

## SPEECH ACTS OF BULLYING AGAINST WOMEN IN THE FILM SERIES "THE GLORY"

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### Abstrak

*Bullying merupakan fenomena sosial yang sering terjadi di berbagai lapisan masyarakat, termasuk di lingkungan pendidikan yang seharusnya menjadi tempat pembentukan karakter manusia. Kasus perundungan di Indonesia menunjukkan bahwa tindakan intimidatif masih menjadi persoalan serius, terutama bagi perempuan yang rentan mengalami tekanan psikis. Drama Korea The Glory menggambarkan bentuk-bentuk perundungan terhadap siswi perempuan secara eksplisit, sehingga menarik dikaji melalui perspektif pragmatik. Penelitian ini bertujuan menjelaskan tipe tindak tutur perundungan verbal terhadap perempuan dalam film The Glory, bentuk tuturan yang digunakan, serta dampak psikis yang ditimbulkan. Penelitian ini menggunakan metode kualitatif-deskriptif dengan teknik pengumpulan data melalui simak dan catat terhadap tuturan dalam film yang mengandung unsur perundungan verbal. Analisis data menggunakan teori tindak tutur Searle dan model analisis interaktif Miles, Huberman, dan Saldana, sedangkan keabsahan data diuji dengan triangulasi metode, sumber, dan instrumen. Hasil penelitian menunjukkan bahwa tindak tutur perundungan verbal mencakup tipe direktif, representatif, asertif, dan ekspresif. Bentuk perundungan verbal meliputi membentak dengan nada keras, menakut-nakuti dan mengancam, mengejek dan meremehkan, serta memanggil dengan sebutan yang merendahkan. Dampak perundungan verbal mencakup kecemasan, depresi, rendah diri, isolasi sosial, dan gangguan stres pascatrauma (PTSD). Penelitian ini menegaskan bahwa analisis tindak tutur dalam film dapat menjadi sarana edukatif untuk meningkatkan kesadaran masyarakat terhadap bahaya perundungan verbal terhadap perempuan.*

**Kata kunci:** tindak tutur, perundungan verbal, perempuan, psikis

### Abstract

Bullying is a social phenomenon that frequently occurs across various levels of society, including educational settings that should serve as spaces for human character development. The high prevalence of bullying cases in Indonesia indicates that acts of intimidation remain a serious issue, particularly for women who are more vulnerable to psychological pressure. The Korean drama *The Glory* explicitly depicts various forms of bullying against female students, making it relevant to be analyzed through a pragmatic perspective. This study aims to explain the types of verbal bullying speech acts against women in *The Glory*, the forms of utterances used, and the resulting psychological impacts. This research employs a qualitative-descriptive method with data collected through observation and note-taking of utterances in the film containing verbal bullying. The data were analyzed using Searle's speech act theory and the interactive model of Miles, Huberman, and Saldana, while data validity was ensured through triangulation of methods, sources, and instruments. The findings show that verbal bullying speech acts include directive, representative, assertive, and expressive types. The forms of verbal bullying comprise shouting harshly, threatening and intimidating, mocking and belittling, and using degrading nicknames. The psychological impacts include anxiety, depression, low self-esteem, social isolation, and post-traumatic stress disorder (PTSD). This study emphasizes that speech act analysis in films can serve as an educational medium to raise public awareness of the dangers of verbal bullying against women.

**Keywords:** speech act, verbal bullying, women, psychological impact

## 1. INTRODUCTION

Bullying is a social phenomenon that is familiar in society's life. Sadly, this bullying case occurred in an educational environment, where educational institutions should be the place to "humanize humans" where humans are expected to be able to understand themselves, other people, nature and their cultural environment. According to data from research results from the Program for International Students Assessment (PISA) 2018 shows students who admitted to having experienced bullying in Indonesia as much as 41.1%. The number of student victims of bullying is far above the average for OECD member countries, which is only 22.7%. Apart from that, Indonesia is in the fifth highest position out of 78 countries as the country where the most students experience bullying (Jayani, 2019). Apart from that, Nadiem presented the results of the 2021 National Assessment (AN) or 2022 Education Report Card which showed that around 25 percent of students in Indonesia experienced various forms of bullying. The types of bullying they receive vary, whether physical, verbal, social/relational, or online, aka cyberbullying (Astungkoro, 2023).

