volume II: The Bullying* by Danielle Bruckert, which is the focus of this literary study. One fine ordinary day, Cow was taking a stroll in the park. He hears a call for help. Some older kids were bullying a young boy. The children were being mean to him. Quick as a flash, Supercow was there to help. There is a type of bullying in the story: physical bullying.

The first story in the picture book, *Supercow Volume II: The Bullying*, depicts the male characters' physical bullying. It tells about a small boy who is being bullied by an older. To make the boy afraid, the older boy intimidates him. The narration says, "It was a young boy. He was being bullied by some older kids. The children were being very mean to him" (Bruckert, 2013, p.6). This action explains that an act of bullying happens; one older kid grabs and hurts his arm. The illustration shows the older boy, who can be implied as the bully, capturing the young boy's arm and scaring him. As previously addressed as 'the bully,' the older kind is taller and looks stronger than him. His appearance suggests he often bullied smaller kids and enjoys doing it from the smile on his face. The young boy expression is shocked with his big eyes open and he looks helpless.

Based on the following data, another thing that happens is that when a bully gets resistance, they are not as strong as they think. Most of them do it to scare and choose victims whom they believe are weaker than them. But when the bully is faced with someone who can put up a fight beyond their expectations, the situation will turn around; they will become cowards. As in the text, "Supercow hung the big bully by his shirt collar to a tree, to give him a time out, to ask him to think what he had done wrong" (Bruckert, 2013, p.9); this proves that sometimes even the cruelest of the bullies still have a heart conscience and with the right direction. Make them realize that what they are doing to others is wrong. It is still vulnerable to occur among

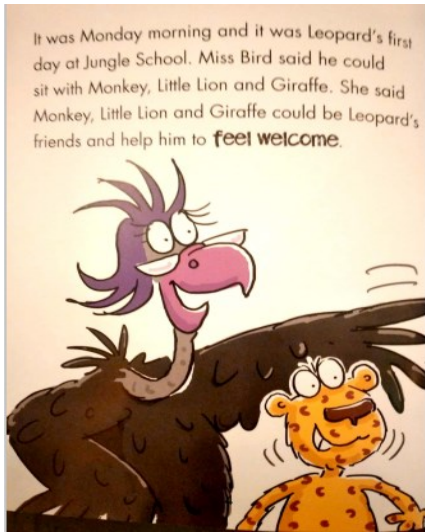
school children because there is usually a lack of control in the environment where children generally interact and try to start bullying behavior by becoming leaders and looking for victims to be forced. The illustration shows the bully is afraid as the tree is so high and screams from the tree, "Hey, it's not fair" (Bruckert, 2013, p.9); it also shows that he regrets what he has done, and he feels sorry for it. The picture shows him hanging on the tree on a clear weather day, and nobody helps him. He has hidden guilt that makes him afraid to apologize. In the text, "After a short time, the big bully realized his mistakes, and he said "Sorry" (Bruckert,2013, p.9); *this* implies the regret of a bully when he realizes what he has done is wrong and through the actions of others, finally at the end the mistakes can be realized.

After the young boy is rescued from the bully, he looks relieved. The picture illustrates that the bully victim gets sympathy from the other people because they can feel their pain. As the bad effect of bullying itself. From the text, " Seeing him so upset, one girl went to comfort the little boy being bullied, and give him a big cuddle." (Bruckert, 2013, P.11) refers; to these pictures, the girl cannot do anything but have and show the empathy for the boy's situation by cuddling him with her friendly face.

The information gained from the texts and illustrations above provides evidence of bullying among children, as reflected by the young boy in Supercow. Olweus (1993) stated that the student exposed to the negative actions has difficulty defending themselves and is somewhat helpless against the student or students who harass them. Bullying can be carried out by a single individual, the bully, or a group. The target of bullying can also be a single individual, the victim, or a group. In the context of school bullying, the target has usually been a single student. Data from the Bergen study indicate that, in most cases, the victim is harassed by a group of two or three students. A considerable proportion of the victims, some 35-40%, report that one student mainly bullies them. This is shown by a young boy pictured being driven by an older boy by grabbing his arm. It means that the young boy, as the victim in the image shown, cannot do anything when another kind is harassing him. Therefore, it can be concluded that bullying behavior carried out by individuals creates fear for the victims and anyone who witnesses it. Through Supercow, bullying is carried out under the representatives of usually bigger children. This implies that regardless of their appearance are always feared by their victims.

