

Bullying Effect as Reflected in Palacio's Wonder: A Psychological Approach

Raden Muhammad Ali
 English Education Department
 Universitas Ahmad Dahlan
 Yogyakarta, Indonesia
 raden.ali@pbi.uad.ac.id

Winda Eka Pahla Ayuningtyas
 English Education Department
 Universitas Ahmad Dahlan
 Yogyakarta, Indonesia
 ewinda7@gmail.com

Abstract— This research is entitled “Bullying Effect as Reflected in Palacio’s Wonder: A Psychological Approach.” The objectives of the research are: 1) to describe the plot of the novel, 2) to describe the bullying effect experienced by the main character, and 3) to describe the moral value of the novel. The subject of this research is the novel *Wonder* by Raquel Jaramillo Palacio and the object is bullying effect experienced by the main character. This research is categorized into library research and to analyse the data it applies descriptive qualitative method. The theories used in this research are namely (1) theory of bullying effect by Daniels et al (2009), Thijs & Verkuyten (2008), Domenech et al (2009), and Lee (2004:16); (2) psychological approach theory by Subhan (2017), Albertine (2010), Wellek and Werren (1956), James (1947) and Dennis (1986); (3) the theory of plot by Abram (2009) and Klarer (2004: 15); (4) the theory of moral value by Rosyadi (2013) and Bertens (2000). The findings of the research are: First, the plot of the novel is progressive that consist of exposition (when the characters involved in the novel are introduced), inciting incident (when Auggie was accepted at formal school), rising action (when Auggie gets bad words and acts from Julian and his friends almost everyday), climax (when the problem occurs between Auggie and his friends), falling action (when Julian forced Jack to stay away from Auggie), resolution (when all the problems between Jack and Julian have ended well) and denouement (when all people around Auggie relay thankful for what Auggie did) . Second, the bullying effect experienced by the main character are: (1) short-term effect: giving up of his condition and blaming himself because he must be born with a disability. (2) long-term effect: keeping struggles, showing that he can be accept in his environment, becoming a brave, kind, friendly person and spreading positive vibes to other people. Third, the moral values can be taken from the novel are: (1) family member should support each other 2) we should not judge someone from his/her physical (3) be brave to surrender bullying.

Keywords—bullying, bullying effect, wonder, psychological approach

I. INTRODUCTION

Cases of violence against children still occur in the world of education, especially Indonesia. Based on Indonesian child protection commission/KPAI (<http://nasional.tempo.co/>) in direct complaints, investigations and monitoring of cases in the field, the trend of child violations in education has experienced ups and downs. The agency recorded the number of cases of violence against children in the education sector until May 30, 2018 as many as 161 cases. From these data we can conclude that cases of bullying still occur frequently in Indonesian education. Sometimes we feel bad when someone

hurts and all that will disturb the mentality especially when someone hurts us repeatedly especially bullying. Bullying can affect everyone those who are bullied, those who bully, and those who witness bullying.

According to the case, the researcher interested to scrutinize bullying effect written by Palacio with a title *Wonder*. The choice of the novel *Wonder* by R.J Palacio as the topic of the research is based on the following reason. First, the novel tells about a ten-year-old-kid who has a trouble with his face and tries to adapt with his environment which cannot easily receive his deficiency. The main conflict of this novel is bullying which occur on elementary school. Auggie can experience negative physical, school, and mental health issues because he always got bad word, rude attitude from his friend. Second, the novel *Wonder* is written by R.J Palacio. Her debut novel, *Wonder*, has been on the New York Times bestseller list since March, 2012, and has sold over 5 million copies worldwide. Third, her novel *Wonder* has become a favourite of teachers and educators all over the country.

Fourth, *Wonder* tells about bullying which is become a rare topic in literary work. Bullying is a case that is closely related to psychology. The effects of bullying have an impact on the psychology of the victim. Like what happened to Auggie, he experienced psychological problems that became rebellious to his parents and stubborn because of bullying. But bullying makes Auggie get better because he can psychologically fight his emotional.