Bullying is an act of intimidation carried out repeatedly by a stronger party against a weaker party, carried out deliberately and with the aim of hurting the victim physically or emotionally (Juvonen, Jaana & Graham, 2014). In addition, according to Rigby, bullying is aggressive behavior that is carried out repeatedly and continuously, there is an unequal power between the perpetrator and the victim (Rigby, Ken & Smith, 2011). The impact that occurs as a result of bullying is psychological disorders and even physical disorders, even the impact of very acute bullying can cause death for someone who cannot overcome the problem and because there is no support from the people closest to them. The bullying phenomenon that occurs in society can be an inspiration for filmmakers to present

bullying in a film. Films are built based on story threads with messages and moral content that they try to communicate to their target audience.

The play "The Glory" explains the action of bullying that occurs among female students both at school and outside school. The act of bullying is explained in a real way so that the audience is able to understand how bullying can occur. This drama has succeeded in stealing the attention of various groups, especially the Indonesian people, especially since this drama is based on a true story. The success of "The Glory" brought this drama to become the number one most popular drama in Indonesia and top ten globally on Netflix.

"The Glory" is a South Korean drama that aired on Netflix on December 30, 2022, with a drama, mystery, and thriller genre, directed by An Gil-ho and written by Kim Eun-sook. The drama tells the story of a high school student in the past named Moon Dong Eun (Song Hye Kyo) who was bullied by Park Yeon Jin (Lim Ji Yeon), Lee Sara (Kim Hieora), Jeon Jae Joon (Park Sung Hoon), Choi Hye Jeong (Cha Joo Young), Son Myeong-O (Kim Gun-Woo) who has a rich background which makes Moon Dong Eun unable to fight because of her poor condition. Moon Dong Eun was bullied sadistically and even attempted suicide. Dong Eun reported the bullying she experienced to the authorities, including the police and teachers, but no one responded, and the bullying she received was even worse. So Dong Eun decided not to continue her studies and worked as a factory employee while studying for the college entrance exam. However, with the pain she experienced during being bullied during high school, Dong Eun promised Yeon Jin that they would meet again in the future.

Victims of bullying crimes will experience very severe trauma in living their lives, especially female victims, considering that girls are more sensitive and anxious about other people's assessments of themselves, compared to boys.

This is because girls are more sensitive to their self-esteem to be accepted in the surrounding environment (Kristanti, E. P. dan Andromeda, 2018)). This is also what Dong Eun experienced, so she has a dream of taking revenge for the pain she experienced in the past. She carried her physical and psychological trauma into adulthood until it led her to the path of revenge.

Film is a complex social, psychological and aesthetic phenomenon that is a document consisting of stories and images accompanied by words and music. So film is a multidimensional and complex product (Siregar, 2000). Films are not only used as entertainment media, but also as a means to educate the audience and convey moral messages (Nurhidayah, 2017). Films, in general, can be divided into two forming elements, namely narrative elements and cinematic elements. These two elements interact and are continuous with each other to form a film. Each of these elements will not be able to form a film if it just stands alone (Pratista, 2008). It could be said that the narrative element is the material (content) that will be processed, while the cinematic element is the way (style) to process it.

Verbal bullying in the drama "The Glory" includes speech acts that contain negative meanings carried out verbally to convey something that contains curse words or ridicule intended to demean someone. Verbal bullying is the easiest type of bullying to carry out and is often the beginning of other bullying behavior and can be the first step towards further violence. Verbal bullying is behavior expressed in verbal sentences in the form of words that have harsh, negative meanings and can cause humiliation. According to (Susilowati, 2008), verbal bullying, sometimes called psychological bullying, is an act of bullying in the form of words that result in an increased feeling of helplessness (Pratiwi, 2016).

The results of initial observations carried out by researchers, among the forms of verbal bullying speech acts contained in the drama "The

Glory" in the first episode with a duration of 18 minutes 28 seconds, there is a dialogue spoken by Park Yeon-jin as the perpetrator of bullying against Moon Dong-eun as the victim of bullying conveying narratives in the form of: "I see your attitude is polite today, okay I return it. But you dance while we drink, I won't touch the money. How? I said dance. Singing and dancing go well with drinking. If you don't want to, there are other options. I found this at your house (points to the iron). You're a mess now. If you try to be arrogant, then you will really be a mess. So dance, dance humiliated."