Olweus (1993) further stated that the impact of bullying could be short and long-term. Most important to remember that bullying harms victims' mental health and can alter their self-esteem long into adulthood. From the side of children doing the bullying, the result of this action left that they feel it from the moment it happens until the future when they carry the guilty feeling. Moreover, the pictures illustrate the impact of bullying from the side of the children who did the bully as the text, "The big bully realized how wrong he had been, and promised to never be mean to anyone ever again. Supercow let the big bully down." (Bruckert, 2013, p.12) and "I promise let's shake hands" (Bruckert, 2013, p.12) from this quotation proves that there is a deterrent effect in a bullying action not only from the victims but also from anyone who did the bully.

Miss Bird Introduces Leopard to His Friends



Giraffe is Left Out is a lovely short story that explores the feelings of different animals being left out in the classroom. Actions against the Leopard eventually come to the Giraffe's mind. Giraffe realizes how annoying it is to be expelled from the group. When Leopard does not invite Giraffe on his birthday, Giraffe feels excluded and talks to his other friends, Monkey and Little Lion, but they all blame him for bullying the Leopard. There are two types of bullying in the story Giraffe is Left Out, verbal and social bullying. The first happens when Miss Bird introduces Leopard to his friends at school on his first day. "It was Monday morning and it was Leopard's first day at Jungle School. Miss Bird said he could sit with Monkey, Little Lion and Giraffe. She said Monkey, Little Lion and Giraffe could be Leopard's friends and help him to feel welcome" (Graves, 2014, p.1). The illustration shows the teacher teaching the children how to treat the newcomer equally and get along in the classroom atmosphere. She proudly introduced Leopard to everyone there. She does not want an awkward situation to happen in the class. She wants to make sure that Leopard feels welcome in the class.

In the following data proved, as the illustration is in the classroom where Leopard is the new student, the text shows that Giraffe is only making friends with Monkey and little Lion, "Monkey and Little Lion were his friends. He did not want to be friends with Leopard" (Graves, 2014, p.5) refers to one of bullying act that he makes himself so powerful to make the Leopard feel unwelcome by showing arrogant gesture. Giraffe corners Leopard with his actions and acts as if he is in power by making Leopard uncomfortable with his behavior in front of the rest of his friends. In the sentence, "He doesn't want to make Leopard feel welcome" (Graves, 2014, p.2), it is implied that he is trying to influence other friends not to be friends with Leopard and make them hate Leopard. This is a form of bullying act that often occurs in the school environment, especially for children. Giraffe sits with a monkey and little lion, whom he likes and does not want to accept the presence of new friends around him. By making others feel insecure and influencing others to hate someone the bully

doesn't like. Giraffe humiliates Leopard with his behavior regardless of Leopard's feelings as a new student who still does not understand his new school environment.

This indicates his action as a form of social bullying act with an unfriendly face he shows, and he folds his hand as an act of does not want to care for others. Relational bullying, also known as social bullying, is a term you might not be acquainted with, although it frequently occurs among friends. It harms a person by severing friendships and hurting feelings within the group. Social bullying is a form of bullying that is difficult to identify in our social environment. It is possible that the closest people in our lives, such as friends, instructors, and even parents, are unaware that we are suffering from this condition. This sort of bullying does not include physicality or the use of hurtful remarks in front of the victims; it is not considered bullying and is hard to detect. Lying, spreading rumors, purposefully leaving someone out, making harsh facial or physical gestures, and making ugly jokes to shame the victim are all examples of relational bullying, enlisting others to dislike the victim, breaking confidence or sharing information or secrets, and jeopardizing a person's social reputation or acceptance. Leopard receives a terrible facial gesture from Giraffe in this fiction.

Other data continues as explained in the text: Monkey, Little Lion, and Giraffe will play Football at playtime. Monkey invites Leopard to play, but Giraffe does not want it, saying that Leopard must not play strictly and telling Leopard to go away. As in the text, "At playtime, Monkey, Little Lion, and Giraffe played football, Monkey said leopard could play too. But Giraffe got cross. He told Leopard to go away" (Graves, 2014, p.6), it was clear that Monkey, in this case, seemed unaffected by what Giraffe did to make Leopard uncomfortable, Monkey invited him to play but got a strong refusal from Giraffe. They told Leopard to go away and not to join playing with them. Giraffe's actions are verbal bullying that can cause a person to feel sad and insecure because they feel unwanted in their environment, as in the text, "Leopard was sad. He did not like being left out" (Graves, 2014, p.6) where next illustration Leopard went away as shown in the picture and looked so sad with his disappointed face, but in the next text Leopard was defended by Little Lion "Little Lion said Giraffe was being very unkind" (Graves, 2014, p.6) which indicates that in every environment there will always be people who pay attention to the behavior of others, and whether that behavior is acceptable or not. This was done by Little Lion and Monkey so that Giraffe would stop bullying the Leopard and treat and accept him the same as other friends. Giraffe underestimates Leopard's feelings because he does not have empathy for Leopard. After all, Leopard is a new person who is not used to being in his environment because Giraffe likes to bully and embarrass other friends. In this case, his behavior is included in the bullying action.