And the researcher tried to relate the conflict with the psychological approach. Such as Auggie's struggle to be accepted in their environment, the effort of the family to give the best for Auggie, and the bullying received by Auggie from the surrounding people especially children in school. The researcher takes the bullying conflict by linking it to psychology because nowadays there are a lot of bullying cases that has an effect for the psychological victim especially depressed. And bullying is a problem that cannot be underestimated. Because if it happens continuously can make bad impact.

The objectives of the research are: to describe the plot of the novel *Wonder* by R.J Palacio, to describe the bullying effect experienced by the main character in the novel observed psychologically and to describe the moral values from the novel.

II. METHOD

This research belongs to library research. A library research is one of the qualitative researches which is done

based on library collections. George (2008:3) states library research is interaction of idea from the researcher with sources also about the basis and invention of those sources. Library research is combination ideas between researcher and personal/ expert opinion. Where the researcher ideas are amplified with personal/ expert opinion. Library research take actual information or personal/ expert opinion on a research question and required part. Library method conduct by reading the sources such as books, articles, etc.

Generally, type of this research consists of two kinds, namely the subject of research and the object of the research. The subject of this research is a novel entitled *Wonder* by R.J Palacio. 2. The object of the research is the bullying effect by August Pullman as the main character as seen in R.J Palacio's *Wonder*. The researcher uses descriptive qualitative method because the main character does not have calculation or statistical procedure. Using descriptive qualitative also more appropriate than the quantitative one to get a deep understanding of the content.

In collecting data, the researcher does some steps to collect as follows: The first step is reading the novel carefully several times to understand the content of the novel, to catch the idea and find out the intrinsic elements of the novel.

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-chapters. The second step is gaining some information. The researcher visits the libraries to find sources that relate to the study, then reads the sources and make some notes, categories the data and the researcher also explores the internet to get more information and data observation to support the research. The third step is selecting data. All of the data related to the topic were used as references to support the research such as books, journal and internet sources are selected and analyzed to answer the problem formulation.

After the data are collected, they are analyzed through a deep analysis. Data analysis that used by the researcher is qualitative description. The reason of using qualitative descriptive description is giving description accurately, factually and systematically to take conclusion and relationship of the phenomenon and the object which will be analyzed.

III. DISCUSSION

A. *The plot is one of the important elements in literary work, because the plot is the sequence of events in which a story is arranged.*

1) *Exposition*

Palacio describes it from the main character who thinks that he is a normal child with common habits like other children do. On the other hand, other people assume that Auggie is not an ordinary child because after he came to the playground the other children around him screamed in fear and ran away.

From that the reader can conclude that Auggie is not an ordinary kid. Palacio also introduced the characters involved in her novel. For the first is Via. Via is Auggie's sister. In this novel, Via is demure and loving character especially to his younger siblings. On the other hand, Via must be willing not

to get the full attention of their parents because their parents are too focused on Auggie's condition. That is why Via jealous and sad, but she prefers to hide those feelings and give the best for her brother.

2) *Inciting Incident*

Palacio introduced the initial problem when Auggie was accepted at formal school. After having discussions with his parents, Auggie finally wants to study formal school. However, he must also be mentally prepared to adapt to his friends. Auggie's parents were afraid that their child would be mistreated by a friend because of Auggie's condition. However, Mr. Thusman, one of Auggie's teacher, make sure that Auggie will get good friends and he will be fine here. On the first day, Mr. Thusman introduces several students to Auggie namely Julian, Charlotte, and Jack.

They got a job from Mr. Thusman to help Auggie know about his school. They introducing the rooms and facilities that available in the school, and Mr. Thusman hopes they can become good friends of Auggie and help Auggie study in formal school.

But in reality, Julian cannot accept Auggie's condition completely. While in the science room, Julian asked Auggie about the condition of his disfigured face. Charlotte has forbidden Julian to ask that question, because the question can hurt Auggie. But Julian still ask on the grounds that Mr. Thusman allows them to ask Auggie anything and get to know Auggie more closely. Because of this problem all conflicts occur.

3) *Rising Action*

Almost every day Auggie gets bad words and acts from Julian and his friends. They often bully Auggie without guilt. But Auggie prefers to be quiet to respond to their attitude. However, Auggie was unable to hold back his anger when Julian said about his hair.

