

**BULLYING PORTRAYED BY MAIN CHARACTER IN**

***ANNE WITH AN E* SERIES**

**THESIS**

Submitted in Partial Fulfillment of the Requirements

For the Degree of *Sarjana Humaniores*



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*Assalamu'alaikum wa rahmatullahi wa barakatuh*

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Thank you for the attention.

*Wassalamu'alaikum wa rahmatullahi wa barakatuh*

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## **DEDICATION**

This thesis is dedicated to,

1. Allah SWT always gives mercy, health, guidance, sustenance, and everything I need to complete this research.
2. Myself who has tried so far in completing this thesis. Thanks for myself.
3. My beloved parents, who educated me so well until this day and have always loved me, supported me, and prayed for me unconditionally in every condition sincerely.
4. My beloved little brother and old sister always supported me and encouraged me to complete this thesis.
5. My dearest best friends always cheered me up and also encouraged me to complete on my thesis until the end.

## MOTTO

*Everyone's version of their best is different so don't ever let anyone tell you or  
make you feel like you're not enough.*

(NCT, Jeno Lee)

*For all of you who are striving for your dreams, I just want to tell you that you  
should believe in yourself and don't let anyone bring you down. You know  
negativity does not exist, it's all about positivity, alright so keep that in mind and  
have good friends around you, have good peers, surround yourself with good  
people cause you're a good person too.*

(NCT, Mark Lee)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled *Bullying Portrayed by Main Character in Anne With An E Series* is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published by another person except where due reference is made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that there are still deficiencies in the writing and preparation of this thesis. However, this has been tried to the maximum extent possible the perfection in accordance with the limits of existing abilities. Therefore, with humility the researcher's expect criticism and suggestions that can build for



Therefore, with humility the researcher's expect criticism and suggestions that can build for improvement in the future. The researcher hopes that this thesis will be useful for future research.

Surakarta, 20 Juni 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Dian Dinti Ramadhani', written over a horizontal line.

**Dian Dinti Ramadhani**

**SRN: 196111010**

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## ABSTRACT

Dian Dinti. 2023. *Bullying Portrayed by Main Character in Anne with an E The Series*. Thesis. English Literature. Culture and Language Faculty.

Advisor : Yustin Sartika, M.A

Keywords : Bullying, Series, Rigby, Verbal bullying, Low psychological well-being.

Bullying is social phenomenon that exists in society. This phenomenon is one of the problems that occur in everywhere and anywhere. The problem of bullying continuously appears in the level of socialization between humans. Bullying that happens a lot in various places is a social reality that can be an inspiration for film makers to represent bullying in a film or series. This research aims to reveal the types and impact of bullying in the series *Anne With An E*.

This research uses theory of types and impact of bullying by Ken Rigby (2002 & 2003). In his book new perspectives of bullying, Rigby mention the types of bullying, there are verbal bullying, physical bullying, and gesture bullying. Furthermore, on his journal entitled consequences of bullying in schools, Rigby mention the impact of bullying, there are low psychological well-being, poor social adjustment, physical distress, and physical unwell-ness.

This research uses qualitative descriptive method. The data that analyzed is in the form of text and visual data. The text data is in the form of dialogue spoken by the characters, while the visual data is in the form of images cut scenes performed by the characters which contain data based on the types and impact theory used by the researcher in this series.

The results of the analysis conducted by the researcher is, the researcher found 3 types of bullying experienced by the main characters in this series, namely verbal bullying, physical bullying, and gesture bullying. Furthermore, due to the bullying experienced by the main character, the researcher found 3 impacts experienced by the main character including low psychological well-being, poor social adjustment, and psychological distress. For the type of bullying, verbal bullying becomes the dominant data, while for the impact of bullying, low psychological well-being becomes the dominant data in this series.

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## LIST OF ABBREVIATIONS

|        |   |
|--------|---|
| UNESCO | : United Nations Educational, Scientific, and Cultural Organization |
| OECD   | : Organization for Economic Cooperation and Development             |
| VB     | : Verbal Bullying   |
| PB     | : Physical Bullying   |
| GB     | : Gesture Bullying  |
| LP     | : Low Psychological Well-Being                                      |
| PSA    | : Poor Social Adjustment  |
| PD     | : Psychological Distress  |
| PU     | : Physical Un-wellness  |

# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

Bullying is a social phenomenon that exists in society. This phenomenon is one of the problems that occur in almost all over the world and anywhere, this can be found in school environments, workplaces, playgrounds, or in the social media (Vlasova, 2020). Bullying can be interpreted as an act that is detrimental and is carried out repeatedly with the aim of hurting someone who is considered weak and is carried out by one or several people directly (Olweus, 1994).

In general, most acts of bullying that occur are not based on anger or unresolved conflict from the bully, but bullying usually occurs because the bully has a sense of superiority because they feel they are the strongest and have the freedom to humiliate, demean, and act arbitrarily towards victims who have a weak position. Bullying that is carried out continuously will have a negative impact on the victim. For victims, the negative effects of bullying can be in the form of short-term effects such as physical injury, or long-term effects such as experiencing anxiety, depression, use of dangerous substances, opportunities to bully others and allow for the emergence of various other behavioral disorders (Smokowski & Kopasz, 2005). Bullying cannot be justified because it is cruel oppression and is carried out repeatedly by someone who has power to someone who is powerless, without any justification (Rigby, 2007).

The problem of bullying continuously appears in the level of socialization between humans. Based on a survey conducted by UNESCO in their *Behind the numbers: Ending school violence and bullying study*, it was found one in three students worldwide are bullied at least once a month. The study between 40 developing countries that showed around 42% of boys and 37% of girls were subjected to bullying that involved physical altercation. The result is physical and sexual bullying is the most common type of bullying in 96 countries except North America and Europe. On the other hand, psychological bullying is the most common type of bullying in 48 countries in Europe (including Israel) and North America (UNESCO, 2019). One of the countries that has the highest cases of bullying is Canada. This is based on a research institute devoted to the prevention of bullying out of Queen's and York University, Canada has one of the highest bullying rates among OECD countries (Global News, 2019).

Based on data from the Statistic Canada, in 2019 they conducted a health survey on children and teenagers aged between the ages 12 to 17 years old, from the results of the survey they reported having experienced one form of intimidation in the previous year. The survey found that among teenagers who experienced bullying, about 42% reported experiencing it monthly or more frequently, and 58% reported experiencing bullying several times a year. Of teenagers who reported regular incidents of bullying, 72% said their life was stressful. Teenagers who frequently experience bullying also report difficulty sleeping, headaches, stomachaches, or backaches (The Runner, 2023). There is considerable variation in prevalence rates reported in studies



of bullying, and although individual and social level factors appear to be important, but the cause is still unclear. Nevertheless, most individuals will experience bullying at some point, either as bullies, victims, or witnesses.

There are several cases of bullying that we can use as the examples, that is the case of bullying came from the city of Montreal, Canada. A girl named Toby Sendel was bullied physically and verbally by other students for no definite reason. Toby said that she was often intimidated directly or on social media, besides that she also received threats that the bullies would make her life like a hell and the worst part was that she received a death threat, as a result of the bullying, the victim feels anxiety, she said that the bullying by other students made her feel isolated and vulnerable (CBC News, 2019).

Another case also occurred in the city of Toronto in 2022, that is the case of bullying that went viral on social media that befell a girl named Khadijah Roy. Khadijah said that she was brutally attacked and deliberately videotaped and then spread it on social media. In the new academic year when she went to school, Khadijah also received physical bullying, and not only that, she also received threats using a firearm by her friend's older brother. This act of bullying made Khadijah feel unsafe when she went to school, making her feel anxious all the time (CTV News Toronto, 2022). Based on this case it can be seen that bullying has a very harmful impact on a person's mental health and can also cause physical injury. These bullying cases are just a few of the thousands of bullying cases that have occurred in the world. Bullying that happens a lot in various places is a social reality that can be an inspiration for filmmakers to represent bullying in literature in the form of a film.

The development of increasingly modern technology causes changes in society. The media which serves as information technology brings people to new cultural patterns. The mass media has an important role in influencing the wider community with various messages through disseminated information. One of the influential mass media in society is film. Film is a visual communication tool in the form of a collection of recorded moving images to tell stories and teach something to everyone (Champoux, 2007). Although many literary scientists do not classify film as a literary genre. However, according to Klarer, film was born from a script that tells a story textually similar to a drama script. One form of literary work in the 21st century is the film genre besides prose, poetry and drama (Klarer, 2004:56). Film is the most modern literary work of this century, so it cannot be denied that film is a type of literature that is in great demand by everyone. Film literary works have advantages, there are the existence of film and audiovisual depictions that wrap the story so that this literary work is more interesting compared to other types of literary works.

The advances in film technology have led to a new innovation called web series. Web series is an audiovisual form on the internet in the form of a series, fictional and has a basic narrative structure. Web series are series that are produced specifically for internet platforms, so that web series can be accessed online (Alber & Krough, 2004). Another opinion regarding web series explained by Williams is that web series are a form of broadcasting serial programs such as television series but distributed on a website, either through the website of the producer itself or through video content-based

websites such as YouTube and Vimeo (Dan Williams, 2012). Web series is an ongoing video that airs for a certain period of time on the internet, but usually episodes of a web series are presented in a every week.

Web series have various forms, such as videos, diaries, tutorials, to film episodes or serial films. From all those forms of web series that have been produced, web series films are one of the most popular. This form of web series is popular because web series have now become an alternative form of entertainment for internet users. Films shown on the Web series are serial films that have serialized stories. Web series are usually divided into several episodes and viewers can access them through an application that use the internet using computers, laptops or smartphones. Web series are basically internet technology-based digital content that has the potential to become viral or spread widely, quickly and easily so that it has massive distribution power for the producer and unlimited place and time access for the audience.

One of the popular web series is *Anne With An E*, that came from Canada in 2017. This historical drama series can be viewed through the paid streaming service provider app Netflix. This series is one example of several series that tell life including the phenomenon of bullying. This series tells the story of a girl named Anne who is an orphan and adopted by the Cuthbert family, who only has two family members, Matthew and Marilla who are brothers and sisters but both are not married. At first there was a misunderstanding in the adoption process at the orphanage, because at first the Cuthberts planned to adopt a boy so he could help Matthew's work on their family's farm, Green Gables. Even though there was a mistake in the adoption

process, in the end the Cuthbert family still adopted Anne because they were impressed with her personality. This series tells the story of how Anne's character adapts to her new environment with the various bullying she gets because she is an orphan, and also because her face is not really pretty.

There are several previous studies that discussed with the same topic, the first being Perwira Aji (2018) with the title *The Resistance Against Bullying as Seen Through Clay Williams in Amiri Baraka's Dutchman*. In this research, the researcher used 3 theories, there are characterization theory from Reaske Rusel, and the bullying theory from Ken Rigby and Faye Mishna. The second research is Eduardine Gayatri Dewayani (2020) with the title *Hermione's Struggle Against Bullying in J.K Rowling's Harry Potter and The Chamber of Secrets*. In this research, the researcher used literature studies using the main source, that is the Harry Potter and The Chamber of Secrets film script, the second source using relevant journal articles and also books related to the research topic. The third research is Dwi Wulan Cahya Ningrum & Syaiful Bahri (2020) with the title *The Impacts of Bullying to The Main Character in The Movie Carrie: A Literary Psychological Analysis*. In this research, the researchers used the theory types of bullying from National Center Against Bullying and the theory of the impact if bullying from Ken Rigby.

Based on the three previous studies described above, the gap between this research and previous research is that there has not been research that addresses the topic of bullying using *Anne With An E* series objects. Researcher is interested in researching *Anne With An E* series as an object

because the topic of this series raises the issue of bullying so that it can be used as research material. In addition, even though some previous research both had a negative impact, there were differences between the previous research and this research in the theoretical aspect, where each research used some different theory. Therefore, this research aims to examine *Anne with an e* series using the theory of types and impact of bullying from Ken Rigby. It is hoped that this research will be useful for further research that will discuss the same topic.

The researcher chose this series because this series raises the issue of the phenomenon of bullying, which is appropriate to the topic that the researcher will examine. This series explains acts of bullying through bullying scenes both verbally and physically bullying aimed at the main character Anne, so that the act of bullying has an impact on her personality. This series which discusses the issue of bullying is interesting to study using bullying theory from Ken Rigby. Ken Rigby in his book entitled *New Perspectives on Bullying* (2002) discusses the types of bullying, bullying itself has several types there are verbal bullying which includes by name-calling, physical bullying which includes by hitting or kicking, and gesture bullying which includes by staring deliberately at someone. In addition to the types of bullying, Ken Rigby in his journal entitled *Consequences of Bullying in Schools* (2003) also discusses the possible consequences and negative health conditions of those involved in bullying that can be identified as the impact of bullying including Low psychological well-being, poor social adjustment, psychological distress, and physical un-wellness.

The researcher conducted research to find the types of bullying and the impacts of bullying experienced by the main character, Anne. There is an example of datum that is taken from the series:



**Figure 1.1** Example Datum

In the sample data above, the dialogue *You're a little orphan, you lived in a trash can*. The datum is categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). This scene shows a dialogue Minnie May singing in front of Anne with a mocking tone while in the park. Minnie May is the little sister of Anne's friend, Diana. Minnie May is a naughty child and when she met Anne for the first time, she immediately mocked Anne by singing. The sentence of mockery tell that Anne is an orphan girl who lives in a trash can. This sentence of mockery so is included in verbal bullying which is said verbally and can be heard directly by Anne.

## **B. Limitation of The Study**

Each research has research limitations so that research is more focused and avoids too broad a discussion, so researcher provide predetermined boundaries. In this research, the researcher only used the series *Anne With A Plan* season 1 with a total number of episodes of 7 episodes as the object of

research. The researcher focused on analyzing the types and also the impact of the effects of bullying that found in the *Anne With An E* series. The researcher uses only one season series and provided limitations on the dialogues and scenes in the series and also provided limitations on character in the objects that studied, only the main characters in the series.

Furthermore, the researcher also limits the theory, which only uses Ken Rigby's bullying theory (2002 & 2003). The theory used is the theory types of bullying which contains the types of bullying there are verbal bullying, physical bullying, and gesture bullying. This theory will be used to analyze what types of bullying the character Anne gets in the series. Then, the theory of impact of bullying which contains the impact of bullying there are low psychological well-being, poor social adjustment, psychological distress, and physical un-wellness. This theory will be used to analyze the impact that Anne's character gets after being bullied

### **C. Formulation of The Problems**

Based on the research related to bullying mentioned in the background. This research will report about:

1. What are the types of bullying found in *Anne With An E Series*?
2. How does the bullying give impacts to the main character in *Anne With An E Series*?

### **D. The Objectives of The Study**

Based on the problems above, this research was conducted with the aim:

1. To explain the types of bullying found in *Anne With An E Series*.
2. To describe the impacts of bullying on the main character in *Anne With An E Series*.

#### **E. The Benefits of The Study**

The results of this research are expected to provide benefits both directly and indirectly to the reader. The benefits obtained in this research can be divided into two aspects, theoretically and practically:

1. Theoretical Benefit

Theoretical benefits are containing the theoretical basis used in the research. The theoretical benefit of this research is that the researcher hopes that this research can provide contributions and new knowledge information for everyone, especially for the study of literary works that want to be analyzed using the theory of bullying from Ken Rigby.

2. Practical Benefit

The researcher hopes that this research can provide a deeper understanding of knowledge and experience, especially for the researcher itself, besides that the researcher hope that this research can be used as a reference by other researchers, especially by UIN Raden Mas Said students who are interested in analyzing the theme of bullying with theory or the same object from a different point of view. In addition, the researcher hope that community will be more aware of bullying that happens in their environment. This research



is expected to be able to identify the types and also the impact of bullying on the character Anne in the *Anne With An E* series.

## **F. Key of Terms**

The key to this research term is making the title clear and accurate. Key terms like:

### **1. Bullying**

Tattum & Tattum (1992) define that bullying is the willful, conscious desire to hurt another and put him or her under stress.

### **2. Verbal Bullying**

Rigby (2002:37) stated that verbal bullying including name-calling. In addition, Rigby (2007:20) also added that forms of verbal bullying include persuading another person to insult someone, spreading malicious rumors.

### **3. Gesture Bullying**

Gesture is a movement that uses limbs or can be called body language. Bellak and Baker (1981) explain that there are three forms of body language, there are eye contact, facial expressions, and limb movements. Gesture bullying is bullying which is an expression or body language that shows dislike.

### **4. Low Psychological Well-Being**

Rigby (2003: 584) explain that low psychological well-being includes states of mind that are generally considered unpleasant but

not acutely distressing, such as general unhappiness, low self-esteem, and feelings of anger and sadness.

#### **5. Poor Social Adjustment**

Poor social adjustment includes feelings of aversion toward one's social environment, evident through expressed dislike for school or workplace, manifest loneliness, isolation, and absenteeism (Rigby, 2003:584)

#### **6. Psychological Distress**

Rigby (2003:584) stated that psychological distress includes high levels of anxiety, depression, and suicidal thinking.

#### **7. Physical Un-Wellness**

Rigby (2003:584) describes that physical un-wellness includes physical disorder, evident in medically diagnosed illness, and psychosomatic symptoms.

## CHAPTER II

### LITERATURE REVIEW

#### **A. Theoretical Background**

##### **1. Bullying**

Bullying is a problem of global concern. The problem of bullying arises in almost all spheres of life both in politics, the economy, education, work, household and others (Rigby, 2007). Bullying is often defined as behavior that is rude and detrimental. Montgomery (1994: 3) states that bullying behavior can be recognized easily when an individual has experienced it. Bullying can happen to anyone regardless of age, and anywhere, whether at school, home, or even at work. Rigby (2002: 51) defines bullying as an oppression based on the desire to hurt someone. This behavior is carried out with pleasure repeatedly by a person or group that is stronger and irresponsible.