The speech acts in the screenshot above are included in the type of directive speech acts (command speech). The speaker gives an order by writing the words "dance with humiliation". The number of bullying speech acts found in the drama "The Glory" is interesting to examine in more depth with the aim of showing the form of verbal bullying speech acts carried out by Park Yeon-jin and her friends towards Moon Dong-eun. Furthermore, this research uses a pragmatic approach which focuses on the speech act theory proposed by Searle (1979) including assertive, directive, commissive, expressive, and declarative illocutions (Novianti, 2008). As is known, in pragmatic research, an utterance always implies an action and the context of the speaker. The speech intended in this context is that conveyed by Park Yeon-jin and her friends, while the speech partner in this context is Moon Dong-eun.

This drama is interesting to examine considering that bullying cases are a phenomenon that often occurs, including in Indonesian society. Cases of bullying in Indonesia are increasing, but people still feel indifferent to the bad effects of bullying and consider it normal. Apart from that, the depiction of verbal bullying speech acts in this drama can also be used as a lesson for students, adults, and parents. Especially, parents are required to be sensitive to the child's condition

and the environment that the child faces every day.

Much research has been conducted on the drama "The Glory", including Advi Octa Anggraini (2023) which analyzes the content of bullying in the Korean drama "The Glory" season 1. The results of the research show that there are two types of bullying, namely physical and verbal, which can be found in episodes 1, 5 and 8. Next, Fadhilatul Ilmi Alifia Afkarina & Ahmad Aminuddin (2023) analyzed the semiotic representation of bullying cases in the drama "The Glory". The results of this research reveal that bullying violence is indicated by signs that include acts of violence such as slapping, grabbing, damaging parts of the victim's body, threatening, degrading, and even harassment. Kezia Chrismorsa (2023) also analyzed the representation of bullying in South Korea's "The Glory" season 1 (Roland Barthes' semiotic analysis). The results of this research found 3 types of bullying, namely physical bullying, verbal bullying, and relational bullying. There were 3 screenshots of physical bullying, including slapping, kicking, and injuring hands using a heating device. Then there are 4 screenshots of verbal bullying where examples were found, namely ordering, sexual harassment, and threatening. And relational bullying, there are 5 screenshots which include mocking laughter, laughing happily at other people's suffering, and aggressive gazes. So the total amount of data found was 12 screenshots.

Based on the previous studies above, writing regarding the analysis of speech acts of bullying against women in the Film Series "The Glory" has never been done and has novelty in the analytical framework used, namely pragmatic analysis which focuses on the theory of speech acts proposed by Searle.

## 2. METHOD

This type of research is qualitative-descriptive. The qualitative approach emphasizes

the depth of data analysis to obtain a comprehensive understanding of the phenomenon being studied. This method allows researchers to explore verbal bullying speech acts in the Film Series The Glory in their natural context. The types of data used include observations on the audio-visual display of The Glory, which depicts several scenes showing verbal bullying speech acts as primary data, and additional references from websites, journals, communication books, and other internet sources as secondary data.

For the data collection techniques, researchers used two methods, namely the listening technique and the note-taking technique. The listening technique in this research is a proficient listening technique, meaning that the researcher only acts as an observer of language use and is not involved in the speaking process at all. The listening activity was carried out by closely examining the dialogues in the Film Series The Glory. Subsequently, through the note-taking technique, the researcher documented utterances that potentially represent bullying speech acts to form written data for further analysis.

The collected data were analyzed using the Pragmatic Speech Act framework, focusing on Searle's (1979) theory of speech acts, which includes assertive, directive, commissive, expressive, and declarative illocutionary types. The analysis process followed Miles and Huberman's (1994) interactive model, consisting of data reduction, data display, and conclusion drawing or verification. This systematic approach ensured that the findings were obtained through continuous interaction between the researcher and the data, leading to accurate and meaningful interpretations (Sugiyono, 2018).

## 3. RESULT AND DISCUSSION

The drama "The Glory" tells the story of a high school student named Moon Dong Eun (played by Song Hye Kyo) who experienced cruel bullying in the past by a group of her classmates:

Park Yeon Jin (Lim Ji Yeon), Lee Sara (Kim Hieora), Jeon Jae Joon (Park Sung Hoon), Choi Hye Jeong (Cha Joo Young), and Son Myeong-O (Kim Gun-Woo). They come from rich families, while Dong Eun comes from a poor family, so she is unable to fight back.