Olweus (1993) stated that bullying could take many forms, including physical bullying, mocking or name-calling, social exclusion, peer sexual harassment, bullying motivated by race, ethnicity, religion, disability, sexual orientation, or gender identity, and cyberbullying. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another - basically what is implied in the definition of aggressive behavior (Olweus, 1973; Berkowitz, 1993). Negative actions can be carried out by physical contact, words, or other ways, such as making faces or

mean gestures and intentional exclusion from a group. Using the term bullying should also be an imbalance in power or strength (an asymmetric relationship): The student exposed to the negative actions has difficulty defending themselves, as happened in the story between Leopard and Giraffe.

Olweus (1993) stated that bullying is described as a violent act intended to cause the victim discomfort or harm, involves a power or strength imbalance between the aggressor and the victim, and occurs regularly. This happened to Dorothy Duck. Dorothy got the same action and effect as Patty after being bullied by Bill. Here is the text, "Dorothy Duck said, "He almost stepped on me with those heavy hooves. No one is safe!" (Albert, 2015, p.12) the illustration shows that the farm animals are not calm, they are gathered, and Dorothy Duck looks extremely discouraged and feels deterred because of ongoing harassment that causes her to feel wretched that affects individuals around him; she is regularly irritable. It is clarified when the casualty feels a delayed bitterness because of harassment, which makes the victim of bullying keep on feeling dismal and deterred and become unconfident. As bullying continues around the farm, they are some observers of bullying who try to calm others. Pork chop said in a soft and soothing tone, "Don't worry my friends. By the evening feed by Farmer Fred. Bill, the bullying bull will become our buddy" (Albert, 2015, p.12); the text explained how the bullying impact also could be so fearless for the observers, so they can try to convince themselves and see the good side of the bullying case. Characters being bullied showed that these impacts could persist for a long time of depression, low self-esteem, and health issues. Bullying is violent behavior with unique characteristics, such as repetition and a power imbalance. In another context, the relationship between the notions of bullying, aggression, and violence is examined in greater depth (Olweus, 1993).

D. Conclusion

After analyzing the bullying issues in the selected fable for children, First Fiction *Supercow Volume II: The Bully* (2013), Second Fiction *Giraffe is Left Out* (2014), and Third Fiction *Bully Bill* (2015), there is a bullying action found. Bullying acts in the stories are between characters and friends and are characterized as purposeful, rehashed, pessimistic, disagreeable, or destructive conduct by at least one person coordinated against an individual who experiences issues shielding one. It is also being portrayed as violent conduct or intentional harm, completed more than once and after some time, in an interpersonal relationship characterized by an actual or perceived imbalance of power or strength. One viewpoint that can be added as a finding in *Bully Bill* (2015) is that much bullying appears to happen without clear incitement concerning the children being focused on. This definition clarifies that bullying can be viewed as a type of misuse, and at times the term peer maltreatment is a name of the peculiarity. However, what separates it from different types of misuse, for example, youngster misuse, is the setting and the connecting parties' related attributes. Meanwhile, in *Supercow Volume II: The Bully* (2013) and *Giraffe is Left Out* (2014), the most widely recognized kind of casualties, the latent or accommodating casualties, have a portion of the accompanying attributes as careful,

delicate, calm, removed, timid are restless, unreliable, despondent and having low confidence are discouraged, and take part in self-destructive ideation significantly more frequently than their companions regularly don't have a solitary old buddy and relate preferred to grown-ups over to peers If they are young men, they are periodically truly more vulnerable than their friends. A portion of these attributes has likely been added to making them survivors of bullying.

Simultaneously, in those three *Supercow Volume II: The Bully* (2013), *Giraffe is Left Out* (2014), and *Bully Bill* (2015), bullying and the rehashed provocation by peers should have impressively expanded their uncertainty and, for the most part, regrettable assessment of themselves. In like manner, some portion of these attributes is the two causes and results of bullying. Furthermore, the writer found some impact of bullying through the bullying acts revealed in the selected fiction for children. The driven characters showed certain attitudes and behavior, such as loss of brevity, insecurity, and lack of self-confidence. However, it led them to think about producing their own identity by facing it and helped by the heroic character that eventually led them to be their real self and kids in the process of personal development. This study has a limitation: how bullying is depicted in the selected fiction for children. Besides, it is also limited by Olweus' theory (1993) of bullying. For the next writer interested in the same field, it is suggested to look further and explore bullying and its impact from different perspectives or concepts based on another expert. In addition, the writer also offers to use another object of analysis to find other aspects of power. Different views and guiding theories of this matter broaden and deepen the analysis. Hopefully, this study helps to enrich other researchers' insight regarding bullying issues and provide useful information for future research in the same field.

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