In line with this, Tattum and Tattum (1992) stated that bullying is a willful conscious desire to hurt another and put him/her under stress. Emin and Pain (1999) give their opinion that bullying is a crime and a violation of a person or of personal or school property. Another opinion regarding the definition of bullying was conveyed by Randall's (1991) who wrote that bullying is an aggressive behavior with deliberate intent to put physical or psychological pressure on someone. Based on the definition of these experts, it can be concluded that bullying is a negative action that is carried out consciously and intentionally with the aim of harming other people physically

or emotionally, carried out by stronger individuals or groups so that there is an imbalance between the perpetrator and the victim and usually this behavior will continue repeated from time to time. Bullying is said to be a form of negative action that is detrimental because this behavior violates the norms that exist in society and can be subject to sanctions by authorized legal institutions.

In addition to the definition of bullying, bullying behavior occurs because there are various elements in the bullying. Rigby (2007:15) stated that there are two elements of bullying namely malign bullying and non-malign bullying. Malign bullying is a type of bullying that is intentional with the aim of upsetting someone with an imbalance of power between the perpetrator and the victim where the perpetrator is stronger than the victim. Malign bullying has seven elements there are an initial desire to hurt, the desire is expressed in action, someone is hurt, it is directed by a more powerful person or group against someone less powerful, it is without justification, typically repeated, with evident enjoyment. While the second element is non-malign bullying which is a type of bullying that is not based on hatred for someone. Rigby (2007:17) explains that the cause of this type of bullying is an experience or thought about someone. Non-malign bullying has two kinds of elements, namely mindless bullying where the perpetrator does not appear as an enemy and attacks people who have the same power as him/her or maybe people they like. While the second element is educational bullying where there is no conscious desire to hurt, and there is no sense of joy when seeing someone hurt.

Bullying behavior cannot be separated from the existence of perpetrators and victims, perpetrators in the context of bullying here are defined as someone who has consciously committed an act that is harmful to others. While the victim is defined as someone who experiences physical or mental suffering caused by an act committed by someone who can be called a bully. Rigby (2007:72) explain the characteristics of perpetrators of bullying including: bigger and stronger than average, aggressive, impulsive, low in empathy and general uncaring, low in cooperativeness. While the characteristics of victims of bullying are: physically less strong than others, timid, non-assertive, introverted, low self-esteem, few friends. In this case, physical size and strength tend to be a factor among boys more than girls when it comes to physical bullying. However, when bullying is verbal, the ability to mock others can be more important than physical dominance.

## **2. Types of Bullying by Ken Rigby (2002)**

There are several types of bullying proposed by Ken Rigby. In his book *New Perspective of Bullying*, Rigby (2002:37) stated that bullying itself has several types, there are:

### **a) Verbal bullying.**

Verbal bullying is an act of violence by using words or sentences that are bad and sounded with the aim of hurting the victim. Rigby (2002:37) stated that verbal bullying including name-calling. In addition, Rigby (2007:20) also added that forms of verbal bullying include persuading another person to insult someone, spreading malicious rumors. Coloroso (2003) says that verbal bullying is very dangerous if it occurs for a long

time so that it can make victims of bullying feel their self-esteem is destroyed and affect their self-confidence. This form of bullying can make a person feel angry, scared and helpless. This refers to how someone can hurt another by using something he/she said. It also refers to any form of verbal intimidation such as mocking, slander, insults, threatening, false accusations, threats of violence, gossip, sexual harassment and cruel criticism. There is an example of verbal bullying, the sentence you're a little orphan, you lived in a trash can. This sentence is included in the act of verbal bullying in the form of mocking that arises from someone's speech so that it can be easily heard by the intended target of bullying.

**b) Physical bullying.**

Physical bullying is a form of bullying that involves physical violence with the aim of hurting the bully target. This bullying occurs due to the involvement of physical touch that occurs between the bully and the bullying victim. Rigby (2002:37) stated that physical bullying includes hitting or kicking, pushing or tripping, slapping, bruising, burning or any other action that involves the deliberate infliction of pain. Apart from that, Rigby (2007:20) also provides other forms of physical bullying including throwing stones, spitting, getting another person to assault someone, punching, pulling hair or ears. This form of bullying is the most easily seen and identified by everyone (Johnson, 2013). Physical bullying also includes clawing, damaging the victim's property, biting, using sharp weapons and criminal acts. There is an example of a form of physical

bullying where someone intentionally slaps another person who is weaker than himself so that the victim suffers physical pain.

**c) Gesture bullying.**

Gesture is a movement that uses limbs or can be called body language. Bellak and Baker (1981) explain that there are three forms of body language, there are eye contact, facial expressions, and limb movements. Gesture bullying is bullying which is an expression or body language that shows dislike. Gesture bullying can also be used to intimidate in terms of gender as well as racial contexts such as using sign language to deliberately bring your hand to your eye in a squinting motion to make it seem Asian. Bullies can intimidate victims by imitating or moving to make fun of certain body characteristics of the victim. Rigby (2007:184) stated that gesture of derision directed by individuals or group can easily occur unnoticed. This form of bullying is very easy to do just by using facial expressions or hand movements. Rigby (2002:37) explain that gesture forms of bullying include staring deliberately at someone. In addition, there are other forms of bullying gestures, including giving intimidating threatening messages using gestures such as imitating a gun with your hand and pointing it at your head, making a throat-slitting motion, or making a clenching motion as if you want to hit. There are examples of bullying gestures, such as someone deliberately imitating the limping gait of a person with a disability.

### **3. The Impact of Bullying by Ken Rigby (2003)**

Bullying will have a very detrimental impact. Many studies explain that bullying always shows an imbalance of power between where the victim tends to be weaker than the perpetrator (Olweus & Solberg, 1998). This shows that bullying does not occur when both parties have the same power. Rigby (2003:584) says that this distinction is very important because "the consequences of being repeatedly threatened by a more powerful person or group tend to be different from the consequences of being threatened or attacked by someone with the same power." Thus, a behavior of equally forceful violence differs from intimidation in that only one party has more power, especially in terms of the effect the outcome has on the victim. Arora (1996) argues that a single physical attack or threat to someone who is helpless can cause someone to be afraid, or upset for a long time, both because of the emotional trauma after the attack, but also because of fear of new attacks. Rigby (2002: 104) identifies 4 aspects of health that can be affected by bullying, including psychological well-being as indicated by self-esteem and happiness, social adjustment as indicated by involvement with others as opposed to being isolated and alienated from one's environment, psychological comfort as opposed to feeling distressed as in suffering from attacks of anxiety and depression, physical wellness as indicated by an absence of physical health complaints.

For someone who has experienced bullying, these four things will greatly affect their mental and psychological health. Rigby (2003:588) stated that bullying is highly aggressive and conspicuously damaging to others, as in



the case of physical assault, one would expect legal consequences. Rigby (2003: 584) also identified and categorized the possible consequences and negative, damaging health conditions that can be called as the impact of bullying as follows:

a) **Low psychological well-being.**

Low psychological well-being is a condition where a person is unable to deal with something which they think is a pressure. This includes states of mind that are generally considered unpleasant but not acutely distressing, such as general unhappiness, low self-esteem, and feelings of anger and sadness (2003:584). Ryff (1995) said there are several factors that can affect the level of psychological well-being, there are age which is related to increasing life goals, gender where the mindset of women is far superior to men in terms of maturity level, stress which can affect the level of psychological well-being being, social support from the closest people, religiosity, culture, and personality. An example of low psychological well-being is someone who is angry because they feel humiliated by someone with words that refer to verbal bullying but they can't do anything about it.

b) **Poor social adjustment.**

Poor Social Adjustment is a person's poor ability to adjust to the group and the environment as indicated by changed attitudes and behavior. This normally includes feelings of aversion toward one's social environment, evident through expressed dislike for school or workplace, manifest loneliness, isolation, and absenteeism (2003: 584).

Schneiders (1964) describes that the factors that can affect social adjustment are physical condition factors (heredity, health, body shape and other things related to physical condition), development and maturity factors (related to intellectual development, social, moral, and emotional maturity) , psychological factors (including factors of individual experience, frustration and conflict, and a person's psychological condition in adjusting), environmental factors (conditions that exist in the environment such as family conditions, home conditions and the like), cultural factors (customs affect a person in adjustment). An example of poor social adjustment is when someone who has been bullied in a place, usually they will immediately dislike the place because they feel uncomfortable and afraid of the environment where they get bullied.

c) **Psychological distress.**

Psychological Distress is a negative mental health condition where the condition can affect individuals either directly or indirectly and is related to other physical and mental health conditions. This is considered more serious than the first 2 categories and includes high levels of anxiety, depression, and suicidal thinking (2003: 584). Veit and Ware (1983) explained that there are several factors that influence psychological distress, namely depression, anxiety, and loss of behavioral/emotional control. There is an example of psychological distress, is someone who feels anxious because they are afraid that

bullying will happen to them repeatedly, causing excessive fear within them.

d) **Physical un-wellness.**

Physical un-wellness is a condition where the body is not feeling well physically due to bullying. Here, there are clear signs of physical disorder, evident in medically diagnosed illness, psychosomatic symptoms can be included in this category (2003: 584). An example of physical un-wellness is someone who feels their heart beating fast and cold sweat appears when dealing with a bully.

**4. *Anne With An E Series***

Web series are series that are produced specifically for internet platforms, so that web series can be accessed online (Alber & Krough, 2004). One of the popular web series is *Anne With An E*. *Anne With An E* is a Canadian series based on the classic 1908 novel by Lucy Maud Montgomery entitled *Anne of Green Gables*. The series, directed by Moira Walley Becket in 2017, This series tells of an orphan girl named Anne Shirley who was adopted by the Cuthbert family that lived in 19th century. Anne Shirley has characteristic of her body that she has pale white skin with freckles on her face, and red hair. Anne was adopted by a family from Avonlea, the Cuthberts who only had two family members Marilla and Matthew Cuthbert. The Cuthberts were brother and sister who decided not to marry until they were old. At first the Cuthbert wanted to adopt a boy to be able to help Mathew work in their family farm, Green Gables, but there was a mistake in delivering messages to

the orphanage so Anne met with the Cuthbert family. But despite the mistake, Anne was still adopted by the Cuthberts.

In her new environment, Anne is often treated unpleasantly by her friends and some of the residents of Avonlea because she is an orphan. Anne was considered to be a bad influence because she came from an orphanage with a bad reputation. They thought that Anne was a child who had never been educated by her parents, so that Anne became a wild child. Anne, who is an adopted child, often gets bullied by some male student at her school. In addition, her critical and different personality is often considered strange by her friends. Apart from being an orphan, Anne was also bullied because her physique and face were not really pretty, with her red hair and freckles on her face making her receive different treatment from her friends. Anne received insults about her physique and because that she came from the orphanage.

## **B. Previous Studies**

This research cannot be separated from previous research, it is intended as reference material and guidance in conducting relevant research. To differentiate this research from others, the researcher examines this research with the results of other studies. For this reason, the researcher provides a review of other research in order to prove the difference in research, there are:

The first research is Rometa Dinda Sarasa (2021) with the title *Bullying and Its Implication to Character Building in Todd Phillips' Joker Movie (2019): A Psychological Perspective*. This research aims to analyze

bullying indicators and the impact of bullying on main character building in the Joker film. The researcher uses a literature study technique in finding the accurate of data. This research was assisted by using psychoanalysis theory by Sigmund Freud. The results of this research are the researchers found three indicators of bullying there are hit and kicked other people, accused others, and made fun of someone's mental breakdown. In addition, the implications of bullying in character building itself are divided into two, there are long term and short term.

The second research is Raden Muhammad Ali and Winda Eka Pahla Ayuningtyas (2019) with the title *Bullying Effect as Reflected in Palacio's Wonder: A Psychological Approach*. This research aims to describe the novel's plot, the effects of bullying experienced by the main character, and describe the moral values contained in the novel. In this research, researchers used library techniques with descriptive qualitative analysis methods. Besides that, the researchers also use the theory of bullying effects, the theory of psychological approaches, the plot theory, and the theory of moral values to support the accuracy of the data. The results of this research, the researchers found that the plot of the novel is progressive which consists of (exposition, inciting incident, rising action, climax, falling action, resolution, and denouement), while the effects of bullying experienced by the main character are short-term effects such as blame himself for having to be born with a disability, besides that the long term effects experienced by the main character, Auggie's character does not give up and tries to be accepted in his environment so that he becomes brave, kind and friendly. The moral values

that can be taken from this novel are family members must support each other, must not judge someone only from their physical appearance, and must have the courage to refuse bullying.

The third research is Abi Ihsanullah (2019) with the title *Bullying as Reflected in Jay Asher's Thirteen Reasons why: an Islamic approach*. This research aims to describe the main characters and types of bullying observed in the Islamic perspective and explain the moral values that can be taken from the novel. This research can be categorized into literature research using descriptive qualitative methods. There are 6 theories used in this research, there are the four human nature theory of al-Ghazali (1963) and the concept of the heart according to Al-Ghazali of Muhammad Hilmi et al. (2016), Islamic Approach Theory from Subhan (2010), Character Theory of Abrams (1999), Characterization Theory of Reams (2003), Bullying Type Theory from Van Der Wal (2003), Moral Value Theory from Hornby (2010). The results of this research are the characterization of the main character can be concluded that the main character has an introverted, sensitive, shy, kind, and fearful character. The second result is the type of bullying found in this novel is written bullying, sexual harassment, cyber bullying, social bullying, physical bullying, verbal bullying, psychological bullying. The last result is that the moral value that can be taken from the novel is words have an amazing power to build or destroy, suicide is not the best solution to avoid the problem and actions and words have consequences each other.

The fourth research is Fitroni Hadi Prasetyo (2021) with the title *Bullying Reflected in Freedom Writers Movie (2007) A Sociological Approach*.

This research aims to determine the reflection of bullying in the film *Freedom Writers*. The researcher used a qualitative research method with a sociological approach from Swingewood and Laurenson. The results of this research are the researcher found two types of bullying in this film, there are physical bullying and verbal bullying. The effects of bullying found in the film have an effect on psychosocial conditions, there are low self-esteem, self-isolation, emotion, absenteeism and an effect on reduced education.

The last research is Alya Inayyah (2021) with the title *An Analysis of Bullying in Three Children Books by Trudy Ludwig*. This research aims to understand the representation of bullying behavior in the stories *My Secret Bully* (2005), *Just Kidding* (2006), and *Trouble Talk* (2008) and the meanings that contained in there. The researcher used qualitative methods using textual analysis to collect data. The theory used in this research is representation theory by Hall (1997) and Foucault's (1982) power theoretical framework. From this research, researcher found that power is something that is used by bullies in achieving their desire. The results of this research are revealing that children tend to have the potential to commit bullying and this is where the role of adults is very important.

From the previous studies above, it can be concluded that this research has similarities with previous research, they both research on bullying which focuses on one character as a victim of bullying in a film/novel. There are several differences between previous research and this research. The first difference lies in the research object, this research uses a different research object from the previous study above, the researcher uses the series *Anne With*

*An E* as object of research. Then the next difference lies in the theory used, this research uses the theory types and impact of bullying from Ken Rigby (2002 & 2003). In addition, researcher have never found the *Anne With An E* series examined using Ken Rigby's bullying theory, so it is hoped that later this research can be a complement to previous research so that this research can be useful for further research that will discuss the same topic.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research design is needed in conducting research. Research design is a research plan and procedure to the method of collecting and analyzing data carried out by researcher to obtain detailed data (Creswell, 2014). The research method is a scientific way to obtain data with a specific purpose. In this research, the researcher used descriptive qualitative research method. Descriptive method is a research method that tries to describe phenomena or events that occur in the present. Creswell (2014) states that the descriptive research method is a method that collects information about current conditions. In addition, Creswell also explained that the descriptive method aims to find an overall explanation and description of the object of research in a systematically. Qualitative research produces descriptive data in the form of written or spoken words from people and observable behavior (Bogdan and Taylor, in Moleong 2016). Qualitative research is widely used to examine various phenomena that often occur in society.

This research uses descriptive qualitative research method because the data collected is in the form of dialogue (text) and scene (visual) data sourced from the *Anne With An E* series which contain the types of bullying and the impacts caused by bullying in the series. This research talks more about the phenomena or events experienced by the object under research, therefore researcher is always active in seeking information related to the purpose of

this research. To assist research in collecting data, the researcher therefore chose the type of research, namely descriptive qualitative. In this research, the approach with qualitative descriptive method is expected to be able to produce an in-depth explanation of the understanding, writing or behavior studied by the researcher.

## **B. Data and Data Sources**

In research, data is important to help the course of research, therefore each research must state where the data was obtained (Arikunto, 2013). Data is raw material that needs to be processed in order to produce information, both qualitative data and quantitative data that show facts. Data can also be referred to as information material about an object of research, this data can be found in various ways including observation, interviews, documentation, and others. Lofland (in Moloeng, 2016) explains that data sources are words and actions, documents and other written data sources in addition. In this research, the form of data taken was text and also visual data from the series *Anne With An E*. The text data is taken from the dialogues of the characters while the visual data is taken from the scenes in the *Anne With An E* series. The data is taken from a legal streaming platform, Netflix. The form of the data from this research is textual data in the form of dialogues and visual data in the form of scenes (screenshots) that have a connection with bullying, among them are the types of bullying and the impact of bullying.

### **C. Research Instruments**

Research instruments are tools or devices used by researchers when collecting data to facilitate their work and improve results, so that they become more accurate, complete and also systematic so that they are easier to work on. Creswell (2014) explains that the research instrument is a device for assessing, observing, and compiling data. The research instrument is important in research, because it is used to obtain the necessary data. Hancock and Algozzine (2006) explained that the researcher as the main instrument for collecting data and analyzing in qualitative research, the researcher must spend time in the environment being studied. In addition, researchers have a big role in controlling and determining the data obtained. Therefore, the main instrument in this research is herself.

In this research the researcher is the planner, implementer, data collector, analyzer, data interpreter and in the end the researcher herself becomes the reporter of the results of her research. In addition, even though the main instrument is the researcher herself, in this research the researcher also used the documentation analysis method as an additional research instrument to assist the research process carried out by the main instrument. Arikunto (2013) explained that the documentation method is finding data regarding variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agenda, and many else. Sugiyono (2013) also explains that documentation can be in the form of writing, pictures, or monumental works of a person. Documentation analysis has high credibility to show and strengthen accurate research results.