The bullying that Dong Eun experienced was so brutal that it pushed her to the brink of attempting suicide. Although Dong Eun had reported the incident to the authorities, including the police and teachers, no action was taken. In fact, bullying is getting worse. As a result, Dong Eun decides to quit school and work as a factory employee while studying for her college entrance exam. However, with deep emotional wounds resulting from the bullying, Dong Eun promised Yeon Jin that they would meet again in the future.

### **Types of Verbal Bullying Speech Acts**

John Searle, a philosopher of language, developed speech act theory which explains how language is used not only to express information but also to carry out actions. In the context of speech act theory developed by John Searle, verbal bullying can be analyzed through various types of speech acts which function to carry out actions with words. In the context of verbal bullying, speech acts are often used to hurt, intimidate, or control the victim. The following are the types of speech acts that play a role in verbal bullying found in this research:

#### **Directive**

Here are some ways directive speech acts are used in verbal bullying:

#### **Order**

Directing or forcing someone to do something that harms or embarrasses them. Commands in the context of bullying are often accompanied by threats or degrading coercion. Example of the phrase: "You're a mess right now, if you try to be

arrogant then you'll really be a big mess. So dance in humiliation." In this phrase, the bully forces the victim to do something that humiliates him with the threat of more harm if he does not comply.

#### **Request**

Asking for something in a condescending or mocking tone. Even though it may sound explicitly like a request, the tone and context make it condescending or intimidating to the victim. Example of the phrase: "From now on, you can check whether the vise is hot enough?" (threatening to be tortured with a hot rod). In this example, the perpetrator uses a request that is actually threatening and aims to scare the victim.

Apart from directives, several other speech acts may appear in verbal bullying, but directives are the most dominant type because their main goal is to control or hurt the victim through instructions and threats. In applying Searle's speech act theory to understand verbal bullying, it is important to pay attention not only to the type of speech act used but also the context and intonation, because these factors greatly influence how the speech act is received and understood by the victim. Directive speech acts in verbal bullying show how words can be used as a tool of power and control, causing fear and psychologically degrading the victim.

#### **Representative**

Here are some ways representative speech acts are used in verbal bullying:

#### **Condescending Statement**

The speaker reveals information or facts that aim to humiliate the victim. Example of the phrase: "I know the term 'monthly room' thanks to you." In this phrase, the bully belittles and mocks the victim who comes from a poor family.

#### **Gives a Negative Image**

The speaker provides derogatory descriptions of the victim with details that humiliate or lower



the victim's self-esteem. Example of the phrase: "The point is, no one is protecting you, Dong-eun, the police, the school or your parents. What do you call people like that? Weak people." (while laughing). This statement describes the victim as a person who has no protection or support from anyone, whether from institutions or parents. By adding the comment "What do you call people like that? Weak people," the speaker emphasizes the victim's helplessness, aiming to humiliate and humiliate him.

Representative speech acts in verbal bullying can have a significant impact on the victim. Derogatory remarks can lower the victim's self-esteem, worsen emotional conditions, and strengthen negative stigma. In Searle's speech act theory, understanding how representative speech acts are used in negative contexts such as verbal bullying helps us understand the dynamics of power and oppression that occur through language. It also provides a foundation for developing effective intervention and prevention strategies in dealing with verbal bullying.

### **Assertive**

In the context of verbal bullying, assertive speech acts can be a powerful tool to hurt or degrade someone. Assertiveness (also included in the representative category, but with a focus on the speaker's attitude towards the proposition conveyed) is a speech act that expresses the speaker's belief about the truth of a proposition. In the context of verbal bullying, assertive speech acts are often used to express a negative or degrading attitude towards the victim, as in the phrase "He took off his shoes before entering!" which is expressed in a mocking tone, the speaker is actually highlighting the victim's habits with the aim of demeaning them. The habit may be considered shameful or associated with lower social status, so the statement is not just a description of the facts, but also an insult to the victim.