Auggie really likes Star Wars and galaxies. For those reasons he likes science lessons and dreams of becoming an astronaut. Auggie has a tiny braid in the back of his hair like Padawan on Star Wars. However, it was ridiculed by Julian, he assumed that the tiny braid was perfect for Auggie's face condition. He talked in class and was heard by all students so that Auggie was embarrassed and felt very bad.

After school, Auggie immediately cut his tiny braid. He thought that the tiny braid makes his appearance worse. Via, Auggie's sister, tried to calm Auggie by advising him, but it did not relieve Auggie pain. Auggie became very insecure and chose to be alone in his room. Auggie's parents begin to worry about Auggie psychic conditions and try to make Auggie comfort in various ways. They are afraid if Auggie is traumatized. After trying various ways, they finally succeeded in convincing Auggie that he could be an outstanding student at school. With the trust of his parents, Auggie is getting stronger and ignoring their bad words. From this incident, Palacio told her readers that Auggie had experienced bullying problems in his class.

4) *Climax*

Mr. Thusman asked him to be friends with Auggie at the beginning of the semester, and he was also sure that he had been placed to sit together with Auggie by the teachers. Jack is one of the students who get a scholarship at the school, and

automatically he has to do whatever the teacher commands. Seeing that, Auggie became very scared and not confident. On the following day, he tried to avoid Jack and ignored him. Jack confused by Auggie's attitude to him, because he does not know that Auggie has heard everything he said at that time.

5) *Falling Action*

Julian forced Jack to stay away from Auggie and be friends with him. On the other hand, Jack does not accept if Auggie always being bullied by Julian. Finally, a fight broke out between the two of them. Jack punched Julian right in the mouth. And Julian replied by giving a back punch to Jack right on his face. Then chaos happens until the teacher comes and strikes the fight. Both of them were called to Mr. Thusman's room and explain the reason for their fight.

6) *Resolution*

Jack and his mother are called into Mr. Thusman's room and explain all the events that happened between Jack and Julian. Jack says that he is not friends with Julian. His mother scold Jack and tell him that hitting was very rough. Then Mr. Tushman explain that Jack is a good boy and it was the first time Jack hit his own friend.

All the problems between Jack and Julian have ended well. Jack has explained all the reasons and Mr. Thusman says that everything is going to be okay. Jack's mother really appreciates for that. Then they go home and Mr. Thusman advises Jack to reflect on all the mistakes he has made.

7) *Dénouement*

All people around Auggie relay thankful for what Auggie did. He is inspiring. He can pass all the problems especially bullying from his own friends well. He proves that deficiencies did not hinder his life. He can adapt like other children and live with a good life. Even he can perform and show that he can. Everyone learns from Auggie. How he can accept everything on him, foster confidence and fight anger in himself. Auggie is indeed a child who has a disability, but not with his heart and mind. With his strength, he can change people's mindsets and make themselves better.

B. *Bullying experienced by the main character*

1) *Bullying problems experienced by the main character*

Based on Thijs & Verkuyten (2008) theory in chapter two, it can be said that Auggie was bullied by his friend at school in secluded places such as classroom and playground especially when there was no teacher. It can be proven by some point below:

a) *Bullying at play ground*

Auggie get bad act from people around him especially when he on playground. He just like a weird people. Almost all people stare at him. He felt lonely and no one want to walk or play with him. And the worst thing is when his friends say rude words to him such as Monster, Freak, etc. It is the real of intimidation that can make Auggie's mental down.

a) *Bullying at classroom*

Auggie was ostracized by his friend. They show that Auggie is someone who must be avoided at school because of his face. In this case, we can know that supervision from adults or teachers is very important.