Research instruments are needed to support the course of research related to data collection techniques. Ibnu Hajar (2017) explains that all instruments (both tests and non-tests) must have two conditions, valid and reliable. Valid means that the instrument accurately measures the object to be measured. Reliable means consistent measurement results from time to time. Instrument quality is determined by two main criteria: validity and reliability. According to him, the validity of an instrument shows how far it measures what it wants to measure. While reliability shows the level of consistency and accuracy of measurement results. In carrying out research, researcher as instruments need to carry out in-depth related to the research being conducted, therefore researcher is assisted by other supporting instruments in the form of smartphones and laptops to access legal platforms, Netflix to obtain valid data in the form of dialogue text and visual data.

#### **D. Data Collection Techniques**

In conducting research, the thing that needs to be done is to collect complete and accurate data. Data collection is an activity that determines the success of a research because the validity of a research value is determined by the data. Sugiyono (2013) said that data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. Based on this type of research, that is qualitative research, the researchers used data collection techniques by means of documentation analysis. The documentation method is a method of collecting data by collecting and analyzing documents, both written and non-written documents.

So that the documents that are collected and analyzed are then selected according to the purpose and focus of the problem (Sukmadinata, 2017). Documentation can be in the form of writing, pictures, or monumental works of a person (Sugiyono, 2013). The steps of data collection in this research are as follows:

1. The first step was the researcher looking for the series to be researched, *Anne With An E* on a legal platform. In this research, the researcher chose to look for data on a legal platform, Netflix.
2. The second step was that the researcher observing and understanding the scenes and dialogues in the series.
3. The third step was after understanding, the researcher classifying the data found with the theory of types of bullying (verbal, physical, gesture bullying) and also the theory of the impact of bullying (low psychological well-being, poor social adjustment, psychological distress, physical un-wellness) which using the theory of bullying from Ken Rigby (2002 & 2003).
4. The fourth step was data coding. After classifying the datums that answer the research questions, the researcher codes the datums so they can be easily analyzed. An example of data that has been coded is as follows:

**Table 3.1** Data Coding

| <b>Coding</b>                         | <b>Datum</b>  |
|---------------------------------------|---|
| 11/VB/Minnie<br>May/Eps.2/35:16-35:23 | Minnie May: You're a little orphan, you lived in a trash can. |

The data above can be encoded 11/VB/Minnie May/Eps.2/35:16-35:23 which means:

- a) 11 mean is the first data, is the first data in this research.  
This number can change according to the total data.
  - b) VB means Verbal Bullying, which means this dialogue is categorized as Verbal Bullying in types of bullying theory by Ken Rigby.
  - c) Minnie May means a character who conducts a dialogue referring to insults to victims of bullying.
  - d) Eps.2 means the data appear at second episode in the series.
  - e) 35:16-35:23 means this text dialog appears at those minutes.
5. The last step was the data will be submitted and validated by the validator.

## **E. Data Validation Techniques**

The data validation process in research is needed to ensure the validity of the data and research results. Data that has been successfully collected and analyzed in research must be ensured for its accuracy and truth. Therefore, every researcher must be able to choose and determine the right way to develop the validity of the data obtained. Sugiyono (2013) explained that validation is the degree of accuracy between the data that occurs on the object of research with data that can be reported by researchers. Thus, valid data is data that does not differ between the data reported by the researcher and the

data that actually occurs in the object of research. Researcher use a validator in the process of validating the data, to make sure the validity of the data in this research, there are two validator criteria of selecting the data validator, including the validator must have a specialized discipline which conforms to the research topic, and the validator must have research interest as the research topic.

In this research, researcher used validator to validate data so that data can be obtained with credibility, transferability, dependability, and confirmability. Credibility here relates to the accuracy of the data where researchers need to observe types of bullying and also the impact of bullying experienced by the main character in the series Anne with an E. Transferability refers to enabling the results of qualitative research to be transferred to other contexts where researchers need to classify data using theory types of bullying and the impact of bullying by Ken Rigby. Meanwhile, dependability relates to the stability of data changes from time to time. Confirmability is the final explanation and conclusion obtained from the subject matter. The researcher chose to use a validator to make the data studied validated so that it could be accounted for later. The validator used in this research is Mr. Muhammad Rizal, M.A.

#### **F. Data Analysis Techniques**

After the data is collected, the data can be analyzed using the theory that will be used in this research. Bogdan & Biklen (in Moleong, 2016) explained that data analysis is an effort that is carried out by working with data, organizing data, sorting it into manageable units, synthesizing it, looking

for and finding patterns, finding what is important and what is learned, and deciding what can be told to others. At this stage activities are carried out in the form of processing the data obtained and after that the data will be compiled into research. Then the data from the analysis will be included in the form of a temporary report before the data is validated. Miles & Hubberman (1994) states that there are 3 stages of data analysis in qualitative research, there are:

1. Data Reduction

Data reduction can be interpreted as a selection process, focusing attention on simplifying, abstracting, and transforming data that emerges from written records in the field. In this stage, the data obtained from the results of observations which are quite a lot need to be written down carefully and in detail. The data will be more and more if the research is carried out in the long term. For this reason, it is necessary to immediately carry out data analysis through data reduction. Reducing data means summarizing and selecting basic data, focusing on important things, removing unnecessary ones, and organizing data in such a way that preliminary conclusions can be drawn. Thus, the reduced data will provide a clear view, making it easier for researcher to carry out further data collection. In this research, the data reduction process was carried out by sorting the data in the form of dialogues and scenes that contained in the *Anne With An E* series. In this process,



the researcher looked for data from the series and then grouped the data to determine which was the data.

## 2. Data Display



The next stage is data display. After the data is reduced, the next step is displaying the data. Data display is done in the form of brief descriptions, graphs, charts, relationships between categories, and flowcharts. Miles and Huberman (1994) state that the most frequently used form of qualitative data display is narrative text. By displaying the data, it will be easy for researchers to plan the next steps based on the results of the data obtained at the beginning. In this research, data presentation was in the form of dialogue and scene data from the series *Anne With An E*.

## 3. Conclusion Drawing/ Verifying

The final step is drawing conclusions and verification. The previous stage resulted in temporary conclusions, so that the data may change if strong evidence is not found to support the next data collection stage. But if the data provides valid and consistent evidence, then this evidence will be further developed. In this research, the researcher collected data from the *Anne With An E* series in the form of dialogues and scenes and then classified the data with the types of bullying theory and Ken Rigby's impact of bullying theory according to the research question. This research analyzes the types of bullying and the impact of bullying on *Anne With An E* Series. There are examples of data from sampling that

show research findings on types of bullying and impacts of bullying in the series studied, as follows:

**Table 3.2** Data Sample

| No. | Coding                             | Data   | Types of Bullying Or Impact of Bullying | Explanation  |
|-----|------------------------------------|--|---|--|
| 1.  | 2/VB/Mrs. Lynde/Eps. 1/55:32-55:36 |  <p data-bbox="395 969 624 1104">Mrs. Lynde: She's terribly skinny and homely, Marilla. [Rachel chuckles]</p> | Verbal Bullying                         | Data number 2 shows that the scene at minute 55:32-55:36 in episode 1 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). Mrs. Lynde who was mocking Anne by provoking Marilla to make she agreed with what she said. The act of Mrs. Lynde that persuaded Marilla to insult Anne by saying that if Anne was physically terribly skinny and homely, is include verbal bullying. The word "homely" here can be interpreted the same as ugly according to the Cambridge dictionary. This sentence of mockery uttered by Mrs. Lynde said in front of Anne so that Anne could listen directly. |
| 2.  | 44/LP/Anne/Eps.1/55:52-55:53       |  <p data-bbox="395 1447 624 1543">Anne: How dare you call me skinny and ugly!</p>                           | Low Psychological Well-Being            | Data number 44 shows that the scene at minute 55:52-55:53 in episode 1 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows the dialogue spoken by Anne who was angry with Mrs. Lynde because she mocked Anne have skinny and ugly body. Anne felt that if she was mocked and humiliated by Mrs. Lynde so she vents the feelings that hurt her with anger. Feeling Anger is one of the impacts of bullying and include in low psychological well-being.  |

**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

This chapter consist the findings and discussion that show the results of the research. The researcher presents the results of the analysis based on the types of bullying and the impact of bullying experienced by the main characters in the *Anne With An E* series.

**A. Findings**

1. The types of bullying that found in the series *Anne With An E*.

**Table 4.1.** Types of Bullying

|                          | Verbal Bullying | Physical Bullying | Gesture Bullying |
|--------------------------|-----------------|-------------------|------------------|
| Anne With An E<br>Series | 32              | 2                 | 8                |
| Total Data               | 42 Data         |                   |                  |

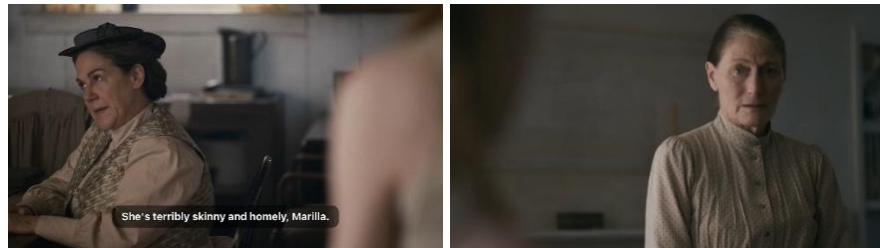
In his book *New Perspective of Bullying*, Rigby (2002:37) stated that bullying has several types, there are verbal bullying, physical bullying, and gesture bullying. Based on the data table, the researcher found 42 data that consist bullying in the form of verbal, physical and gesture bullying. The following explanation of the types that found by the researcher in *Anne With An E* the series, there are:

a) Verbal Bullying

Verbal bullying is an act of violence by using words or sentences that are bad and sounded with the aim of hurting the victim. Verbal bullying

includes name-calling, persuading another person to insult someone, spreading malicious rumors, mocking, slander, insults, threatening, false accusations, threats of violence, gossip, sexual harassment, cruel criticism. In this research, the researcher analyzed and found types of verbal bullying which can be seen as follows:

1) 2/VB/Mrs. Lynde/Eps.1/55:32-55:36



**Figure 4.1.** The scene when Mrs. Lynde persuades Marilla to insult Anne.

Mrs. Lynde: *She's terribly skinny and homely, Marilla. [Rachel chuckles]*

Data number 2 shows that the scene at minute 55:32-55:36 in episode 1 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of persuading person to insult someone can be categorized as verbal bullying (2002). This can be seen in the scene that shows Mrs. Lynde who was mocking Anne by provoking Marilla to make she agreed with what she said. Mrs. Lynde was someone who always spoke outspokenly so that she deliberately told Marilla that the child she was adopting was terribly skinny and homely, thus making Marilla who was Anne's adoptive parent, listen to Mrs. Lynde's words and then looked at Anne with a look as if she was sure of Mrs. Lynde. The act of Mrs. Lynde that persuaded Marilla to insult Anne by saying that if

Anne was physically terribly skinny and homely, is include verbal bullying. The word "homely" here can be interpreted the same as ugly according to the Cambridge dictionary. This sentence of mockery uttered by Mrs. Lynde said in front of Anne so that Anne could listen directly.

2) 6/VB/Orphan Friends/Eps.1/01:13:41-01:13:57



**Figure 4.2.** The scene when Anne's friend was threatening Anne when she lived in the orphanage.

Orphan Friends: *So now... no more squeaking! So, shut your face from now on! Let's go! [Girl Laughing]*

Data number 6 shows that the scene at minute 01:13:41-01:13:57 in episode 1 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of threatening can be categorized as verbal bullying (2002). This can be seen in the scene that shows dialogue spoken by Anne's friend threatening Anne not to say much. Anne was bullied by her friends while at the orphanage, because she always imagined and talked to herself. This made her friends feel that Anne is weird and made her friends bully her. In the sentence "no more squeaking!" can be interpreted to not talk much. Threat sentences given by Anne's

friend which addressed to Anne are included in verbal bullying. The threatening sentence aims to make Anne not to say much.

3) 11/VB/Minnie May/Eps.2/35:16-35:23



**Figure 4.3.** The scene when Minnie May is singing using mocking tone towards Anne.

Minnie May: *You're a little orphan, you lived in a trash can.*

Data number 11 shows that the scene at minute 35:16-35:23 in episode 2 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of mockery can be categorized as verbal bullying (2002). This can be seen in the scene that shows Minnie May singing in front of Anne with a mocking tone while in the park. Minnie May is the little sister of Anne's friend, Diana. Minnie May is a naughty child and when she met Anne for the first time, she immediately mocked Anne by singing. The sentence of mockery tell that Anne is an orphan girl who lives in a trash can. This sentence of mockery so is included in verbal bullying which is said verbally and can be heard directly by Anne.

4) 14/VB/Josie Pye/Eps.3/07:35-07:45



**Figure 4.4.** The scene when Anne is mocked by Josie for wearing ugly clothes.

Josie Pye: *Why do they make you wear that old-lady dress?*

Anne: *[stammers] It's just nice to have something new.*

Josie Pye: *If you're an orphan, I suppose. I wouldn't be caught dead in it.*

Data number 14 shows that the scene at minute 07:35-07:45 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of mockery can be categorized as verbal bullying (2002). This can be seen in the scene that shows Anne goes to school for the first time and she meets her new friends. Josie who didn't like Anne, immediately started talking with Anne with the aim of making fun of Anne. It can be seen Josie's dialogue mocking Anne because she dresses like an old lady, but Anne said that it was the first new dress that she got after being adopted. After that Josie mocked again that Anne really should have worn these clothes because she was an orphan so she had no choice but to wear them. This mockery sentence addressed by Josie to Anne was included in verbal bullying because Josie deliberately said it in front of Anne to make Anne feel embarrassed.

5) 18/VB/Mr. Phillips/Eps.3/13:47-13:52



**Figure 4.5.** The scene when Mr. Phillips called Anne an orphan.  
Mr. Phillips: *Yes, the “A” is silent, as you should be. You’re the, um, orphan, yes?*

Anne: *My name is Anne Shirley-Cuthbert, and please spell “Anne” with an “E”*

Mr. Phillips: *Did I call on you?*

Anne: *You-you just asked me a question.*

Mr. Phillips: *Did I call on you?!*

Anne: *No.*

Mr. Phillips: *Then sit down.*

Data number 18 shows that the scene at minute 13:47-13:52 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of giving someone bad name-calling can be categorized as verbal bullying (2002). This can be seen in the scene that shows Anne helping to correct the words that Moody wrote on the board in front of the class, then Mr. Phillips who is a teacher at Anne's school, reprimands Anne to keep quiet by calling Anne her as an orphan. It can be seen the dialogue spoken by Mr. Phillips who gives name-calling to Anne. Mr. Phillips called Anne "orphan" when he called her. giving bad name-calling is included in the verbal bullying carried out



by Mr. Phillips to Anne by calling her as orphan instead of asking Anne's name explicitly.

6) 24/VB/Charlie Sloane/Eps.3/29:08-29:11



**Figure 4.6.** The scene where Charlie spreads false rumors about Anne to Gilbert.

Charlie Sloane: *Hope you didn't get asylum cooties.*

Data number 24 shows that the scene at minute 29:08-29:11 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of spreading rumor can be categorized as verbal bullying (2002). This can be seen in the scene that shows Gilbert had just returned from his vacation and he didn't know that there was a new child named Anne in the school. Charlie explains that Anne is an orphan and it can be seen that Charlie's dialogue warning Gilbert not to get close to Anne. Charlie spreads the rumor that Anne has lice to Gilbert. Spreading malicious rumors is include to verbal bullying because Charlie doesn't know for sure whether Anne really has lice or not so the rumors are not necessarily true.

7) 28/VB/Mr. Phillips/Eps.3/41:07-41:15



**Figure 4.7.** The scene when Anne is punished by Mr. Phillips in front of the class.

Mr. Phillips: *“Anne Shirley has a very bad temper.”*

Data number 28 shows that the scene at minute 41:07-41:15 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of giving someone cruel criticism can be categorized as verbal bullying (2002). This can be seen in the scene that shows the dialogue of Mr. Phillips who is punishing Anne in front of the class. Mr. Phillips punished Anne because Anne slapped Gilbert in the face for the reason that he mocked and pulled Anne's hair. Anne slapped Gilbert in the face with her small blackboard which made Mr. Phillips was angry and punished Anne instead of punishing Gilbert. So, because of the incident Mr. Phillips punished Anne for standing in front of the class and criticizing her cruelly in front of Anne if she had a bad temper. cruel criticism made Mr. Phillip is included in verbal bullying because Mr. Phillip deliberately criticized Anne in front of the class with the aim of embarrassing Anne.

8) 31/VB/Josie Pye/Eps.7/00:55-00:59



**Figure 4.8.** The scene when Josie is gossiping about Anne with her friends.  
Josie Pye: *The Cuthberts had to mortgage their farm. Isn't that sad?*

Data number 31 shows that the scene at minute 00:55-00:59 in episode 7 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of gossiping someone can be categorized as verbal bullying (2002). This can be seen in the scene that shows Josie was in class with her friends and started talking about Anne's family. It can be seen the dialogue spoken by Josie who is gossiping and spreading rumors about Anne's new family. Josie told everyone that Anne's family, the Cuthberts had gone bankrupt. Josie heard the news that Anne's family was bankrupt from her uncle who was a bank teller in the city of Avonlea. Gossiping someone and spreading rumors about her can be considered as verbal bullying because it was said verbally by Josie to make Anne embarrassed.