By using assertive speech acts, verbal bullies can express their attitude towards the victim in a way that seems objective or neutral, but actually means to hurt or degrade. This makes verbal bullying difficult to recognize and deal with because it is often disguised as casual comments or information that is not directly offensive

### **Expressive**

John Searle's speech act theory explains that language is not only a means of conveying information, but also for carrying out actions. In the context of verbal bullying, expressive speech acts are one method that is often used to hurt or humiliate the victim. Expressive speech acts include expressions in which speakers convey their feelings or attitudes towards something. In cases of verbal bullying, these expressions often contain negative emotions aimed at hurting the victim's feelings. The example you gave, "You're crazy, you know that? There's nothing wrong with slapping a friend," shows the use of expressive speech acts to express insults and justifications for violence. In the phrase "You're crazy, you know that? There's nothing wrong with slapping friends," speakers use expressive speech acts to express their negative feelings or attitudes towards the victim. This statement contains expressions of humiliation that demean the victim ("you're crazy") and justification for violence ("there's nothing wrong with a friend slapping"), provide justification for violence, which strengthens the emotional attack on the victim. The use of expressive speech acts in verbal bullying is very effective because it directly attacks emotions and victims' self-esteem, making them feel humiliated and psychologically hurt

In the context of bullying, speech acts function as a tool to express power and control, demean the victim, and create an atmosphere of intimidation. Bullying speech acts can include various forms of verbal expression such as insults, ridicule, threats, and so on. These

expressions can have a significant psychological impact on the victim, even before the physical abuse occurs. The speech act of verbal bullying in this research is the gateway or initial stage of more serious acts of bullying, whether physical bullying or other forms of bullying.

This is in line with (Salmivalli, 2010), research on the dynamics of bullying in schools, he found that verbal bullying often functions as a "gateway" for other forms of bullying. (Salmivalli, 2010). Apart from that, research conducted by Nuriati Sibarani, Tuti Setiawati, and Euis Suryani in 2019 also showed the same results that verbal bullying was the initial stage in the bullying process. In this study, the researchers discussed how verbal bullying is often the first step in a broader chain of bullying actions, which can escalate into physical or social bullying. They highlight the impact of verbal bullying on teenagers' mental and emotional health, as well as the importance of early intervention to prevent further escalation (Sibarani, 2019).

Among one of the main causes of verbal bullying is a lack of empathy and a lack of clear and positive self-expression. Empathy is the ability to understand and feel the feelings and experiences of other people. When someone lacks empathy, they may be insensitive to the impact their words or actions have on others. This can lead to insensitive behavior, including verbal bullying, because they do not consider the feelings or perspective of the person they are targeting. Meanwhile, when someone is unable to express themselves clearly and positively, this can lead to frustration and tension. Individuals may use verbal bullying as a way to express their dissatisfaction or inadequacy in an unhealthy way. Lack of adequate communication skills can also affect the way individuals express themselves, so they may be more susceptible to using hurtful words. The combination of a lack of empathy and a lack of positive self-expression often creates an environment where verbal bullying can flourish. It is important to increase

understanding of the importance of empathy and positive communication in reducing incidents of verbal bullying and promoting a safer and more supportive environment.

Therefore, the main recommendation for dealing with verbal bullying is through the development of positive empathic communication skills. Communication skills training can be an effective approach to help students improve their ability to communicate effectively and reduce the risk of engaging in bullying behavior. In the context of bullying, empathetic communication involves an approach that respects and understands the feelings of both the victim and the perpetrator of bullying. Empathetic communication is very important in overcoming bullying because it can help change behavior patterns. When students learn to understand and respect the feelings of others, they tend to be more thoughtful in their actions, thereby reducing the likelihood of bullying behavior (Ahyani, L. N., Pramono, R. B., & Astuti, 2018). Empathic communication can change the way students interact. By actively listening and respecting others' perspectives, students can better understand the negative impacts of their actions and choose to act more wisely (Fatimatu Zahro, A. dan Suseno, 2018). Applying empathetic communication in overcoming bullying is an effective strategy because it focuses on building understanding, support and concern for other people's feelings (Kusuma, M. A. Q. M. dan Pratiwi, 2020). Through this approach, students tend to become more open, caring, and aware of the impact of their behavior on others. Communication skills training not only helps reduce verbal bullying in schools, but also strengthens healthy interpersonal relationships and promotes a more inclusive and respectful school culture.