2) *Types of bullying experienced by the main character*

a) *Physical bullying*

Auggie got into a fight with Eddie's gang. But he did not run away and tried to fight. Suddenly Amos and his gang come to help Auggie and Jack. After struggling, Amos and his gang finally become Auggie's friends because they are impressed with his courage. They didn't expect Auggie would be brave like that despite all his shortcomings. After the end of the semester, Auggie finally began to enjoy his school life and became popular. Eddie was distributed around the school. Auggie was finally accepted by people because they thought.

b) *Social bullying*

We know that in his first day of school Auggie got bully by some people at his school, but he did not even overreact by revenging to them or doing other bad things because Auggie did not want to do something like that. He just ignores and walking act like everything is fine.

a) *Verbal bullying*

One of the students who used a mummy costume said that Auggie face is like a skull. And Julian also said that if he had a face like that, he would hide for the rest of his life. Then they laugh together. Auggie felt angry and very disappointed to know that students who used the mummy costume is his best friends, Jack. Auggie does not believe that Jack can do something like that. Auggie then left the class and cried behind the mask he used, holding back his disappointment and anger to his friend.

a) *Cyber bullying*

Auggie received some notes with scolding words. But when he received that, he did not so care about it again because he was used to thinking like that. Sometimes, he even replied with a few words either good or funny. And in Halloween celebration, his friends were mocking him directly. It seemed that Auggie had a lot of people who dislike him but in another way he treated them nicely.

a) *Psychological bullying*

Auggie was very frustrated when he got pressure from his friend. Auggie is a Star Wars lover and he has small braids in his hair. Julian said that Auggie was like a Padawan (a character in a Star Wars movie) and that hurt him a lot. Supposedly, he was able to adapt well at the beginning of school, but the frustration made Auggie not confident and chose to cut his little braid. Auggie also cries when he has got bad treatment every day from his friend in the school.

3) *Bullying effects experienced by the main character*

Bullying is a serious threat to our youth today. Being bullied can affect everything about a child such as how they see themselves, their friends, school, and their future. Bullying also have negative short and long-term consequences for both the victim and the bully. Based on Domenech et al (2009) theory in chapter two, on his book that there are a variety of ways to find out if our child is experiencing bullying from the following effects:

a) *Short-term effects*

Short-term effects experienced when the victim begins to adapt to his environment but he gets insults from people around him. At that moment, he began to give up and lost his dream. Auggie felt give up and did not want to study again. He gets bad treatment from his friend almost every day. He blamed himself and regretted being born ugly. However, Auggie's mother is always there for Auggie and tries to help

Auggie in every condition. Auggie has a great family. They always support Auggie regardless of her condition.

b) Long-term effect

It happens when he has to face even more difficult problems, where he must choose to surrender or fight to overcome the problem. Like Auggie, he still struggles and show that he can be accept in his environment. we can understand that Auggie finally could adapt positively to the entire situation about the school, friends, and other things. He made it through all of the adversity. After all of the struggle, he came to the end of the semester and on graduation day he received Henry Ward Beecher medal from his school which signified he had become a brave, kind, friendly, and great kid.

C. The Moral Values

In this part, the researcher wants to explain several moral values that can be taken from the novel. They are:

1) Family member should support each other

Auggie's family always supports each other no matter what. It becomes the strong point that they have and also became one of the support systems to make Auggie stronger to deal with his adversity. Auggie's family always shows their affection, love, and care through their daily. This is what family should do when they going through the adversity, they have to accept what they are without any hesitation, they have to give them support, and they have to always help each other.

2) We should not judge someone from his/her physical

Auggie may be born with an unusual face, but behind it all, he has a good personality. First time people see him, they will look at him with a strange look or even they will say something rude to him. But his friends soon realize that Auggie is a fun, kind, brave, and smart kid. His appearance has absolutely nothing to do with his personality. The novel reveals the unnatural nature of the terrible bullying that must be retained by Auggie.

3) Be brave and not easy to surrender to bully

Although Auggie gets disappointed by people's comments and also with all the bad acts that he received, Auggie finally can stand up boldly, defiantly, and not giving up. His attitude expresses his courage. Knowing that he has to deal with the bully every day at his school. But in the end, he managed to overcome it, he also managed to achieve a reward from his school, become popular and gains a lot of friends.

IV. CONCLUSION

Based on the research findings in chapter four, the research can be concluded as follows: The plot from this novel is progressive. In the beginning, Auggie was bullied because of his physical disability, even many of his friends moved away and provoked to leave Auggie alone. There was a moment where auggie gave up, but with the support from his family and good friend, he dared to fight them with courage and achievement.