Based on the data described above, it shows that Anne's character gets quite a lot of verbal bullying in the form of mocking, name-calling, spreading rumors, threatening, persuading someone to insult someone, gossiping, and cruel criticism. The findings from the results of the analysis are bullying behavior verbally or in the form of speech that appears in text and visual form, among them is when Anne being mocked because she is skinny, Anne is also

called an orphan because she is an adopted child, her friends talk about it and even spread many rumors which has not been confirmed the truth, and also Anne who was cruel criticized by her teacher because she defended herself after being bullied by her friends. The data is enough to show that the character Anne gets verbal bullying in this series. In the data analysis above, the researcher only included 8 data because there were similarities in the types of verbal bullying experienced by the main characters. Researchers put the rest of the data in the appendices which can be seen on the last page of this research.

b) Physical Bullying

Physical bullying is a form of bullying that involves physical violence with the aim of hurting the bully target. Physical bullying includes hitting or kicking, pushing or tripping, slapping, bruising, burning or any other action that involves the deliberate infliction of pain, throwing stones, spitting, getting another person to assault someone, punching, pulling hair or ears, clawing, damaging the victim's property, biting, using sharp weapons and criminal acts. In this research, the researcher analyzed and found types of physical bullying which can be seen as follows:

- 1) 33/PB/Orphan Friends/Eps.1/01:13:10- 01:13:23



**Figure 4.9.** The scene when Anne is being held and pulled by her friends while at the orphanage.

Anne: *Let go! Let go of me!*

Orphan Friends (1): *Shut it! I mean it! [Anne breathes heavily] Go get it. Hold her down.*

Anne: *Please don't! Don't*

Data number 33 shows that the scene at minute 01:13:10-01:13:23 in episode 1 can be categorized as physical bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of holding and pulling hair can be categorized as physical bullying (2002). This can be seen in the scene that shows a flashback as Anne imagines when she was at the orphanage. At that time suddenly Anne was held by her friends in a room and then Anne was forced to kneel and her friend deliberately pulled her hair. Anne, who received this treatment, rebelled but she couldn't do anything because she was too weak and there were many friends who bullied her. The act of holding and pulling the hair experienced by Anne is included in physical bullying because this bullying action can be seen directly with the eyes and can be felt or touched directly between the bullies and the victim. In this scene the bullies are Anne's friends from the orphanage and Anne herself who is the victim.

2) 34/PB/Gilbert Blythe/Eps.3/40:21-40:23



**Figure 4.10.** The scene when Anne's hair was pulled by Gilbert.

Data number 34 shows that the scene at minute 40:21-40:23 in episode 3 can be categorized as physical bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of pulling hair can be categorized as physical bullying (2002). This can be seen in the scene that shows when Gilbert deliberately pulls Anne's hair to get Anne attention. Gilbert called Anne's name repeatedly but Anne ignored him so that made Gilbert come to Anne's seat and pull Anne's hair on purpose. The act of pulling hair experienced by Anne is included in physical bullying because this action can be felt by the victim so that it can injure the victim's body parts and besides that this action can be seen by everyone who is around.

From the data above, it shows that Anne was bullied in the form of physical bullying, that is by being held captive and pulled her hair. The findings from the results of the analysis show that physical bullying behavior appears in visual form, including when Anne was suddenly held captive by her friends while at the orphanage and she was pulled her hair by her friends, then the second finding was when after Anne was adopted and when she was at school, she also received physical bullying by her friend by pulling Anne's hair. The data is enough to prove that Anne was physically bullied in this series.

#### c) Gesture Bullying

Gesture bullying is bullying which is an expression or body language that shows dislike. Gesture bullying includes staring deliberately at someone,

giving intimidating threatening messages using gestures such as imitating a gun with your hand and pointing it at your head, making a throat-slitting motion, or making a clenching motion as if you want to hit. In this research, the researcher analyzed and found types of gesture bullying which can be seen as follows:

1) 37/GB/Billy Andrews/Eps.3/08:09-08:15



**Figure 4.11.** The scene when Anne is being teased by Billy by using a gesture like training a dog.

Billy Andrews: *Sit. Stay. Roll over. [chuckles]*

Jane Andrews: *Don't mind my brother. He's ridiculous!*

Data number 37 shows that the scene at minute 08:09-08:15 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of giving someone a dismissive gesture can be categorized as gesture bullying (2002). This can be seen in the scene that shows Billy, who had just entered the classroom and saw Anne immediately imitated the sound of a dog after that Billy acting as if he is training a dog and the sentence is directed at Anne. Billy pretended that Anne was a dog. The scene of showing as if he is training the dog is included in gesture bullying that Billy did to Anne on purpose and aims to embarrass Anne.

2) 38/GB/Billy & Friends/Eps.3/10:27-10:34



**Figure 4.12.** The scene when Billy Andrews and his friends deliberately followed Anne with dismissive look.

Data number 38 shows that the scene at minute 10:27-10:34 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of staring someone deliberately can be categorized as gesture bullying (2002). This can be seen in the scene that shows Billy and his friends followed Anne who was shown around by Diana from inside the classroom. It can be seen that Billy and his friends deliberately following Anne from inside the classroom through the window with dismissive look to making fun on Anne. The actions taken by Billy and his friends are included in the gesture bullying because they deliberately staring at Anne so that it makes Anne feels uncomfortable when someone accidentally stares at her.

3) 40/GB/Anne-Friends/Eps.3/34:14-34:47



**Figure 4.13.** The scene when Anne was ostracized by her friends because they thought she liked Gilbert.



Data number 40 shows that the scene at minute 34:14-34:47 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of staring someone deliberately can be categorized as gesture bullying (2002). This can be seen in the scene that shows Anne being ostracized by her friends and they are staring at her deliberately from inside the classroom. Anne was ostracized by her friends because they thought she liked Gilbert so she was shunned. It can be seen from inside the class her friends deliberately staring at Anne when Gilbert walks up to Anne. Staring at someone deliberately is included in the gesture bullying that Anne's friends do to Anne with the aim of watching Anne so she doesn't talk to Gilbert.

4) 42/GB/Josie Pye/Eps.3/42:09-42:11



**Figure 4.14.** The scene when Josie deliberately stared with a dismissive look at Anne who left the class because she was punished by Mr. Phillips.

Data number 42 shows that the scene at minute 42:09-42:11 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). Rigby said that the act of staring someone deliberately can be categorized as gesture bullying (2002). This can be seen in the scene that shows when Josie looked at Anne who walked out of class when punished by Mr. Phillips because

Anne slapped Gilbert. Josie looked at Anne with dismissive look and she was happy when Anne was punished by Mr. Phillips. Staring at someone deliberately and belittling can be included as a bullying gesture that Josie did to Anne with the aim of making Anne uncomfortable.

From the data mentioned above, it shows that Anne has received bullying in the form of gestures. there were several gesture bullying behaviors accepted by Anne including some of her friends deliberately staring at Anne to intimidate her and also Billy who imitated movements such as training a dog aimed at Anne. These data are sufficient to prove that Anne has experienced gesture bullying in this series. In the data analysis above, the researcher only included 4 data because there were similarities in the types of gesture bullying experienced by the main characters. Researchers put the rest of the data in the appendices which can be seen on the last page of this research.

2. The impact of bullying that found in the series *Anne With An E*.

**Table 4.2.** Impact of Bullying

|                       | Low Psychological Well-Being | Poor Social Adjustment | Psychological Distress | Physical Un-Wellness |
|-----------------------|------------------------------|------------------------|------------------------|----------------------|
| Anne With An E Series | 20                           | 4                      | 8                      | 0                    |
| Total Data            | 32 Data                      |                        |                        |                      |

Rigby (2003:584) identified and categorized the possible consequences and negative, damaging health conditions that can be called as the impact of bullying, there are low psychological well-being, poor social adjustment, psychological distress, and physical un-wellness. Based on the data table, the researcher found 32 data that consist impact of bullying in the form of low psychological well-being, poor social adjustment and psychological distress. The following explanation of the impact that found by the researcher in *Anne With A* the series, there are:

a) Low Psychological Well-Being

Low psychological well-being is a condition where a person is unable to deal with something which they think is a pressure. This includes general unhappiness, low self-esteem, and feelings of anger and sadness. In this research, the researcher analyzed and found the impact of bullying that is low psychological well-being which can be seen as follows:

1) 44/LP/Anne/Eps.1/55:52-55:53



**Figure 4.15.** The scene when Anne is angry because she was teased by Mrs. Lynde.

*Anne: How dare you call me skinny and ugly!*

Data number 44 shows that the scene at minute 55:52-55:53 in episode 1 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby

said that if someone who feels angry can be categorized into low psychological well-being (2003). This can be seen in the dialogue spoken by Anne who was angry with Mrs. Lynde because she mocked Anne have skinny and ugly body. Anne felt that if she was mocked and humiliated by Mrs. Lynde so she vents the feelings that hurt her with anger. Feeling Anger is one of the impacts of bullying and include in low psychological well-being.

2) 48/LP/Anne/Eps.1/01:14: 01-01:14:07



**Figure 4.16.** The scene when Anne is sad after she was bullied by her friends at the orphanage.

Anne: *[sobs] I'm so sorry*

Data number 48 shows that the scene at minute 01:14:01-01:14:07 in episode 1 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels sad can be categorized into low psychological well-being (2003). This can be seen in the scene that shows Anne crying in a room with holding a mouse. Anne cried because she was held captive and her hair was pulled by her friends when she lived in the orphanage. In this scene, it can be seen that Anne is holding a dead mouse. Anne feels guilty for the mouse because her friends deliberately killed the mouse to scare

Anne. Anne felt sad because she was held captive by her friends and she felt guilty because her friends killed the mouse because of her. Feeling sad is one of the impacts of bullying that is felt by victims of bullying and is included in low psychological well-being.

3) 51/LP/Anne/Eps.3/07:37-07:53



**Figure 4.17.** The scene when Anne feels low-self-esteem when she is mocked by Josie.

Anne: *[stammers] It's just nice to have something new.*

Josie Pye: *If you're an orphan, I suppose. I wouldn't be caught dead in it.*

Diana: *Anne, isn't an orphan anymore. She's been adopted.*

Anne: *I'm... still an orphan, Diana. I'll always be an orphan.*

Data number 51 shows that the scene at minute 07:37-07:53 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels low self-esteem and sad can be categorized into low psychological well-being (2003). This can be seen in the scene that shows Anne being mocked by Josie and makes Anne feel humiliated. Anne was embarrassed when she was mocked by Josie because she dressed like an old lady and Josie said that Anne deserved to wear it because she was an orphan. The sentences "I'm...

still an orphan, Diana. I'll always be an orphan..." shows that Anne feels low self-esteem and sad at the same time because she was mocked by Josie. Low self-esteem and feeling sad is one of the impacts of bullying which is included in low psychological well-being.

4) 52/LP/Anne/Eps.3/08:01-08:03



**Figure 4.18.** The scene when Anne is mad at Billy because he made fun of Anne.

*Anne: You're ridiculous*

Data number 52 shows that the scene at minute 08:01-08:03 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels angry can be categorized into low psychological well-being (2003). This can be seen in the scene that shows Anne being angry at Billy because Billy mocks Anne. Anne felt angry because Billy making funny and mocked her by treating Anne like a dog. The feeling of anger that was in Anne was one of the impacts of bullying because the feeling of anger arose after Billy mocked Anne. Feelings of anger are included in low psychological well-being.

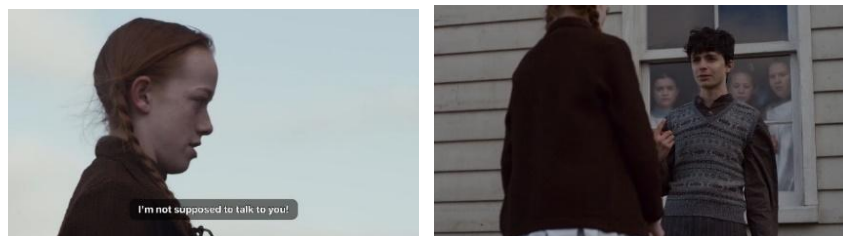
5) 54/LP/Anne/Eps.3/13:57-14:14



**Figure 4.19.** The scene when Anne feeling embarrassed because she was humiliated by Mr. Phillips.

Data number 54 shows that the scene at minute 13:57-14:14 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels low self-esteem can be categorized into low psychological well-being (2003). This can be seen in the scene that shows Anne feeling embarrassed because she was humiliated by Mr. Phillips and made Anne laughed at by her friends. Anne felt low self-esteem because Mr. Phillips gave her a name-calling "orphan", instead saying her name as Anne. Feeling of low self-esteem is one of the impacts of bullying experienced by victims of bullying after being humiliated by the bullies. Low self-esteem is included in low psychological well-being.

6) 59/LP/Anne/Eps.3/34:44-34:50



**Figure 4.20.** The scene when Anne takes out her anger on Gilbert because her friend is shunning her.

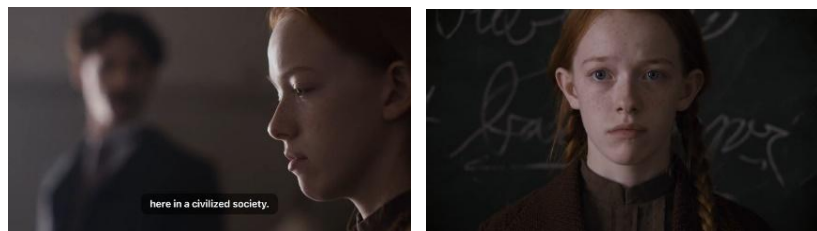
*Anne: I'm not supposed to talk to you!*

Gilbert: *Why not?*

Anne: [*Grunt*]

Data number 59 shows that the scene at minute 34:44-34:50 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels angry can be categorized into low psychological well-being (2003). This can be seen in the scene that shows the dialogue uttered by Anne who scolded Gilbert. Anne took her anger out on Gilbert because Anne thinks that Gilbert who made Anne shunned by her friends. Gilbert was the first to talk to Anne so Josie and her friends threatened and shunned her not to talk to Gilbert because Ruby has a crush on Gilbert. Feeling anger experienced by Anne because she was shunned by her friends is one of the impacts of bullying which is included in low psychological well-being.

7) 60/LP/Anne/Eps.3/41:08-41:47



**Figure 4.21.** The scene when Anne felt low self-esteem because she was humiliated by Mr. Phillips in front of the class.

Data number 60 shows that the scene at minute 41:08-41:47 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels low self-esteem can be categorized into



low psychological well-being (2003). This can be seen in the scene that shows Anne being punished by Mr. Phillips in front of the class that embarrassed her. Anne was punished and humiliated by Mr. Phillips in front of the class because she slapped Gilbert's face because Gilbert teasing her. Anne felt low self-esteem because Mr. Phillips ordered her to stand in front of the class to set an example of a problem child so her classmates laughed at her and made Anne even more embarrassed. The feeling of low self-esteem that Anne has experienced because she was humiliated by Mr. Phillips is one of the impacts of bullying which is included in low psychological well-being.

8) 62/LP/Anne/Eps.7/01:00-01:02



**Figure 4.22.** The scene when Anne gets mad at Josie because she gossiping about her family.

*Anne: Josie Pye, you take that back!*

Data number 62 shows that the scene at minute 01:00-01:02 in episode 7 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels angry can be categorized into low psychological well-being (2003). This can be seen in the scene that shows a dialogue spoken by Anne who is angry with Josie. Anne felt angry because of Josie's talks about her adoptive parents. Josie talked

about and spread to everyone that Anne's adopted parents were bankrupt. Anne, who accidentally listened to the conversation immediately became angry. The feeling of anger experienced by Anne was one of the impacts of bullying because Josie gossiped about Anne's family and included in low psychological well-being.

The data shows that Anne experienced the impact of bullying, namely low psychological well-being including feelings of sadness, anger, and low self-esteem. The findings from the analysis show the impact of low psychological well-being in the form of dialogue and visuals, including when Anne was mocked by her neighbors so it made Anne feels angry, when she was mocked by her friends because she wore old-lady dress and made her feel insecure and feeling low self-esteem, and when she was held captive by her friends while at the orphanage so that it made her feel sad. These data are enough to prove that Anne experienced the impact of bullying, namely low psychological well-being in the form of feelings of anger, sadness, and low self-esteem. In the data analysis above, the researcher only included 8 data because there are similarities in the impact of bullying in the form of low psychological well-being experienced by the main character after being bullied. The rest of the data the researchers include in the appendices which can be seen on the last page of this research.

#### b) Poor Social Adjustment

Poor Social Adjustment is a person's poor ability to adjust to the group and the environment as indicated by changed attitudes and behavior. This includes feelings of aversion toward one's social environment, evident through

expressed dislike for school or workplace, manifest loneliness, isolation, and absenteeism. In this research, the researcher analyzed and found the impact of bullying that is poor social adjustment which can be seen as follows:

1) 63/PSA/Anne/Eps.3/43:06-43:23



**Figure 4.23.** The scene when Anne comes home after she is punished by Mr. Phillips.

Anne: *[sobbing]*

Marilla: *There, there child.*

Anne: *[sobs]*

Marilla: *I know. I know just how you feel. You've been judged harshly.*

Anne: *I am never going back to school! Never! [continues to sob]*

Data number 63 shows that the scene at minute 43:06-43:23 in episode 3 can be categorized as poor social adjustment in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who doesn't like with their school environment can be categorized into poor social adjustment (2003). This can be seen in the scene that shows Anne deliberately came home when she was punished by Mr. Phillips at school because she was embarrassed. Anne was humiliated in front of the class by Mr. Phillips because she slapped Gilbert with her small blackboard. When she was punished, Anne then slowly walked out of the classroom and ran home because

she felt embarrassed. The sentence "I am never going back to school! Never!" shows Anne expressing her dislike of her school environment as a result of being humiliated by her friends and teacher. Anne's expression of dislike for her school environment because she felt humiliated by her teacher and friends is one of the impacts of bullying which is included in poor social adjustment.