### **Forms of Verbal Bullying**

Forms of verbal bullying found in this research include:

### **Shouting or scolding in a loud tone**

As in the phrase "You came here in your school uniform? You reported to the police about a prank between friends?" and the phrase "you're crazy, you know that? There's nothing wrong with slapping a friend." In this context, shouting and scolding in a harsh tone falls into the category of verbal bullying because it aims to humiliate, insult and make the victim feel afraid or worthless. This form of bullying can have a serious impact on the victim's mental and emotional health, as experienced by Moon Dong-eun in the series "The Glory."

### **Scare and threaten**

In the case of Moon Dong-eun from the drama "The Glory," several phrases reflect a form of verbal bullying in the form of intimidating and threatening, as explained below:

### **Threats of Physical Violence**

Statements like "I said I would kill!" is an explicit threat that can cause deep-seated fear in the victim. This threat causes severe psychological pressure, because it carries the possibility of serious physical violence.

### **Use of Violence in Other Forms.**

Phrases like "From now on, you can check whether the flat iron is hot enough?" showing threats of physical violence using tools. This is not only intimidating, but also shows intent to cause physical harm.

### **Isolation and Loss of Help**

The phrase "Don't waste your energy, you can scream freely, no one will know, no one will come" emphasizes the victim's inability to get help. This increases feelings of helplessness and hopelessness in the victim, and strengthens the perpetrator's control over the victim.

These phrases clearly show how verbal threats and intimidation are used to control, frighten and psychologically weaken victims. This form of

bullying is very damaging because it attacks the victim's mental and emotional well-being, creates a constant feeling of fear, and strengthens the perpetrator's dominant position.

### **Mocking and belittling**

In the drama "The Glory," several phrases reflect a form of verbal bullying in the form of teasing and belittling, as explained below:

### **Underestimating Economic Status**

The phrase "You live in an inn. I know the term 'monthly room' thanks to you" belittles Moon Dong-eun's economic status. By mentioning that they know the term "monthly room" because of Dong-eun, the perpetrator highlights and humiliates the victim's economic situation, which can lead to feelings of shame and low self-esteem.

### **Mocking Habits or Behavior**

On the phrase "He took off his shoes before entering!" mocking habits or behavior by associating these habits with stereotypes of poor people. Mocking the victim's habits, especially those related to economic class, can make the victim feel marginalized and not accepted in their social environment.

These phrases fall under verbal bullying which aims to ridicule or belittle the victim. This kind of bullying often attacks the victim's self-esteem and dignity, causing feelings of shame, low self-esteem and social isolation. This form of bullying is as damaging as other forms of bullying, as it has long-term impacts on the victim's mental and emotional health.

### **Calling bad and degrading names**

The verbal bullying experienced by Moon Dong-eun involved the use of insulting and degrading words. As in the first phrase, "Crazy bitch. What are you wearing this time??" uses very harsh and inappropriate words to call it. Meanwhile the second phrase, "you're crazy, you know that? There's nothing wrong with slapping



a friend," also contains insults and physical threats that can be very psychologically detrimental to those who receive it. Verbal bullying like this can seriously affect the emotional and mental well-being of the person who is the target.

### **Condescending and oppressive**

The verbal bullying experienced by Moon Dong-eun involved forms of bullying in the form of demeaning and pressing. As in the phrase "In essence, no one is protecting you, Dong-eun, the police, the school or your parents. What are people called like that? weak people." This statement is a form of derogatory insult. This shows that he is perceived as helpless and without any support, which is very detrimental emotionally. In addition, this statement also creates psychological pressure by showing that he is alone and no one cares or can help him, exacerbating feelings of helplessness and fear. This phrase indicates the use of words designed to insult, degrade, and oppress Dong-eun, creating an extremely unsafe environment and harming her mental well-being.