In the novel, Auggie as the main character experienced psychological problems that became rebellious to his parents and stubborn because of bullying. He got effect from bullying especially on his mental. Sometimes he felt give up and disappointed to his life. But, he keep struggles and against bullying. So, bullying makes Auggie get better because he can

psychologically fight his emotional and get support from his family.

Moral value involved in novel Wonder are positive values is including: Family should support each other, do not judge someone from the appearance, be brave and not easy to surrender to bully.

REFERENCES

- [1] Amanda B. Nickerson. (2019). Preventing and Intervening with Bullying in Schools: A Framework for Evidence-Based Practice. *School Mental Health*. 11, 15-28.
- [2] Bellmore, Ami. (2016). Whose Responsibility Is It to Stop Bullying. *Policy Insights from the Behavioral and Brain Sciences*. 3(1), 92-97.
- [3] Al-Raqquad, H.K., Al-Bourini, E.S., Al Talahin, F.M., Aranki, Raghda., Elias, Michael., (2017). The Impact of School Bullying on Students' Academic Achievement from Teachers Point of View. *International Education Studies*. 10: 44-50.
- [4] Axford, Nick., Clarkson, Suzy., Wrigley, Zoe., Hutchings, Judy., Bjornstad, G.J., Farrington, D.P. (2015). Involving parents in school-based programs to prevent and reduce bullying: what effect does it have. *Journal of Children's Services*. 10, 242-251.
- [5] Bertens, Kess. (2000). *Etika*. Jakarta: Gramedia Pustaka Utama.
- [6] Buzan, Tony. (2003). *Head Strong: PT*. Gramedia Pustaka Utama. Jakarta.
- [7] Brown S, Taylor K. (2008). Bullying, education and earnings: Evidence from the National Child Development Study. *Economics of Education Review*, Elsevier.27(4) :387-401.
- [8] Carlyle, Steinman. (2007). Demographic differences in the prevalence, co-occurrence, and correlates of adolescent bullying at school. *Journal of School Health*. 77(9): 623-629.
- [9] Coloroso, B. (2008). *Stop Bullying*. Jakarta: PT. Serambi Ilmu Semesta.
- [10] Coon, Dennis. (1986). *Introduction to Psychology*. New York: West Publishing Company.
- [11] Dickerson, Darby. (2005). Annual Review of Cyber Therapy and Telemedicine. *Cyberbullies on Campus*. 37(1): 55-60.
- [12] Farmer T, Cristin M. (2010). Aggression and Violent Behavior. *Bullying and the peer group*. 15(2):112-120.
- [13] Frey et al. (2005). Applied Developmental Psychology. Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behaviour. 26(2):171-200.
- [14] Freytag, Gustav. (1896). *Freytag's Technique of the drama: an exposition of dramatic composition and art*. Chicago: S. C. Griggs.
- [15] Graham, Sandra. (2016). Victims of Bullying in School. *Theory into Practice*. 55, 136-144.
- [16] Gerlinger J, James Co. (2016). Preventing School Bullying: Should Schools Prioritize an Authoritative School Discipline Approach Over Security Measures. *Journal of School Violence*. 15, 133-157.
- [17] Hornby, A.S. (1995). *Oxford Advance Learner's Dictionary of Current English*. London: Oxford University Press.
- [18] Hornby, Garry. (2016). Bullying: An Ecological Approach to Intervention in Schools. *Journal Preventing School Failure: Alternative Education for Children and Youth*. 60, 22-30.
- [19] Hymel, S., & Swearer, S. M. (2015). Four decades of research on school bullying: An introduction. *American Psychologist*, 70(4), 293-299.
- [20] James, W. (1890). *The principles of psychology*. New York: Henry Holt and Company the Principles of Psychology.
- [21] Johnson, Calyn G. (2013). *Forms of Bullying, Implications, Demographics, and a Review of an Anti-bullying Prevention Program*. Washington: American Psychological Association.
- [22] Juvonen J, Gross EF. (2008). Extending the school grounds. Bullying experiences in cyberspace. 78(9):496-505.
- [23] Kaukiainen, A., & Lagerspetz, K. M. J. (1998). *Aggression in the Social Relations of School-aged Girls and Boys*. London: Routledge.
- [24] Klarer, M. (2004). *An Introduction to Literary Studies*. London: Routledge.