2) 64/PSA/Anne/Eps.4/00:53-01:20



**Figure 4.24.** The scene when Anne doesn't go to school and is in front of the house with singing.

Anne: *Cordelia, nothing rhymes with your name [sing]*

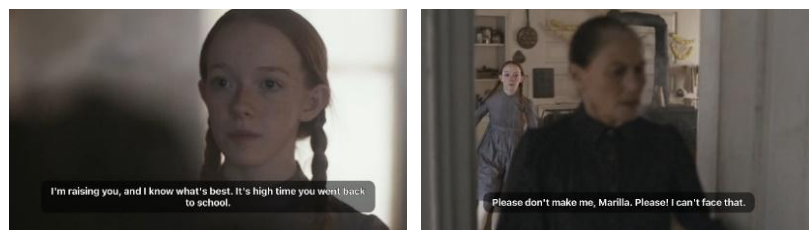
Jerry: *Not going to school again today?*

Anne: *There's no need to be ashamed, even though you're strange and plain. Cordelia, nothing rhymes with your name. but don't be ashamed. Even though you're strange and plain.*

Data number 64 shows that the scene at minute 00:53-01:20 in episode 4 can be categorized as poor social adjustment in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that absenteeism can be categorized into poor social adjustment (2003). This can be seen in the scene that shows Jerry sees Anne outside her house and singing, then he asks Marilla and Matthew if Anne isn't going to school again. Anne absents from class after an

incident where she was humiliated in front of the class by Mr. Phillips. Anne chose to be at her house instead of going to her school. Absenteeism is one of the impacts of bullying experienced by Anne as a result of being humiliated by Mr. Phillips, so it making her feel embarrassed to go to school. Absenteeism is included in the poor social adjustment.

3) 65/PSA/Anne/Eps.4/06:03-06:43



**Figure 4.25.** The scene when Anne begs Marilla to be allowed to stay out of school again.

Marilla: *I'm raising you, and I know what's best. It's high time you went back to school.*

Anne: *Please don't make me, Marilla. Please! I can't face that. I promise I'll do better here. I promise.*

Marilla: *You can stop your bargaining, cause there's no use in it.*

Anne: *Matthew said I didn't have to go back!*

Marilla: *What now?*

Anne: *He understands that school is a torment for me. But of course, he'd understand. He's a kindred spirit! I don't have any friends!*

Data number 65 shows that the scene at minute 06:03-06:43 in episode 4 can be categorized as poor social adjustment in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said

that if someone who doesn't like with their school environment can be categorized into poor social adjustment (2003). This can be seen in the scene that shows that Anne is begging Marilla not to force her to go back to school. Anne felt that she has no friends at school after she was humiliated by Mr. Phillips because of that she doesn't like the school environment because she doesn't have friends anymore and she also feels embarrassed because of the humiliating incident before. The sentences "Please don't make me, Marilla. Please! I can't face that. I promise I'll do better here. I promise." shows that Anne doesn't want to go to school because of the trauma of being humiliated. Expressing dislike with the school environment is one of the impacts of bullying experienced by Anne because she is afraid that the incident she was humiliated might happen again. Expressing dislike in a school environment is included in poor social adjustment.

4) 66/PSA/Anne/Eps.4/18:16-18:21



**Figure 4.26.** The scene when Anne lies to Marilla if she goes to school but Anne skips school instead.

Marilla: *You said you were going to school.*

Anne: *I went, in a fashion.*

Marilla: *Do you take us for fools?*

Anne: *But they hate me there!*

*Minister: Enough! You must learn to harness yourself. I see what the problem is here. Oh yes, I do, Indeed. And I have divined an answer. This problem is easily solved. If the girl doesn't want to go to school, then she shouldn't go. She should stay home, and learn proper housekeeping until she marries.*

Data number 66 shows that the scene at minute 18:16-18:21 in episode 4 can be categorized as poor social adjustment in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who doesn't like with their school environment can be categorized into poor social adjustment (2003). This can be seen in the scene that shows Anne being caught lying because she didn't go to school and instead went somewhere else. Anne, who didn't want to go back to school, decided to lie because she didn't want to disappoint Marilla, but at the end Anne disappointed her because she was caught lying. Anne explained that if her friends hated her at school, that's why she didn't like the school environment. because the debate that was carried out by Marilla and Anne was not finished, the minister also reprimanded them both by finding a way out. Expressing dislike for the school environment is one of the impacts of bullying experienced by Anne which included in the poor social adjustment.

From the data above, it shows that Anne experienced the impact of bullying, namely poor social adjustment as evidenced by data in the form of dialogue and visuals. The findings of the data include dialogue showing Anne's dislike of her school environment because she was bullied by her

friends and even her teacher. after that Anne's absence at school also showed the impact of her being bullied by her friends. From these data it is sufficient to prove that Anne experienced the impact of bullying, namely poor social adjustment in the form of expressed dislike for school, and absenteeism.

c) Psychological Distress

Psychological Distress is a negative mental health condition where the condition can affect individuals either directly or indirectly and is related to other physical and mental health conditions. This includes high levels of anxiety, depression, and suicidal thinking. In this research, the researcher analyzed and found the impact of bullying that is psychological distress which can be seen as follows:

1) 68/PD/Anne/Eps.2/05:16-05:37



**Figure 4.27.** The scene when Anne imagines again when herself being tortured while in the orphanage.

Data number 68 shows that the scene at minute 05:16-05:37 in episode 2 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels anxiety can be categorized into psychological distress (2003). This can be seen in the scene that shows when Anne returns to the orphanage because the Cuthberts gave her back to orphanage but she is unsure about going into it. Anne



remembered and imagined when her friends used to torture her at the orphanage, which made her anxious again. Anne also decided not to return to the orphanage because she scared that she would be tortured again. The anxiety experienced by Anne is one of the impacts of bullying which is included in psychological distress.

2) 70/PD/Anne/Eps.2/35:15-35:20



**Figure 4.28.** The scene when Anne feels anxiety because she was mocked by a group of children.

Data number 70 shows that the scene at minute 35:15-35:20 in episode 2 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels anxiety can be categorized into psychological distress (2003). This can be seen in the scene that shows Anne's worried face because she is mocked by a group of children. Anne was mocked by them because she was an orphan, so that made Anne feel anxious and embarrassed because she was mocked in front of people. The anxiety experienced by Anne is one of the impacts of bullying which is included in psychological distress.

3) 71/PD/Anne/Eps.3/10:47-11:07



**Figure 4.29.** The scene when Anne felt worried because she was disturbed by Billy so that her mind was distracted and became unfocused.

Diana: *I hope you brought enough for everyone, since it won't do to eat without sharing.*

Billy Andrews: *[Barks] Come here, girl. Who's a good Anne? Who's a good Anne? Ruff! Ruff! Ruff!*

Diana: *What'd you bring, Anne?*

Anne: *Josie Pye doesn't like me at all.*

Diana: *I brought a lace-trimmed handkerchief. It should make a lovely presentation. Hopefully your apple is already sliced for sharing.*

Anne: *Apple? I...I...*

Anne: *Come on. I'll show you the rest.*

Data number 71 shows that the scene at minute 10:47-11:07 in episode 3 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels anxiety can be categorized into psychological distress (2003). This can be seen in the scene that shows the worried look on Anne's face while being mocked by Billy and his friends. Anne experienced anxiety because she was so distracted by the mockery of Billy and his friends done so it makes, she couldn't

focus on what Diana was talking about. Anne felt anxious and scared when Billy and his friends bullied her to make her uncomfortable. Feelings of anxiety are one of the impacts of bullying experienced by the victim of bullying, especially Anne because of the mockery made by Billy, which make her feeling uncomfortable. Feelings of anxiety are included in psychological distress.

4) 72/PD/Anne/Eps.4/08:01-08:40



**Figure 4.30.** The scene when Anne started to imagine about her imaginary friend.

[Girl]: *Don't worry, Anne. I'll always be your friend. We have each other.*

Anne: *Katie? Katie, is that you? [exhales, sniffles] Katie Maurice, Are you in there? Please, Katie. Please. I'm sorry I had to leave you at Mrs. Hammond's. you have no idea how grateful I'd be if you'd visit me here. Katie?..*

Data number 72 shows that the scene at minute 08:01-08:40 in episode 4 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). Rigby said that if someone who feels depression and anxiety can be categorized into psychological distress (2003). This can be seen in the scene that shows Anne who is imagining with her imaginary friend. Anne felt

anxious because she was forced to go to school, so it turns to be depression which made her imagining her imaginary friend. Anne returned to daydreaming as if there was someone nearby. Anne repeatedly says the name "Katie" on the wall clock next to her and acts as if someone is inside the clock. Anne's depression and anxiety is one of the impacts of bullying and is included in psychological distress.

The data shows that Anne experienced the impact of bullying, namely psychological distress. there are findings of data in the form of visual data including Anne who felt anxiety because she had experienced bullying before, and when she was bullied by her friends and a group of children while in the park. Besides that, Anne also experienced depression because she imagined her imaginary friend reappearing. From these data it can be proven that Anne experienced the impact of bullying, namely psychological distress in the form of anxiety and depression. In the data analysis above, the researcher only included 4 data because there are similarities in the impact of bullying in the form of psychological distress experienced by the main character after being bullied. The rest of the data the researchers include in the appendices which can be seen on the last page of this research.

## **B. Discussion**

In this part, the researcher explains the data found and previously analyzed. This part also answers the research questions that were mentioned in the first chapter. The first, in this discussion the researcher reveal what types of bullying

the main character experienced in the series *Anne With An E* and followed by the second discussion, the researcher reveal what impact the bullying itself has experienced on the main character in the series *Anne With An E*.

After conducting the analysis, the researcher found 74 data which included 42 data on types of bullying and 32 data on the impact of bullying experienced by the main character, Anne in the series *Anne With An E*. The data found by the researcher included the first research question by the researcher found 32 data on verbal bullying, 2 data on physical bullying, and 8 data on gesture bullying, while in the second research question the researcher found 20 data on low psychological well-being, 4 data on poor social adjustment, and 8 data on psychological distress.

Based on the data analysis results show that verbal bullying is the most dominant type of bullying experienced by the main character Anne in the series *Anne With An E*. Furthermore, based on the data analysis results show that low psychological well-being is the most dominant impact of bullying. In this series, Anne gets various bullying and the most frequent is verbal bullying. This type of bullying is often done by the people around Anne by mocking, name-calling, spreading rumors, threatening, persuading someone to insult someone, gossiping, and cruel criticism. Rigby stated that verbal bullying is a form of bullying that is often reported by both women and men, and this form of bullying is the most painful (2007:113). This type of bullying is very easy to do because this bullying only needs to use hurtful speech and then address it to Anne, this bullying is often taken for granted because the people around Anne sometimes not realize that what they're doing and think that what they say is true and reasonable so they're not realize that this is bullying which can hurt Anne's heart, this makes Verbal

bullying becomes the dominant data in this series. A sentence that spoken by someone has the power to bring someone down. The effects of verbal bullying are harmful over a long period of time and can leave the victims of bullying feeling their self-esteem shattered and their confidence lost.

Furthermore, the most dominant impact of bullying experienced by Anne was that Anne having feelings of sadness, anger, and low self-esteem which could be categorized as Low psychological well-being. Anne, who was always being bullied both verbally, namely being mocked, name-calling by her friends because she was an orphan, then physically because she had a body that was relatively small compared to her friends so she could not fight back, and also in gesture made her feel sad, angry and has low self-esteem. Rigby explained that bullying can lower a person's self-esteem (2003:585). Low psychological well-being is a person's simplest response in the face of pressure.

Even though Anne always gets bullying in her life, in the end of the story, Anne's friends begin to accept Anne because they see Anne's sincere personality and always helps her friends. Anne started to get along with her friends but besides that, there were still some friends who always bullied her, Josie and Billy. Anne used bullying as a motivation to be a good girl to prove that the ridicule and insults by from the surroundings who said that the orphan girl was a wild child were wrong. Anne grew up to be a kind-hearted girl so she began to be accepted by her surroundings, especially by her friends.

## CHAPTER V

### CONCLUSION, IMPLICATIONS, AND SUGGESTION

In this chapter the researcher writes down the conclusions that have been found and discussed in the previous chapter. Apart from that, the researcher will also write down some implications and suggestions for the benefit of future readers of this thesis.

#### A. Conclusion

From the explanation in the previous chapter, it can be concluded that in the *Anne With An E* series there are types of bullying experienced by the character Anne, among them are verbal bullying, physical bullying, and gesture bullying. Based on the results of the analysis that was carried out in the previous chapter, the dominant data is on the types of bullying in the *Anne With An E* series, is verbal bullying, then the second most common form of bullying is gesture bullying while the last data is physical bullying. Verbal bullying is the dominant data because Anne's character is often bullied by being mocking, name-calling, spreading rumors, threatening, persuading someone to insult someone, gossiping, and cruel criticism by the people around her. In addition, verbal bullying is a type of bullying that is very easy to do because it only uses hurtful speech and then address it to Anne.

Furthermore, the impacts experienced by Anne due to bullying include low psychological well-being, poor social adjustment, and psychological distress. In the results of the analysis that was carried out in the previous chapter, the dominant data on the impact of bullying in the *Anne With An E* series is the first, is low psychological well-being, then the most common form is psychological

distress, and the last data, is poor social adjustments. Low psychological well-being is the dominant data because Anne's character often feels sad, angry and feels low self-esteem due to being bullied by people around her.

At the end of the story, Anne, who always gets bullied in her new environment, slowly begins to be accepted by her friends. Anne started to be liked by her friends because of her helpful and cheerful personality. Even though some of her friends still bully her, namely Josie and Billy but Anne does not despair and tries to continue to do good and be cheerful so that she can change the image of an orphan who was underestimated by her surroundings.

## **B. Implications**

In this research, the researcher used the theory from Ken Rigby which explains the types of bullying and also the impact from bullying itself. The researcher uses these two theories to find out what forms of bullying are experienced by the main character in the *Anne With An E* series as well as to find out the impact caused by this bullying. The researcher hopes that with this research, the readers can find out what types of bullying exist in this series and at the same time find out what impacts are caused by this bullying behavior. In addition, this research is expected to be used as a reference for future researchers who wish to use the theory of types of bullying and impact on other objects.

## **C. Suggestion**

After the researcher has analyzed this series, the researcher would like to provide some suggestions, to further researchers, this research has many



shortcomings, it is hoped that future researchers can conduct more detailed and in-depth research and can develop this research from various points of view. As for the public and readers, the researchers hope not to imitate all forms of bullying in the *Anne With An E* series because this will be detrimental to all parties, especially the victims.

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**APPENDICES**  
**VALIDATION SHEET**

The thesis data titled *Bullying Portrayed by Main Character in Anne With An Series* had been checked and validated by Mr. Muhammad Rizal, M.A. in:

Day : Monday

Date : May 15<sup>th</sup> 2023



Surakarta, May 15<sup>th</sup>, 2023

Validator



A handwritten signature in black ink, appearing to be 'MR' with a stylized flourish.



Muhammad Rizal, M.A.



**TABLE OF DATA**  
**BULLYING PORTRAYED BY MAIN CHARACTER IN *ANNE WITH AN E* SERIES**

| No. | Coding                            | Data  | Types of Bullying or Impact of Bullying | Explanation  | Valid/Invalid |
|-----|-----------------------------------|---|---|--|---------------|
| 1.  | 1/VB/Mrs. Lynde/Eps.1/55:25-55:30 |  <p>Mrs. Lynde: Well, they didn't pick you for your looks, that's sure and certain.</p> | Verbal Bullying                         | Data number 1 shows that the scene at minute 55:25-55:30 in episode 1 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). This scene shows a dialogue spoken by Mrs. Lynde who was making fun of Anne's body shape. This sentence of mockery can be categorized as verbal bullying because it's said directly so that it can be heard with the listener's senses. This mockery sentence is deliberately aimed at Anne's character with the aim of insulting Anne's physical body so that it can hurt Anne's heart. | valid         |
| 2.  | 2/VB/Mrs. Lynde/Eps.1/55:32-55:36 |   | Verbal Bullying                         | Data number 2 shows that the scene at minute 55:32-55:36 in episode 1 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). Mrs. Lynde who was mocking Anne by provoking Marilla to make she agreed with what she said. The act of Mrs. Lynde that persuaded Marilla to insult Anne by saying that if Anne was physically terribly skinny and homely, is include verbal bullying. The word "homely" here can be interpreted the  | Valid         |







|    |                                   |  |                 |   |       |
|----|-----------------------------------|--|-----------------|---|-------|
|    |                                   |  <p>Mrs. Lynde: She's terribly skinny and homely, Marilla. [Rachel chuckles]</p> |                 | <p>same as ugly according to the Cambridge dictionary. This sentence of mockery uttered by Mrs. Lynde said in front of Anne so that Anne could listen directly.</p>   |       |
| 3. | 3/VB/Mrs. Lynde/Eps.1/55:37-55:40 |  <p>Mrs. Lynde: All elbows and knees [Laughs]</p>                                | Verbal Bullying | <p>Data number 3 shows that the scene at minute 55:37-55:40 in episode 1 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Mrs. Lynde's dialogue mocking Anne's personality. The sentence "All elbows and knees" can be interpreted as someone who is stiff and is often to describe someone who has not yet grown to maturity. The mockery sentence was addressed to Anne because of her skinny body so that Mrs. Lynde thought that Anne was far from mature. This sentence of mockery is included in verbal bullying because it was said by Mrs. Lynde in words and addressed to Anne directly so that Anne could find out directly.</p> | valid |
| 4. | 4/VB/Mrs. Lynde/Eps.1/55:40-55:46 |  | Verbal Bullying | <p>Data number 4 shows that the scene at minute 55:40-55:46 in episode 1 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows the dialogue when Mrs. Lynde was</p>   | valid |