### **The Impact of Verbal Bullying**

Forms of verbal bullying such as shouting or scolding in a loud tone, scaring and threatening, mocking and belittling, calling bad and degrading names, and belittling and pressuring can have a significant negative impact on the psychology and mental state of the victim. Among others are:

#### **Anxiety and Depression**

Victims of verbal bullying often experience excessive anxiety. They feel like they are always being watched and are afraid that bullying will happen again. According to research by (Herlina, 2018), anxiety is one of the most common impacts experienced by victims of verbal bullying (Herlina, 2018). Additionally, verbal bullying can cause victims to feel hopeless and worthless, which can develop into depression. Research from (Nurdiani, F. dan Syafiq, 2017)

shows that verbal bullying has a strong correlation with levels of depression in adolescents (Nurdiani, F. dan Syafiq, 2017). A very clear example of the impact of verbal bullying can be seen in the character Moon Dong-eun in the drama "The Glory". Moon Dong-eun experienced various forms of verbal bullying which caused her to experience anxiety and depression heavily. The trauma he experienced left him socially and emotionally isolated, and he is constantly haunted by his past experiences.

#### **Low Self-Self and Low Self-Esteem**

Victims often feel unworthy and do not believe in their own abilities. A study from (Rahmawati, 2016) found that victims of verbal bullying showed significantly lower levels of self-esteem compared to their peers who did not experience bullying. (Rahmawati, 2016). This decrease in self-esteem can affect various aspects of the victim's life, including academic performance and social relationships. In the drama "The Glory," Moon Dong-eun's character is a clear example of the impact of verbal bullying. Moon Dong-eun experienced various forms of verbal bullying which led to feelings of inferiority and low self-esteem. The trauma he experienced during his school years caused him to feel worthless and isolated, affecting his life deeply.

#### **Social isolation**

Victims tend to withdraw from their social environment because they feel insecure and afraid of further bullying. According to research by (Kurniawan, A. dan Fitriani, 2019) social isolation is one of the defense mechanisms used by victims of verbal bullying to protect themselves from emotional pain. (Kurniawan, A. dan Fitriani, 2019). In the drama "The Glory," Moon Dong-eun's character is a real example of the impact of social isolation due to verbal bullying. Moon Dong-eun experienced various forms of verbal bullying that caused her to withdraw from her social circle. He became

emotionally and socially isolated, living in deep loneliness and trauma.

### **Post-Traumatic Stress Disorder (PTSD)**

In some cases, victims of severe verbal bullying may experience post-traumatic stress disorder (PTSD). Research from Sari and Widuri (2020) shows that repeated verbal bullying can cause PTSD symptoms, such as nightmares, flashbacks and excessive anxiety (Fanny Carina Ossa, Reinhard Pietrowsky, Robert Bering, 2019). In the drama "The Glory," Moon Dong-eun's character is a real example of the impact of PTSD due to verbal bullying. Moon Dong-eun experienced various forms of verbal bullying so severe that she was constantly haunted by her past trauma. Her PTSD caused her to experience flashbacks of bullying incidents, excessive anxiety, and deep-seated fear, all of which affected her emotional well-being and overall life.

### **Recommendations Based on Research Results**

Based on the explanation above, it shows how serious the impact of verbal bullying is on the victim's psychological and mental condition. Verbal bullying is often considered less serious than physical bullying, but in reality the psychological impact of verbal bullying can be the same, or even more damaging. Therefore, It is important for society, schools and communities to understand the serious impact of verbal bullying and take preventive steps and provide support for victims.

Among the forms of effort that can be made to overcome verbal bullying from schools, teachers and parents are as follows:

#### **School**

Schools are expected to have comprehensive anti-bullying program. Through the implementation of an anti-bullying program which includes education about the types of bullying, its impact, as well as how to report and deal with bullying. In addition, it provides clear

rules and consequences for perpetrators of bullying. In this case, schools need to facilitate training for teachers and school staff in early detection and handling of bullying cases (Astuti, 2020). Apart from that, schools can initiate a safe and inclusive school environment, namely encouraging a school culture that supports mutual respect and respect for differences. In this context, Supriyadi believes that schools need to hold socialization activities to strengthen positive relationships between students and reduce social isolation (Supriyadi, 2019).

#### **Teacher**

Teachers are expected to beat the forefront of preventing bullying in schools by playing an active role in monitoring and preventing bullying. This includes building strong relationships with students to understand the social dynamics in the classroom. In this context, according to Nurliani, teachers can also play a role by integrating learning approaches that promote empathy and cooperation among students to prevent bullying. (Nurliani, 2018). Meanwhile, according to Susanti, teachers can play an active role in overcoming bullying in schools through a language literacy approach (Susanti, 2019). Meanwhile, according to Roiyadi, regular training and professional development is needed so that teachers can improve their skills in managing conflict and building safe classrooms (Riyadi, 2021).