- [25] Kumara, Amitya. (2016). Anti-Bullying Research to Improve the Condition of Children in Indonesia. [Thesis]. Yogyakarta (ID): Universitas Gadjah Mada.
- [26] Lee, Chris. 2004. Preventing Bullying in Schools: A Guide for Teachers and Other Professionals. London: Paul Chapman Publishing.
- [27] Martani, Wuri. (2017). The Portrayal of Hannah's Struggle in Facing Bullying in Jay Asher's Thirteen Reasons Why: A New Criticism Study. [Thesis]. Surabaya (ID). Universitas Airlangga.
- [28] Menesini, Arselia., Samlivalli, Christina. (2017). Bullying in schools: the state of knowledge and effective interventions. *Journal Psychologi, Medicine and Health*. 22:240-253.
- [29] Minderop, Albertine. (2010). Psikologi Sastra: Karya Sastra, Metode, Teori, dan Contoh Kasus. Jakarta: Yayasan Pustaka Obor.
- [30] Navarro, Raúl., Ruiz-Oliva, Roberto., Larrañaga, Elisa., Yubero., Santiago. (2015). The Impact of Cyberbullying and Social Bullying on Optimism, Global and School-Related Happiness and Life Satisfaction Among 10-12-year-old Schoolchildren. *Applied Research in Quality of Life*. 10: 15-36.
- [31] Nadia S. Ansary, Maurice J. Elias, Michael B. Greene, Stuart Green. (2015). Best practices to address (or reduce) bullying in schools. *97 (2)*, 30-35.
- [32] Moretti, Franco. (2011). Network Theory, Plot Analysis. San Francisco: Stanford Literary Lab.
- [33] Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Malden, MA: Black-well Publishing.
- [34] Palacio, Raquel. J. 2012. *Wonder*. United Stated: Alfred A. Knopf.
- [35] Gillette et al. (2009). *Bullying at School and Online*. Washington DC: Education.com Holdings, Inc.
- [36] Putri, Ajeng. (2018). The Resilience of The Main Character as Reflected in Raquel Jaramillo Palacio's *Wonder*: A Psychological Approach. [Thesis]. Yogyakarta (ID): Universitas Ahmad Dahlan.
- [37] Rigby, Ken. (2008). *Children and Bullying: How Parents and Educators can Reduce Bullying at School*. Oxford: Black-well Publishing.
- [38] Ross, D. (2002). Literature Review of Bullying at Schools. *Bullying and Harassment at Schools*. 9(2):107.
- [39] Rosyadi, Khoiron. 2004. *Pendidikan Profetik*. Yogyakarta: Pustaka Pelajar.
- [40] Saarento, Silja., Garandea, C.F, Salmivalli, Christina. (2014). Classroom - and School - Level Contributions to Bullying and Victimization: A Review. *Journal of Community and Applied Social Psychology*. 44:591-600.
- [41] Susan Swearer and Shelley Hymel. (2015). Bullying and Discrimination in Schools: Exploring Variations Across Student Subgroups. *School Psychology Review*. 44(4), pp. 504-509.
- [42] Song, Jiyou, Oh, Insoo. (2017). Investigation of the bystander effect in school bullying: Comparison of experiential, psychological and situational factors. *Journal Indexing & Metrics*. 38(3). 319-336.
- [43] Subhan, Bustami. (2015). *A Guide to Literary Criticism*. Yogyakarta: LPPDMF.
- [44] Thijs J, Verkuyten M. (2008). Students' anticipated situational engagement. *Netherlands : Genet Psychol Company*.
- [45] Wellek, Rene and Werren, Austin. (1966). *Theory of Literature*. New York: Harcourt, Brance And World Inc.
- [46] Woodford, K. (2003). *Cambridge Advance Learner's Dictionary*. Cambridge: University Press.