|    |   |   |                 |  |       |
|----|---|---|-----------------|--|-------|
|    |   |  <p>Did you ever see such freckles?</p>   |                 | <p>making fun of Anne's face for having freckles and also compared Anne's hair like carrot because her hair is orange. This sentence is a sentence of mockery which is included in verbal bullying with the aim of physically humiliating Anne.</p>  |       |
| 5. | 5/VB/Orphan Friends/Eps.1/01:13:26-01:13:38 |  <p>Guess what, Princess Cordelia? We're sick of you and your stupid stories!</p>   | Verbal Bullying | <p>Data number 5 shows that the scene at minute 01:13:26-01:13:38 in episode 1 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Anne's friend giving her the name-calling as Princess Cordelia. The name-calling was given by her friend because Anne was often being alone and liked to imagine, so her friends began to think of her as freak people. Anne often imagines being a princess so that her friends give her the name-calling as Princess Cordelia. Giving name-calling to someone is a type of verbal bullying. The name-calling was given to Anne with the aim of making her feel embarrassed.</p> | valid |
|    |   | <p>Mrs. Lynde: Did you ever see such freckles? And hair as red as carrots! Dear, dear me.</p> <p>Orphan Friends (1): Stop talking! Guess what, Princess Cordelia? We're sick of you and your stupid stories!<br/> Orphan Friends (2): Stupid stories!<br/> Orphan Friends (3): Liar<br/> Anne: [Screams]<br/> Orphan Friends (1): This little mousey made too much noise.<br/> Orphan Friends (2,3) Squeak, Squeak!<br/> Orphan Friends (1): But then it got caught in a trap<br/> Anne: [Breathes heavily]</p> |                 |  |       |




|    |   |  |                 |  |       |
|----|---|--|-----------------|--|-------|
| 6. | 6/VB/Orphan Friends/Eps.1/01:13:41-01:13:57 |  <p>Orphan Friends (1): So now... no more squeaking! So, shut your face from now on! Let's go!<br/>[Girl Laughing]</p> | Verbal Bullying | Data number 6 shows that the scene at minute 01:13:41-01:13:57 in episode 1 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). This scene shows dialogue spoken by Anne's friend threatening Anne not to say much. In the sentence "no more squeaking!" can be interpreted to not talk much. Threat sentences given by Anne's friend which addressed to Anne are included in verbal bullying. The threatening sentence aims to make Anne not to say much.   | valid |
| 7. | 7/VB/Mr. Andrews/Eps.2/34:42-34:46          |  <p>Mr. Andrews: My, my. Looks like the Cuthberts have picked up a stray.</p>   | Verbal Bullying | Data number 7 shows that the scene at minute 34:42-34:46 in episode 2 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows the dialogue spoken by Mr. Andrews who gave name-calling to Anne. The word "stray" here can be interpreted as wild child. Mr. Andrews gave the name-calling stray to Anne because Anne is an orphan girl that came from an orphanage, so it is considered that its origin is unclear. Giving a bad name-calling to someone can be included in verbal bullying. The name-calling was addressed to Anne because she was the only one adopted by the Cuthberts. | valid |
| 8. | 8/VB/Billy Andrews/Eps.2/34:47-34:50        |  | Verbal Bullying | Data number 8 shows that the scene at minute 34:47-34:50 in episode 2 can be categorized as  | valid |

|     |                                       |  |                 |   |       |
|-----|---------------------------------------|--|-----------------|---|-------|
|     |                                       |  <p>Billy Andrews: A stray dog! [barks]</p>              |                 | <p>verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows the dialogue that Billy said to insult Anne. The sentences “A stray dog!” here it is addressed to Anne because Anne came from an orphanage so her origins are considered unclear and considered a wild girl so that the sentence stray dog here can be interpreted as someone whose origins are unclear and considered wild. This sentence is an insulting sentence which is included in verbal bullying which was said by Billy to Anne directly so that Anne could easily hear it.</p> |       |
| 9.  | 9/VB/Prissy Andrews/Eps.2/34:54-34:55 |  <p>Prissy Andrews: Doesn't she have awful red hair?</p> | Verbal Bullying | <p>Data number 9 shows that the scene at minute 34:54-34:55 in episode 2 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows dialogue spoken by Prissy who is talking about Anne in a mocking tone. Prissy mocked Anne's red hair which seems awful. This mockery sentence that addressed to Anne is included into verbal bullying. Prissy said those words on purpose so that Anne could hear Prissy talking about her.</p>  | valid |
| 10. | 10/VB/Mr. Andrews/Eps.2/34:56-34:59   |  | Verbal Bullying | <p>Data number 10 shows that the scene at minute 34:56-34:59 in episode 2 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). This scene shows the dialogue spoken by Mr. Andrews</p>   | valid |




|     |                                    |   |                 |   |       |
|-----|------------------------------------|---|-----------------|---|-------|
|     |                                    |  <p>Prissy Andrews: I wonder if she'll be attending school.<br/>Mr. Andrews: What is the world coming to?</p> |                 | <p>which is an insult to Anne. The sentence “what is the world coming to?” is an insulting sentence addressed to Anne when she goes to school because Anne is an orphan girl who doesn't have parents so she doesn't get enough education. Mr. Andrews thought that if Anne was a wild child, she would give a bad influence for other children. Insult sentences are included in verbal bullying which are said verbally so that these sentences can hurt Anne's feelings.</p> |       |
| 11. | 11/VB/Minnie May/Eps.2/35:16-35:23 |  <p>Minnie May: You're a little orphan, you lived in a trash can.</p>   | Verbal Bullying | <p>Data number 11 shows that the scene at minute 35:16-35:23 in episode 2 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The dialogue shows Minnie May singing in front of Anne with a mocking tone. The sentence of mockery tell that Anne is an orphan girl who lives in a trash can. This sentence of mockery so is included in verbal bullying which is said verbally and can be heard directly by Anne.</p>         | valid |
| 12. | 12/VB/Children/Eps.2/35:16-35:23   |   | Verbal Bullying | <p>Data number 12 shows that the scene at minute 35:16-35:23 in episode 2 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows a child boy giving Anne a name-calling.</p>   | valid |



|     |                                   |  |                 |   |       |
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|     |                                   |  <p>Boy Children: Garbage girl!<br/>Garbage girl! [singing and laughing]</p>   |                 | <p>The sentence "Garbage girl" here can be interpreted as an outcast, because Anne is an orphan who comes from an orphanage. So that she was given the name-calling as a garbage girl. Giving bad name-calling is included in verbal bullying.</p>  |       |
| 13. | 13/VB/Josie Pye/Eps.3/07:10-07:25 |  <p>Anne: It is a Scrumptious pleasure to make your acquaintances, and I shall do my utmost to prove myself worthy of your friendship.<br/>Diana: Uh... Anne loves to read, and she knows ever so many big words.<br/>Josie Pye: Does she use them all in every sentence? [chuckles]</p> | Verbal Bullying | <p>Data number 13 shows that the scene at minute 07:10-07:25 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows a dialogue spoken by Josie who mocks Anne's way of talking that is not like normal people. Anne, who likes to speak in figurative language, gives Josie and her friends a strange impression for the first time. This mockery sentence is included in verbal bullying because Josie said it directly in front of Anne so that Anne could hear it.</p> | Valid |
| 14. | 14/VB/Josie Pye/Eps.3/07:35-07:45 |  | Verbal Bullying | <p>Data number 14 shows that the scene at minute 07:35-07:45 in episode 3 can be categorized as verbal bullying in terms of types of bullying</p>   | valid |



|     |                                       |  |                 |   |       |
|-----|---------------------------------------|--|-----------------|---|-------|
|     |                                       |  <p>Josie Pye: Why do they make you wear that old-lady dress?<br/> Anne: [stammers] It's just nice to have something new.<br/> Josie Pye: If you're an orphan, I suppose, I wouldn't be caught dead in it.</p> |                 | <p>according to Ken Rigby (2002:37). The scene shows Josie's dialogue mocking Anne because she dresses like an old lady, but Anne said that it was the first new dress that she got after being adopted. After that Josie mocked again that Anne really should have worn these clothes because she was an orphan so she had no choice but to wear them. This mockery sentence addressed by Josie to Anne was included in verbal bullying because Josie deliberately said it in front of Anne to make Anne feel embarrassed.</p> |       |
| 15. | 15/VB/Billy Andrews/Eps.3/07:57-08:08 |    | Verbal Bullying | <p>Data number 15 shows that the scene at minute 07:57-08:08 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Billy mocking Anne by sounding like a dog when he is near Anne. Billy mocks Anne by treating her like a dog. This sentence of mockery is included in verbal bullying which was said by Billy directly in front of Anne so that Anne could hear it. That sentences for the purpose of</p>  | valid |




|     |                                   |  |                 |   |       |
|-----|-----------------------------------|--|-----------------|---|-------|
|     |                                   |  <p>Hey, look! It's a talking dog. [chuckles]</p> <p>Billy Andrews: Ruff-ruff! Ruff! Ruff! [Barks]<br/> Anne: You're ridiculous<br/> Billy Andrews: Hey, look! It's a talking dog. [chuckles] Can you fetch, too?<br/> Jane Andrews: Billy, leave her be.</p>              |                 | humiliating Anne.   |       |
| 16. | 16/VB/Josie Pye/Eps.3/08:28-08:33 |  <p>Have you ever been to a real school,</p>  <p>or did they just send you to special orphan school?</p> <p>Josie Pye: Have you ever been to a real school, or did they just send</p> | Verbal Bullying | Data number 16 shows that the scene at minute 08:28-08:33 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows a dialogue spoken by Josie who is insulting with asking Anne sarcastically. Josie insulted Anne who had never attended in public school because she was an orphan and living in an orphanage by asking if she had ever gone to a real school or special orphan school. The question in the form of an insult was included in the verbal bullying uttered by Josie with the aim of embarrassing Anne. | valid |







|     |                                       |  |                 |   |       |
|-----|---------------------------------------|--|-----------------|---|-------|
|     |                                       | you to special orphan school?  |                 |   |       |
| 17. | 17/VB/Billy Andrews/Eps.3/10:53-10:57 |   <p>Billy Andrews: [Barks] Come here, girl. Who's a good Anne? Who's a good Anne? Ruff! Ruff! Ruff!</p> | Verbal Bullying | Data number 17 shows that the scene at minute 10:53-10:57 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows dialogue spoken by Billy who mocking Anne from inside the classroom through the window. Billy making fun on Anne by calling her like he called a dog. The words "Ruff! Ruff! Ruff!" here it can be interpreted as the sound of a dog uttered by Billy to call Anne. This sentence of mockery is included in verbal bullying because Billy compares Anne with a dog when he calls Anne. | valid |
| 18. | 18/VB/Mr. Phillips/Eps.3/13:47-13:52  |    | Verbal Bullying | Data number 18 shows that the scene at minute 13:47-13:52 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows the dialogue spoken by Mr. Phillips who gives name-calling to Anne. Mr. Phillips called Anne "orphan" when he called her. giving bad name-calling is included in the verbal bullying carried out by Mr. Phillips to Anne by calling her as orphan instead of asking Anne's name  | valid |



|     |                                   |  |                 |  |       |
|-----|-----------------------------------|--|-----------------|--|-------|
|     |                                   |  <p>Mr. Phillips: Yes, the “A” is silent, as you should be. You’re the, um, orphan, yes?<br/> Anne: My name is Anne Shirley-Cuthbert, and please spell “Anne” with an “E”<br/> Mr. Phillips: Did I call on you?<br/> Anne: You-you just asked me a question.<br/> Mr. Phillips: Did I call on you?!<br/> Anne: No.<br/> Mr. Phillips: Then sit down.</p> |                 | explicitly.  |       |
| 19. | 19/VB/Josie Pye/Eps.3/17:28-17:33 |  <p>Josie Pye: No, I won’t eat next to dirty trash. Come on, girls, before we all become tarnished.</p>   | Verbal Bullying | Data number 19 shows that the scene at minute 17:28-17:33 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows the dialogue Josie utters to Anne giving bad name-calling. Josie called Anne "dirty trash" because Anne was an orphan who had never been taught manners, so she often said rude words. The sentence "dirty trash" here can be interpreted as someone who has no manners in speaking. Giving bad name-calling is include in verbal bullying because Josie giving name-calling directly in front of Anne so that Anne can | valid |




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|-----|--|---|-----------------|--|-------|
|     |  |   |                 | hear it.   |       |
| 20. | 20/VB/Billy<br>Andrews/Eps.3/26:44-26:45 |  <p>Billy Andrews: Prissy Andrews, Dummy.<br/>Anne: I'm sure I didn't mean to be nasty.</p>   | Verbal Bullying | Data number 20 shows that the scene at minute 26:44-26:45 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows the dialogue spoken by Billy who is giving a bad name-calling to Anne. Billy gives name-calling "dummy" to Anne because Anne accidentally spreads false news about Billy's sister, Prissy which makes Billy angry. the dummy sentence here can be interpreted as someone who is fake. Giving bad name-calling is included in verbal bullying. Billy gave the nickname to Anne because he felt that Anne was a fake or pretended to be nice to everyone. | valid |
| 21. | 21/VB/Billy<br>Andrews/Eps.3/27:00-27:07 |  <p>Billy Andrews: I'm gonna teach you a lesson, Fido. You're a bad dog. Bad little dog.</p> | Verbal Bullying | Data number 21 shows that the scene at minute 27:00-27:07 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Billy's dialogue when giving name calls to Anne. Billy gives the name-calling "fido" to Anne. The word fido here can be interpreted as a pet nickname specifically for dogs. After Billy called Anne fido, then Billy continued by calling Anne "bad dog, bad little dog". Giving bad name-calling to someone was included in verbal bullying that done by Billy who called Anne as a dog instead of calling Anne by her own name.                      | valid |
| 22. | 22/VB/Charlie                            |   | Verbal Bullying | Data number 22 shows that the scene at minute  | valid |

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|-----|--|--|-----------------|--|-------|
|     | Sloane/Eps.3/29:04-29:06               |  <p>Charlie Sloane: Why were you walking with that orphan girl?<br/>Gilbert Blythe: Why not?</p> |                 | 29:04-29:06 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows dialogue spoken by Charlie calling Anne with the name-calling "orphan". The word orphan is addressed to Anne who is an adopted child from an orphanage, so Charlie calls Anne as orphan instead of calling her by her own name. Giving a bad name-calling to someone is included in the verbal bullying that was done by Charlie and aimed at Anne. |       |
| 23. | 23/VB/Moody Spurgeon/Eps.3/29:07-29:08 |  <p>Moody Spurgeon: She's a loon.<br/>Gilbert Blythe: Says you.</p>                              | Verbal Bullying | Data number 23 shows that the scene at minute 29:07-29:08 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows the dialogue when Moody is mocking Anne. Moody mocks Anne as "Loon". The word loon here can be interpreted as someone who is stupid. Mocking someone is included in verbal bullying which is said by Moody verbally and can be heard by anyone around Moody.  | valid |
| 24. | 24/VB/Charlie Sloane/Eps.3/29:08-29:11 |  <p>[Charlie] Hope you didn't get asylum cooties.</p>  | Verbal Bullying | Data number 24 shows that the scene at minute 29:08-29:11 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Charlie's dialogue warning Gilbert not to get close to Anne. Charlie spreads the rumor that Anne has lice to Gilbert. Spreading malicious   | valid |



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|-----|-----------------------------------|--|-----------------|---|-------|
|     |                                   | Charlie Sloane: Hope you didn't get asylum cooties.  |                 | rumors is include to verbal bullying because Charlie doesn't know for sure whether Anne really has lice or not so the rumors are not necessarily true.  |       |
| 25. | 25/VB/Josie Pye/Eps.3/29:39-29:44 |  <p>Josie Pye: There, there. That nasty girl didn't know any better.</p>   | Verbal Bullying | Data number 25 shows that the scene at minute 29:39-29:44 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Josie's dialogue calling Anne a "nasty girl". Josie gave Anne a nasty girl nickname on purpose because Gilbert was talking to Anne and walk with her, whereas Ruby had a crush on Gilbert. Giving bad name-calling on purpose is included in the verbal bullying that Josie gave to Anne with the aim of cornering Anne. | valid |
| 26. | 26/VB/Josie Pye/Eps.3/29:47-29:55 |  <p>Anne: I'm sorry. I didn't mean to walk with him. It just happened.<br/>         Josie Pye: Well, don't let it happen again.</p> | Verbal Bullying | Data number 26 shows that the scene at minute 29:47-29:55 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows dialogue spoken by Josie who is threatening Anne. Josie threatens Anne not to talk with Gilbert. Threatening someone is included in the verbal bullying that Josie did to Anne to make Anne afraid.  | valid |



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|     |  | Anne: I won't, I promise. I'll have nothing to do with him.  |                 |   |       |
| 27. | 27/VB/Gilbert Blythe/Eps.3/40:21-40:23 |  <p>-Carrots! -[shouts] I'm not talking to you!</p> <p>Gilbert Blythe: Carrots!</p>                                      | Verbal Bullying | Data number 27 shows that the scene at minute 40:21-40:23 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). This scene shows dialogue spoken by Gilbert mocking Anne. Gilbert mocked Anne's hair color with the word "carrot". The word carrot here can be interpreted as the color of Anne's hair which is like a carrot, so Gilbert calls Anne's hair color like carrot. The mockery word is included in the verbal bullying uttered by Gilbert to make fun of Anne's hair with the aim of getting Anne's attention. | valid |
| 28. | 28/VB/Mr. Phillips/Eps.3/41:07-41:15   |  <p>[Mr. Phillips] "Anne Shirley has a very bad temper."</p> <p>Mr. Phillips: "Anne Shirley has a very bad temper."</p> | Verbal Bullying | Data number 28 shows that the scene at minute 41:07-41:15 in episode 3 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows the dialogue of Mr. Phillips who is punishing Anne in front of the class. Mr. Phillips punished Anne for standing in front of the class and criticizing her cruelly in front of Anne if she had a bad temper. cruel criticism made Mr. Phillip is included in verbal bullying because Mr. Phillip deliberately criticized Anne in front of the class with the aim of embarrassing Anne.    | valid |
| 29. | 29/VB/Billy Andrews/Eps.4/35:29-35:31  |  | Verbal Bullying | Data number 29 shows that the scene at minute 35:29-35:31 in episode 4 can be categorized as  | valid |