#### **Parent**

Active involvement is required parents in supporting children with consistent emotional and psychological support. In this case, according to Yulianti, open communication is needed to ensure children feel comfortable sharing their experiences and problems at school with their parents (Yulianti, 2017). In addition, parents are encouraged to communicate regularly with teachers and school staff to monitor their

children's progress and support the school's efforts to overcome bullying (Wulandari, 2020).

John Searle, in speech act theory, states that every expression or utterance has three main aspects: locution (act of saying), illocutionary (act in saying), and perlocutionary (act by saying). In the context of verbal bullying in this research, it is an Illocutionary Act which refers to the intention behind the speech, namely to humiliate, frighten and destroy self-esteem. Thus, speech act theory helps understand how words are not only a means of communication, but also a means of carrying out actions that have a real and significant impact on the recipient. In the case of bullying, these verbal actions can be very damaging, as experienced by Moon Dong-eun.

In this context, Language Literacy education is an important effort to overcome verbal bullying in schools. This approach aims to teach students positive communication skills, an understanding of the impact of language, and the ability to express themselves in a way that respects others. The following are concrete steps that can be taken:

#### *Teaching Positive Communication*

Teaches students how to use supportive and constructive language. Positive communication exercises can help students understand the impact of their words and how they can be used to encourage and motivate, not to hurt. Practical Activities: Engage students in role-play or simulation activities where they practice positive communication in a variety of social situations.

#### *Introduction to Verbal Bullying*

Teach students about what verbal bullying is and its negative impact on the victim. This can be done through stories, videos, or class discussions that discuss real cases of verbal bullying. Directed Discussion: Hold class discussions where students talk about their own experiences or observations of verbal bullying, and discuss how the situation could have been handled better.

#### *Appropriate Use of Language*

Provide specific training on how to convey criticism or disagreement in a way that does not demean others. This could involve writing or speaking exercises where students are given constructive feedback.

#### *Integration in the Curriculum*

Integrate language literacy in the Indonesian language and literature curriculum, where students can learn through texts that display various forms of communication and their impacts. Collaborative Projects: Develop a group project in which students work together to create a verbal anti-bullying campaign using a variety of media, such as posters, videos, or drama.

With a comprehensive approach, language literacy education can help reduce verbal bullying in schools and create a more positive and supportive learning environment.

The urgency of language literacy education as an effort to overcome verbal bullying that occurs in schools is in line with the results of research by Thornberg, R. (2015), which discusses how stigma processes and identity struggles contribute to bullying, as well as the importance of language intervention in changing this dynamic (Thornberg, 2015). Furthermore, the research results of (M. Arif, 2017), also discuss various efforts to prevent and overcome bullying in elementary schools, including the importance of character education related to language literacy. (M. Arif, 2017). Likewise with the research results of (Setyawan, E. dan Wahyuni, 2018). This journal discusses the development of literacy programs in schools that aim to prevent verbal bullying, including constructive language teaching strategies (Setyawan, E. dan Wahyuni, 2018).

## **4. CONCLUSION**

In the context of bullying, speech acts function as a tool to express power and control, demean the victim, and create an atmosphere of

intimidation. Bullying speech acts can include various forms of verbal expression such as insults, ridicule, threats, and so on. These expressions can have a significant psychological impact on the victim, even before the physical abuse occurs. The speech act of verbal bullying in this research is the gateway or initial stage of more serious acts of bullying, whether physical bullying or other forms of bullying. Bullying does not only happen to men, but women also have a tendency to be perpetrators and victims. Generally, men more often use physical bullying and women more often use non-physical bullying. However, they both carry out bullying. Victims of bullying crimes will experience very severe trauma in living their lives, especially female victims, considering that girls are more sensitive and anxious about other people's assessments of themselves, compared to boys, this is because girls are more sensitive to their self-esteem. Esteem to be accepted in the surrounding environment. The many bullying speech acts found in the drama "The Glory" can be used as lessons for students, adults and parents. And especially parents are required to be sensitive to their children's conditions and the environment that children face every day. This drama is interesting to study considering that bullying cases are a phenomenon that often occurs, including in Indonesian society. Cases of bullying in Indonesia are increasing, but people still feel indifferent to the bad effects of bullying and consider it normal.

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