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|-----|---------------------------------------|--|-----------------|--|-------|
|     |                                       |  <p>Billy Andrews: Hey look, it's the freak and her new twin sister.</p>                         |                 | <p>verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Billy's dialogue giving name-calling to Anne. Billy gives the name-calling "the freak" to Anne. the word "the freak" here can be interpreted as someone who is strange and different from other people. Anne has a different personality among her friends that made Billy calls her as a "freak." calling someone with a bad name-calling is included in the verbal bullying that Billy did to Anne with the aim of embarrassing Anne with an embarrassing name-calling.</p>   |       |
| 30. | 30/VB/Billy Andrews/Eps.6/34:56-35:00 |  <p>Billy Andrews: You've gotta come back to school, bud. That ugly orphan's out of control.</p> | Verbal Bullying | <p>Data number 30 shows that the scene at minute 34:56-35:00 in episode 6 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows the dialogue spoken by Billy who calls Anne the name "ugly orphan" in front of Gilbert. the word "ugly orphan" can be interpreted as someone who has no parents and is ugly. Billy gave the name-calling to Anne because she was an adopted child, besides that Anne also had a face that couldn't be called beautiful. Calling a bad name-calling can be included in the verbal bullying that Billy does to Anne who calls her an ugly orphan rather than calling her own name.</p> | valid |
| 31. | 31/VB/Josie Pye/Eps.7/00:55-00:59     |  | Verbal Bullying | <p>Data number 31 shows that the scene at minute 00:55-00:59 in episode 7 can be categorized as verbal bullying in terms of types of bullying</p>  | valid |



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|     |   |  <p>[Josie] The Cuthberts had to mortgage their farm.</p>  <p>Isn't that sad?</p> <p>Josie Pye: The Cuthberts had to mortgage their farm. Isn't that sad?</p> |                   | <p>according to Ken Rigby (2002:37). The scene shows a dialogue spoken by Josie who is gossiping and spreading rumors about Anne's new family. Josie told everyone that Anne's family, the Cuthberts had gone bankrupt. Gossiping someone and spreading rumors about her can be considered as verbal bullying because it was said verbally by Josie to make Anne embarrassed.</p>   |       |
| 32. | 32/VB/Josie Pye/Eps.7/01:03-01:07             |  <p>Why are you upset? It's only true. You're poor.</p> <p>Josie Pye: Why are you upset? It's only true. You're poor.</p>  | Verbal Bullying   | <p>Data number 32 shows that the scene at minute 01:03-01:07 in episode 7 can be categorized as verbal bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows the dialogue that Josie said while mocking Anne. Josie mocks Anne for being poor because the Cuthbert family went bankrupt. Sentences of mockery are included in the verbal bullying uttered by Josie and aimed at Anne to embarrass her.</p> | valid |
| 33. | 33/PB/Orphan Friends/Eps.1/01:13:10- 01:13:23 |   | Physical Bullying | <p>Data number 33 shows that the scene at minute</p>  | valid |





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|     |   |  <p>Anne: Let go! Let go of me!<br/> Orphan Friends (1): Shut it! I mean it!<br/> [Anne breathes heavily] Go get it. Hold her down.<br/> Anne: Please don't! Don't</p> |                   | <p>01:13:10-01:13:23 in episode 1 can be categorized as physical bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows that Anne is being held captive by her friends in a room and then Anne is forced to kneel and her friend deliberately pulls her hair. The act of holding and pulling the hair experienced by Anne is included in physical bullying because this bullying action can be seen directly with the eyes and can be felt or touched directly between the bullies and the victim. In this scene the bullies are Anne's friends from the orphanage and Anne herself who is the victim.</p> |       |
| 34. | 34/PB/Gilbert<br>Blythe/Eps.3/40:21-40:23 |    | Physical Bullying | <p>Data number 34 shows that the scene at minute 40:21-40:23 in episode 3 can be categorized as physical bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows when Gilbert deliberately pulls Anne's hair to get Anne attention. The act of pulling hair experienced by Anne is included in physical</p>   | valid |



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|     |   | Notes: Anne's hair was pulled by Gilbert  |                  | bullying because this action can be felt by the victim so that it can injure the victim's body parts and besides that this action can be seen by everyone who is around.   |       |
| 35. | 35/GB/Ruby Gillis, Tillie Boulter, Jane Andrews & Josie Pye/Eps.3/05:46-05:48 |  <p>Notes: Ruby, Tillie, Josie and Jane looked at Anne with understatement.</p>                                 | Gesture Bullying | Data number 35 shows that the scene at minute 05:46-05:48 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Ruby, Tillie, Josie, and Jane gathered in front of the class and deliberately look at Anne with underestimate because they already know that Anne is an orphan so they underestimate Anne. Staring at someone deliberately is included as a gesture bullying. The act was done on purpose to make Anne feel uncomfortable. | valid |
| 36. | 36/GB/Tillie Boulter, Jane Andrews & Josie Pye/Eps.3/06:06-06:08              |  <p>Tillie: I wonder who that is?</p> <p>Notes: Tillie, Josie and Jane looked at Anne with understatement.</p> | Gesture Bullying | Data number 36 shows that the scene at minute 06:06-06:08 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Tillie, Josie, and Jane talking about Anne deliberately and giving her dismissive looks. Tillie asked about who had come which was a words of sarcasm directed at Anne. Staring at someone deliberately is included as a gesture bullying. The act was done on purpose to make Anne feel uncomfortable.                    | Valid |



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| 37. | 37/GB/Billy<br>Andrews/Eps.3/08:09-08:15   |  <p>Billy Andrews: Sit. Stay. Roll over. [chuckles]<br/>Jane Andrews: Don't mind my brother. He's ridiculous!</p>                 | Gesture Bullying | Data number 37 shows that the scene at minute 08:09-08:15 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Billy acting as if he is training a dog and the sentence is directed at Anne. Billy pretended that Anne was a dog. The scene of showing as if he is training the dog is included in gesture bullying that Billy did to Anne on purpose and aims to embarrass Anne.   | valid |
| 38. | 38/GB/Billy &<br>Friends/Eps.3/10:27-10:34 |   <p>Notes: Billy Andrews and his friend</p> | Gesture Bullying | Data number 38 shows that the scene at minute 10:27-10:34 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Billy and his friends deliberately following Anne from inside the classroom through the window with dismissive look to making fun on Anne. The actions taken by Billy and his friends are included in the gesture bullying because they deliberately staring at Anne so that it makes Anne feel uncomfortable when someone accidentally stares at her. | valid |

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|     |  | deliberately followed Anne with dismissive look.  |                  |  |       |
| 39. | 39/GB/Josie Pye, Ruby Gillis, & Tillie Boulter/Eps.3/14:09-14:12 | <br><br>Notes: Josie, Ruby, and Tillie laugh at Anne who is being humiliated by Mr. Phillips. | Gesture Bullying | Data number 39 shows that the scene at minute 14:09-14:12 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Josie, Ruby, and Tillie belittling Anne by laughing at her. They laughed at Anne because she was being humiliated by Mr. Phillips. Underestimating someone by laughing at her is included in gesture bullying that done by Josie, Ruby, and Tillie aimed at Anne.                    | valid |
| 40. | 40/GB/Anne-Friends/Eps.3/34:14-34:47                             | <br>They're from our orchard. They're real sweet.   | Gesture Bullying | Data number 40 shows that the scene at minute 34:14-34:47 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Anne being ostracized by her friends and they are staring at her deliberately from inside the classroom. Anne was ostracized by her friends because they thought she liked Gilbert so she was shunned. It can be seen from inside the class her friends deliberately staring at Anne | valid |


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|     |   |  <p>Notes: Anne was ostracized by her friends because they thought she liked Gilbert.</p> |                  | <p>when Gilbert walks up to Anne. Staring at someone deliberately is included in the gesture bullying that Anne's friends do to Anne with the aim of watching Anne so she doesn't talk to Gilbert.</p>   |       |
| 41. | 41/GB/Ruby Gillis & Josie Pye/Eps.3/41:18-41:25 |    | Gesture Bullying | <p>Data number 41 shows that the scene at minute 41:18-41:25 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows Ruby and Josie deliberately staring and laughing at Anne when she is punished in front of the class. Staring at someone deliberately is included in gesture bullying that made by Ruby and Josie to Anne because they are happy when Anne is being punished so they look at Anne with dismissive look and make Anne feel uncomfortable.</p> | valid |

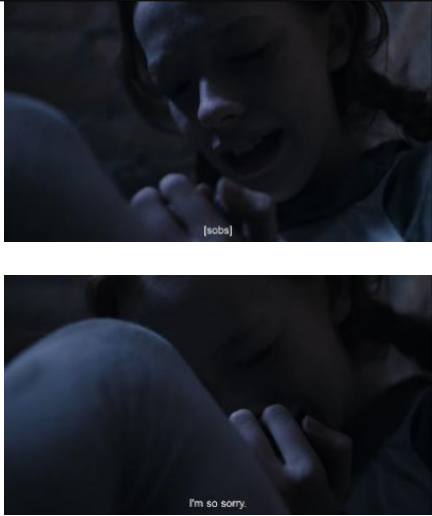

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|     |                                   |  <p>Notes: Ruby and Josie laughed and looked down at Anne because she was punished in front of the class.</p>                        |                              |   |       |
| 42. | 42/GB/Josie Pye/Eps.3/42:09-42:11 |  <p>Notes: Josie deliberately stared with a dismissive look at Anne who left the class because she was punished by Mr. Phillips.</p> | Gesture Bullying             | Data number 42 shows that the scene at minute 42:09-42:11 in episode 3 can be categorized as gesture bullying in terms of types of bullying according to Ken Rigby (2002:37). The scene shows when Josie looked at Anne who walked out of class when punished by Mr. Phillips. Josie looked at Anne with dismissive look and she was happy when Anne was punished by Mr. Phillips. Staring at someone deliberately and belittling can be included as a bullying gesture that Josie did to Anne with the aim of making Anne uncomfortable. | valid |
| 43. | 43/LP/Anne/Eps.1/55:47-55:51      |  | Low Psychological Well-Being | Data number 43 shows that the scene at minute 55:47-55:51 in episode 1 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows a dialogue spoken by Anne who is angry with Mrs. Lynde because  | valid |




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|     |                              |  <p>Anne: I hate you.<br/>Marilla: Anne..<br/>Anne: I hate you, I hate you, I hate you!<br/>Marilla: Anne!</p> |                              | <p>she mocked Anne's body look. The sentence "I hate you" which is repeated repeatedly indicates that Anne is very angry with Mrs. Lynde. Feeling anger is one of the impacts of bullying and include in low psychological well-being.</p>   |       |
| 44. | 44/LP/Anne/Eps.1/55:52-55:53 |  <p>Anne: How dare you call me skinny and ugly!</p>  | Low Psychological Well-Being | <p>Data number 44 shows that the scene at minute 55:52-55:53 in episode 1 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows the dialogue spoken by Anne who was angry with Mrs. Lynde because she mocked Anne have skinny and ugly body. Anne felt that if she was mocked and humiliated by Mrs. Lynde so she vents the feelings that hurt her with anger. Feeling Anger is one of the impacts of bullying and include in low psychological well-being.</p> | Valid |
| 45. | 45/LP/Anne/Eps.1/55:54-55:55 |  | Low Psychological Well-Being | <p>Data number 45 shows that the scene at minute 55:54-55:55 in episode 1 can be categorized as</p>  | Valid |



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|     |                              |  <p>And how dare you call me freckled and redheaded!</p> <p>Anne: And how dare you call me freckled and redheaded!</p> |                              | <p>low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene here shows the dialogue spoken by Anne who was angry with Mrs. Lynde because she made fun of the freckles on Anne's face and hair. Anne felt Mrs. Lynde went too far and it makes hurt her feelings. the hurt feelings experienced by Anne made Anne feel angry towards those who mocked her. Feeling anger is one of the impacts of bullying that is felt by victims of bullying and include in low psychological well-being.</p>  |       |
| 46. | 46/LP/Anne/Eps.1/55:56-55:59 |  <p>You are a rude, unfeeling woman!</p> <p>Anne: You are a rude, unfeeling woman!<br/>Mrs. Lynde: Well.</p>           | Low Psychological Well-Being | <p>Data number 46 shows that the scene at minute 55:56-55:59 in episode 1 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene here shows the dialogue spoken by Anne who was angry with Mrs. Lynde. Anne felt angry because Mrs. Lynde mocked Anne's body shape so that Anne vented her anger by saying sentences to Mrs. Lynde ".rude, and unfeeling woman!". this sentence was said by Anne because Mrs. Lynde mocks Anne by not considering whether her words will hurt anyone or not. Feeling anger is one of the impacts of bullying and include in low psychological well-being.</p> | valid |






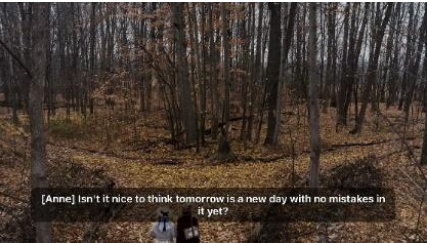
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| 47. | 47/LP/Anne/Eps.1/56:00-56:22        |  <p data-bbox="607 619 1032 1018">Anne: How would you like to have such things said about you? H-how would you like to be told that you're fat and clumsy, and that you probably hadn't a spark of imagination in you? And I don't care if I hurt your feelings by saying so. I hope I hurt them! Because you have hurt my feelings worse than they have ever been hurt before! [shouts] And I will never forgive you for this! Never, never!</p> | Low Psychological Well-Being | Data number 47 shows that the scene at minute 56:00-56:22 in episode 1 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows the dialogue that Anne uttered when she was angry with Mrs. Lynde. Anne who was angry because Mrs. Lynde hurt her feelings and turned to mock Mrs. Lynde with the sentence "H-how would you like to be told that you're fat and clumsy, and that you probably hadn't a spark of imagination in you?". This sentence was said by Anne because Mrs. Lynde mocked Anne's body shape so that Anne turned around to mock Mrs. Lynde angrily. Feeling anger is one of the impacts of bullying that is felt by victims of bullying because of feelings of hurt, feeling anger here is included in low psychological well-being. | valid |
| 48. | 48/LP/Anne/Eps.1/01:14: 01-01:14:07 |   | Low Psychological Well-Being | Data number 48 shows that the scene at minute 01:14:01-01:14:07 in episode 1 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne crying in a room with holding a mouse. Anne cried   | valid |



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|     |                              |  <p>Anne: [sobs] I'm so sorry.</p>                       |                              | <p>because she was held captive by her friends when she lived in the orphanage. In this scene, it can be seen that Anne is holding a dead mouse. Anne feels guilty for the mouse because her friends deliberately killed the mouse to scare Anne. Anne felt sad because she was held captive by her friends and she felt guilty because her friends killed the mouse because of her. feeling sad is one of the impacts of bullying that is felt by victims of bullying and is included in low psychological well-being.</p> |       |
| 49. | 49/LP/Anne/Eps.2/36:06-36:10 |  <p>Marilla: Anne?<br/>Anne: [sobs] Leave me alone.</p> | Low Psychological Well-Being | <p>Data number 49 shows that the scene at minute 36:06-36:10 in episode 2 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne crying and leaving the crowd by hiding under a big tree. Anne felt sad because she was humiliated and mocked by everyone in the garden. feeling sad is one of the impacts of bullying which include in low psychological well-being.</p>  | valid |
| 50. | 50/LP/Anne/Eps.2/36:11-36:27 |  | Low Psychological Well-Being | <p>Data number 50 shows that the scene at minute 36:11-36:27 in episode 2 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne being angry</p>   | valid |



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|     |                              |  <p>Did you feel a sense of obligation? Is that it?</p>  <p>Because I would have been fine on my own!</p> <p>Marilla: Anne.<br/> Anne: Did you feel a sense of obligation? Is that it? Because I would have been fine on my own! Better than here. Why would you send for me if you didn't even want me?<br/> Marilla: But we do want you, Anne.<br/> Anne: Well, it's obvious you don't! I don't know what to do.</p> |                              | <p>at Marilla because she feels that the cause of her being bullied is Marilla. Anne felt angry because she was mocked by everyone in garden so she took out her hurt feelings by getting angry at Marilla. feeling anger is one of the impacts of bullying which include in low psychological well-being.</p>      |       |
| 51. | 51/LP/Anne/Eps.3/07:37-07:53 |  <p>[stammers] It's just nice to have something new.</p>   | Low Psychological Well-Being | <p>Data number 51 shows that the scene at minute 07:37-07:53 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne being mocked by Josie and makes Anne feel humiliated. Anne was embarrassed when she was</p> | valid |

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|     |                              |  <p>Anne: [stammers] It's just nice to have something new.<br/>         Josie Pye: If you're an orphan, I suppose. I wouldn't be caught dead in it.<br/>         Diana: Anne, isn't an orphan anymore. She's been adopted.<br/>         Anne: I'm.. still an orphan, Diana. I'll always be an orphan.</p> |                              | <p>mocked by Josie because she dressed like an old lady and Josie said that Anne deserved to wear it because she was an orphan. The sentences "I'm.. still an orphan, Diana. I'll always be an orphan.." shows that Anne feels low self-esteem and sad at the same time because she was mocked by Josie. Low self-esteem and feeling sad is one of the impacts of bullying which is included in low psychological well-being.</p>  |       |
| 52. | 52/LP/Anne/Eps.3/08:01-08:03 |  <p>Anne: You're ridiculous</p>  | Low Psychological Well-Being | <p>Data number 52 shows that the scene at minute 08:01-08:03 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne being angry at Billy because Billy mocks Anne. Anne felt angry because Billy making funny and mocked her by treating Anne like a dog. The feeling of anger that was in Anne was one of the impacts of bullying because the feeling of anger arose after Billy mocked Anne. Feelings of anger are included in low psychological well-being.</p> | valid |




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| 53. | 53/LP/Anne/Eps.3/08:33-08:41 |  <p>Notes: Anne feeling low self-esteem because she is mocked by Josie.</p>          | Low Psychological Well-Being | Data number 53 shows that the scene at minute 08:33-08:41 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne feeling low self-esteem because she is mocked by Josie. Anne was mocked in front of everyone by Josie it just because she never went to real school because she was an orphan who used to live in an orphanage. Feeling of low self-esteem is one of the impacts of bullying that happened to Anne because she was mocked by Josie. Feeling of low self-esteem is included in low psychological well-being. | valid |
| 54. | 54/LP/Anne/Eps.3/13:57-14:14 |  <p>Notes: Anne feeling embarrassed because she was humiliated by Mr. Phillips.</p> | Low Psychological Well-Being | Data number 54 shows that the scene at minute 13:57-14:14 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne feeling embarrassed because she was humiliated by Mr. Phillips. Anne felt low self-esteem because Mr. Phillips gave her a name-calling "orphan", instead saying her name as Anne. Feeling of low self-esteem is one of the impacts of bullying experienced by victims of bullying after being humiliated by the bullies. Low self-esteem is included in low psychological well-being.                       | valid |
| 55. | 55/LP/Anne/Eps.3/17:55-17:59 |  | Low Psychological            | Data number 55 shows that the scene at minute  | valid |



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|     |                              |  <p data-bbox="607 746 1010 810">Notes: Anne felt sad because she was ostracized by her new friends.</p> | Well-Being                   | <p data-bbox="1319 201 1955 711">17:55-17:59 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne felt sad because she was insulted by Josie and this made her ostracized by her friends. Josie and her friends ostracized Anne because they thought she would be a bad influence on them so that it made Anne alienated and made her sad. Feeling sad are one of the impacts of bullying experienced by Anne because she was ostracized by her friends, which made her feel sad because she felt she had no friends. feeling sad are included in low psychological well-being.</p> |       |
| 56. | 56/LP/Anne/Eps.3/20:14-20:40 |   | Low Psychological Well-Being | <p data-bbox="1319 941 1955 1375">Data number 56 shows that the scene at minute 20:14-20:40 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne told Diana that she feels sad. She felt sad because her friends shunned her because of Josie's words. Feeling sad is one of the impacts of bullying experienced by Anne because her friends deliberately avoided her because Josie telling them to stay away from Anne, feeling sad is included in low psychological well-being.</p>   | valid |



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|     |                              |  <p>Anne: Isn't it nice to think tomorrow is a new day with no mistakes in it yet? There must be a limit to the mistakes one person can make. And when I get to the end of them, then I'll be through with them. It's a very comforting thought.</p> <p>Diana: Don't worry. I'm sure the girls will come around to liking you real soon. Maybe talk a bit less.</p> <p>Anne: [Exhales]</p> <p>Diana: and... no mice.</p> |                              |  |       |
| 57. | 57/LP/Anne/Eps.3/30:04-30:16 |  <p>Notes: Anne felt sad because she was shunned by her friends.</p>  | Low Psychological Well-Being | Data number 57 shows that the scene at minute 30:04-30:16 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne's sad expression because her friends have shunned her. Anne who had just been threatened by Josie and her friends not to talk to Gilbert and after that they left Anne. This action made Anne feel sad because she had no friends anymore. Feeling sad is one of the impacts of bullying which is included in low psychological well-being. | valid |




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| 58. | 58/LP/Anne/Eps.3/33:23-33:31 |  <p>Notes: Anne felt low self-esteem because she was laughed at by her classmates because of her different way of reading poetry.</p> | Low Psychological Well-Being | Data number 58 shows that the scene at minute 33:23-33:31 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne feeling low self-esteem because her friends laugh at her after she reads poetry in a different tone. Anne was laughed at because her friends thought that the way she read Anne's poetry was weird and seemed unusual, so it makes Anne feel humiliated and made her feel low self-esteem. The feeling of low self-esteem is one of the impacts of bullying which includes in low psychological well-being. | valid |
| 59. | 59/LP/Anne/Eps.3/34:44-34:50 |   | Low Psychological Well-Being | Data number 59 shows that the scene at minute 34:44-34:50 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows the dialogue uttered by Anne who scolded Gilbert. Anne took her anger out on Gilbert because Anne thinks that Gilbert who made Anne shunned by her friends. Gilbert was the first to talk to Anne so   | valid |





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|     |                              |  <p>Anne: I'm not supposed to talk to you!<br/> Gilbert: Why not?<br/> Anne: [Grunt]</p> <p>Notes: Anne takes out her anger on Gilbert because her friend is shunning her.</p> |                              | <p>Josie and her friends threatened and shunned her not to talk to Gilbert because Ruby has a crush on Gilbert. Feeling anger experienced by Anne because she was shunned by her friends is one of the impacts of bullying which is included in low psychological well-being.</p>  |       |
| 60. | 60/LP/Anne/Eps.3/41:08-41:47 |   <p>Notes: Anne felt low self-esteem</p>   | Low Psychological Well-Being | <p>Data number 60 shows that the scene at minute 41:08-41:47 in episode 3 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne being punished by Mr. Phillips in front of the class that embarrassed her. Anne was punished and humiliated by Mr. Phillips in front of the class because she slapped Gilbert's face because Gilbert teasing her. Anne felt low self-esteem because Mr. Phillips ordered her to stand in front of the class to set an example of a problem child so her classmates laughed at her and made Anne even more embarrassed. The feeling of low self-esteem that Anne has experienced because she was humiliated by Mr. Phillips is one of the</p> | valid |



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|     |                              | because she was humiliated by Mr. Phillips in front of the class.  |                              | impacts of bullying which is included in low psychological well-being.   |       |
| 61. | 61/LP/Anne/Eps.4/35:53-36:10 |   <p>Anne: What is wrong with you?<br/>         Billy Andrews: Go home and bake cookies!<br/>         Gilbert Blythe: Headline: they already did.<br/>         Anne: This is Ruby's property or did you forget?<br/>         Billy Andrews: Why don't you shove off, and leave the men to their work?</p> | Low Psychological Well-Being | Data number 61 shows that the scene at minute 35:53-36:10 in episode 4 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows a dialogue spoken by Anne who is angry because Billy keeps bullying her, which makes Anne angry. Anne felt angry because Billy disturbed Anne and Ruby who were delivering cakes to Ruby's house which was being repaired. The feeling of anger experienced by Anne because she felt tired after she was bullied continuously is one of the impacts of bullying which is included in low psychological well-being. | valid |




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|     |                               | Anne: Why don't you give me that hammer and I'll finish the job myself, if you're too busy being a bully to get it done?       |                              |  |       |
| 62. | 62/LP/Anne/Eps.7/01:00-01:02  |  <p>Anne: Josie Pye, you take that back!</p> | Low Psychological Well-Being | Data number 62 shows that the scene at minute 01:00-01:02 in episode 7 can be categorized as low psychological well-being in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows a dialogue spoken by Anne who is angry with Josie. Anne felt angry because of Josie's talks about her adoptive parents. The feeling of anger experienced by Anne was one of the impacts of bullying because Josie gossiped about Anne's family and included in low psychological well-being. | valid |
| 63. | 63/PSA/Anne/Eps.3/43:06-43:23 |    | Poor Social Adjustment       | Data number 63 shows that the scene at minute 43:06-43:23 in episode 3 can be categorized as poor social adjustment in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows that Anne deliberately came home when she was punished by Mr. Phillips at school because she was embarrassed. The sentence "I am never going back to school! Never!" shows Anne expressing her dislike of her school environment as a result of being  | valid |

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|     |                               |  <p>Anne: [sobbing]<br/> Marilla: There, there child.<br/> Anne: [sobs]<br/> Marilla: I know. I know just how you feel. You've been judged harshly.<br/> Anne: I am never going back to school! Never! [continues to sob]</p> |                        | <p>humiliated by her friends and teacher. Anne's expression of dislike for her school environment because she felt humiliated by her teacher and friends is one of the impacts of bullying which is included in poor social adjustment.</p>  |       |
| 64. | 64/PSA/Anne/Eps.4/00:53-01:20 |   <p>Anne: Cordelia, Nothing rhymes</p>  | Poor Social Adjustment | <p>Data number 64 shows that the scene at minute 00:53-01:20 in episode 4 can be categorized as poor social adjustment in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne absent from class after an incident where she was humiliated in front of the class by Mr. Phillips. Anne chose to be at her house instead of going to her school. Absenteeism is one of the impacts of bullying experienced by Anne as a result of being humiliated by Mr. Phillips, so it making her feel embarrassed to go to school. Absenteeism is included in the poor social adjustment.</p> | valid |



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|     |                               | <p>with your name [sing]<br/>         Jerry: Not going to school again today?<br/>         Anne: There's no need to be ashamed, even though you're strange and plain. Cordelia, Nothing rhymes with your name. but don't be ashamed. Even though you're strange and plain.</p>  |                        |  |       |
| 65. | 65/PSA/Anne/Eps.4/06:03-06:43 |  <p>I'm raising you, and I know what's best. It's high time you went back to school.</p>  <p>Please don't make me, Marilla. Please! I can't face that.</p> <p>Marilla: I'm raising you, and I know what's best. It's high time you went back to school.<br/>         Anne: Please don't make me, Marilla. Please! I can't face that. I promise I'll do better here. I promise.<br/>         Marilla: You can stop your</p> | Poor Social Adjustment | Data number 65 shows that the scene at minute 06:03-06:43 in episode 4 can be categorized as poor social adjustment terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows that Anne is begging Marilla not to force her to go back to school. Anne felt that she has no friends at school after she was humiliated by Mr. Phillips because of that she doesn't like the school environment because she doesn't have friends anymore and she also feels embarrassed because of the humiliating incident before. The sentences "Please don't make me, Marilla. Please! I can't face that. I promise I'll do better here. I promise." shows that Anne doesn't want to go to school because of the trauma of being humiliated. Expressing dislike with the school environment is one of the impacts of bullying experienced by Anne because she is afraid that the incident she was humiliated might happen again. Expressing dislike in an school environment is included in poor social adjustment. | valid |


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|     |                               | <p>bargaining, cause there's no use in it.</p> <p>Anne: Matthew said I didn't have to go back!</p> <p>Marilla: What now?</p> <p>Anne: He understands that school is a torment for me. But of course, he'd understand. He's a kindred spirit! I don't have any friends!</p>   |                        |  |       |
| 66. | 66/PSA/Anne/Eps.4/18:16-18:21 | <p>Marilla: You said you were going to school.</p> <p>Anne: I went, in a fashion.</p> <p>Marilla: Do you take us for fools?</p> <p>Anne: But they hate me there!</p> <p>Minister: Enough! You must learn to harness yourself. I see what the problem is here. Oh yes, I do, Indeed. And I have divined an answer. This problem is easily solved. If the girl doesn't want to go to school, then she shouldn't go. She should stay home, and learn proper housekeeping until she marries.</p> | Poor Social Adjustment | Data number 66 shows that the scene at minute 18:16-18:21 in episode 4 can be categorized as poor social adjustment in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne being caught lying because she didn't go to school and instead went somewhere else. Anne, who didn't want to go back to school, decided to lie because she didn't want to disappoint Marilla, but at the end Anne disappointed her because she was caught lying. Anne explained that if her friends hated her at school, that's why she didn't like the school environment. Expressing dislike for the school environment is one of the impacts of bullying experienced by Anne which included in the poor social adjustment. | valid |
| 67. | 67/PD/Anne/Eps.1/01:14:10-    |  | Psychological          | Data number 67 shows that the scene at minute  | valid |



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|     | 01:14:27                     |  <p>Marilla: Speak only when spoken to. No startling speeches. Anne, what's wrong? Are you ill?<br/>Anne: No, Miss Cuthbert. I'm fine. Don't worry. I'll be as quiet as a mouse.</p> | Distress               | 01:14:10-01:14:27 in episode 1 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows when Anne is being advised by Marilla because she is going to meet Diana's family. In this scene, Anne recalls when she was held captive and threatened by her friends when she was at the orphanage not to talk much. Anne again felt anxiety because she would meet her new friend and at the same time she remembered when she was held captive and threatened by her friends. feeling anxiety is included in the impact of bullying that is felt by victims of bullying because of bad incident that they have experienced so it makes they are afraid that these incidents will happen again. anxiety is included in psychological distress. |       |
| 68. | 68/PD/Anne/Eps.2/05:16-05:37 |   | Psychological Distress | Data number 68 shows that the scene at minute 05:16-05:37 in episode 2 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows when Anne returns to the orphanage but she is unsure about going into it. Anne remembered and imagined when her friends used to torture her at the orphanage, which made her anxious again. Anne also decided not to return to the orphanage because she scared that she would be tortured again. the anxiety experienced by Anne is one of the impacts of bullying which is included in  | valid |




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|     |                              |  <p>[door slams, locks]</p> <p>Notes: Anne imagines again when herself being tortured while in the orphanage.</p>   |                        | psychological distress.  |       |
| 69. | 69/PD/Anne/Eps.2/34:56-35:03 |   <p>Notes: Anne felt anxious because all around were talking about her.</p> | Psychological Distress | Data number 69 shows that the scene at minute 34:56-35:03 in episode 2 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows the look on Anne's face, which feels anxious because the surroundings are talking about Anne, who is an adopted child by the Cuthberts family. In addition, Anne also felt anxious because she felt that everyone was watching her, which made her uncomfortable. the anxiety experienced by Anne is one of the impacts of bullying which is included in psychological distress. | valid |
| 70. | 70/PD/Anne/Eps.2/35:15-35:20 |   | Psychological          | Data number 70 shows that the scene at minute  | valid |



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|     |                              |  <p>Notes: Anne feels anxiety because she was mocked by a group of children.</p> | <p>Distress</p>               | <p>35:15-35:20 in episode 2 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne's worried face because she is mocked by a group of children. Anne was mocked by them because she was an orphan, so that made Anne feel anxious and embarrassed because she was mocked in front of people. The anxiety experienced by Anne is one of the impacts of bullying which is included in psychological distress.</p>  |       |
| 71. | 71/PD/Anne/Eps.3/10:47-11:07 |   | <p>Psychological Distress</p> | <p>Data number 71 shows that the scene at minute 10:47-11:07 in episode 3 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows the worried look on Anne's face while being mocked by Billy and his friends. Anne experienced anxiety because she was so distracted by the mockery of Billy and his friends done so it makes, she couldn't focus on what Diana was talking about. Anne felt anxious and scared when Billy and his friends bullied her to make her uncomfortable. Feelings of anxiety are one of the impacts of bullying experienced by the victim of bullying, especially Anne</p> | valid |

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|     |                              |  <p>Diana: I hope you brought enough for everyone, since it won't do to eat without sharing.<br/> Billy Andrews: [Barks] Come here, girl. Who's a good Anne? Who's a good Anne? Ruff! Ruff! Ruff!<br/> Diana: What'd you bring, Anne?<br/> Anne: Josie Pye doesn't like me at all.<br/> Diana: I brought a lace-trimmed handkerchief. It should make a lovely presentation. Hopefully your apple is already sliced for sharing.<br/> Anne: Apple? I...I...<br/> Anne: Come on. I'll show you the rest.</p> <p>Notes: Anne felt worried because she was disturbed by Billy so that her mind was distracted and became unfocused.</p> |                        | <p>because of the mockery made by Billy, which make her feeling uncomfortable. Feelings of anxiety are included in psychological distress.</p>  |       |
| 72. | 72/PD/Anne/Eps.4/08:01-08:40 |   | Psychological Distress | Data number 72 shows that the scene at minute 08:01-08:40 in episode 4 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). the | valid |

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|     |                              |  <p>[Girl] Don't worry, Anne. I'll always be your friend. We have each other.<br/> Anne: Katie? Katie, is that you?<br/> [exhales, sniffles] Katie Maurice, Are you in there? Please, Katie. Please. I'm sorry I had to leave you at Mrs. Hammond's. you have no idea how grateful I'd be if you'd visit me here. Katie?..</p> |                        | <p>scene shows Anne who is imagining with her imaginary friend. Anne felt anxious because she was forced to go to school, so it turns to be depression which made her imagining her imaginary friend. Anne returned to daydreaming as if there was someone nearby. Anne repeatedly says the name "Katie" on the wall clock next to her and acts as if someone is inside the clock. Anne's depression and anxiety is one of the impacts of bullying and is included in psychological distress.</p> |       |
| 73. | 73/PD/Anne/Eps.7/01:19-01:24 |    | Psychological Distress | <p>Data number 73 shows that the scene at minute 01:19-01:24 in episode 7 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows the look on Anne's face which is worried because of Josie's words. Anne is worried that her family will go bankrupt and</p>  | valid |

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|     |                              |  <p>Josie Pye: Wait, you didn't know?<br/>Do you know if they're going to keep you?<br/>Anne: Keep me?</p> <p>Notes: Anne felt worried because of Josie's words.</p> |                        | <p>Anne will be returned to the orphanage. Feeling anxious is one of the impacts of bullying experienced by Anne because Josie's words made her anxious on purpose. Feeling anxiety is included in psychological distress.</p>  |       |
| 74. | 74/PD/Anne/Eps.7/02:12-02:30 |   <p>Diana: Are you sure you're all</p>   | Psychological Distress | <p>Data number 74 shows that the scene at minute 02:12-02:30 in episode 7 can be categorized as psychological distress in terms of the impact of bullying according to Ken Rigby (2003:584). The scene shows Anne running home to check whether the gossip spread by Josie is true or not. The sentence "My first family. My first home. Showing Anne's concern for her new family, Anne feels anxious because she is afraid that if she will be returned to the orphanage. The anxiety experienced by Anne is one of the impacts of bullying that occurs because of the gossip that Josie spreads. Feelings of anxiety are included in psychological distress.</p> | valid |

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|  |  | <p>right? Maybe you should slow down.</p> <p>Anne: I have to get on home. Oh, Diana, it can't be true.</p> <p>Diana: It isn't. That Josie Pye is just as mean as they make 'em. She hadn't any right to tell tales about you.</p> <p>Anne: My first family. My first home.</p> <p>Diana: They're not going to send you back. You're in the Bible and everything.</p> <p>Notes: Anne was worried because she was afraid that she would be sent back to the orphanage again because the Cuthberts were bankrupt.</p> |  |  |  |
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