

**BULLYING AND ITS IMPACTS
TOWARD AUGUST IN
R.J. PALACIO'S WONDER**

Rifky Musanto

Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya
rifkymusanto@mhs.unesa.ac.id

Abstrak

Wonder karya R.J. Palacio menceritakan tentang seorang anak lelaki dengan kelainan pada wajahnya yang membuatnya nampak berbeda dengan yang lain. Salah satu teman sekolahnya, bernama Julian, memanggilnya dengan sebutan seolah August merupakan raksasa yang jelek, zombie, dan sebagainya. Hal tersebut menjelaskan situasi yang sebenarnya untuk didiskusikan, yaitu tentang bully dan bagaimana dampak-dampaknya. Oleh karena itu, jika dapat dirumuskan menjadi pertanyaan, maka terdapat dua poin pertanyaan sebagai berikut: (1) Bagaimana intimidasi terhadap August digambarkan dalam Wonder karya R. J. Palacio? Dan (2) Apa dampak dari bully yang terjadi terhadap August dalam Wonder karya R. J. Palacio? Untuk menjelaskan pertanyaan-pertanyaan tersebut, penelitian ini menggunakan perspektif Olweus pada bully (1993) dengan poin tambahan jenis-jenis bully dari konsepsi Barry E. McNamara dan Francine J. McNamara (1997). Pendekatan penelitian ini adalah menggunakan pendekatan tekstual, teknik pengumpulan data adalah dokumentasi, dan teknik analisis data adalah interpretasi. Penelitian ini menghasilkan bahwa August menerima beberapa jenis intimidasi dari bully secara verbal, perilaku, dan simbolik. Mereka mempengaruhi kehidupan Agustus seperti gangguan traumatis (kecemasan) dan kurangnya motivasi sosial. Namun, pada akhirnya August dapat melawan bully yang didapatkannya dengan berhasil mendapatkan prestasi di sekolahnya.

Kata Kunci: bully secara lisan, perilaku, simbolikal, dan dampak-dampak.

Abstract

Palacio's *Wonder* tells a story of a boy with facial deformation. His facial deformation makes his face look different than the other. Some of his friends, especially Julian, call him bad such as monster, zombie, and so on. It explains that the real situation to discuss is about the bully and how it gives impacts. Therefore, if it has to be formulated into questions, it can be listed to two points as follows: (1) how is bullying toward August depicted in R. J. Palacio's *Wonder*? And (2) What are the impacts of the bullying toward August in R. J. Palacio's *Wonder*? To reveal those questions, this research uses Olweus's perspective on bully (1993) with additional points of the types from conceptions of Barry E. McNamara and Francine J. McNamara (1997). The approach of this research is textual approach, the technique of data collection is documentation, and the technique of data analysis is interpretation. This research results that August receives some kinds of bullying such as verbal, behavioral, and symbolical. Those affect to August's life such as traumatic disorder (anxiety) and lack of social motivation. However, August finally can fight back against bullying by making achievement in his school.

Keywords: verbal, behavioral, symbolical bullying, and impacts.

Universitas Negeri Surabaya

INTRODUCTION

Bullying can be simply understood as negative, aggressive, or manipulative series of acts that are practiced by someone against another person who have less power. The less power is caused by a condition or situation, for example, having difference from the other common people. difference refers to minority and minority leads to an imbalance of power to be abused (Sullivan, Sullivan, & Cleary, 2004: 5)

Everybody wants to be deemed, together, and the same. But, if something different is in us, we feel we are no part of them. Of course, this social process of bullying

gives impacts, especially to the mental of the victim, from being alone to trauma. It is also what happens to August "Auggie" Pullman in R. J. Palacio's *Wonder*. August was born with deformed face because of a type of *bulofacial dysostosis* (Palacio, 2012: 104).

Bulofacial dysostosis is a kind of Treacher Collins syndrome (TCS). TCS is a kind of genetic disorder that is characterized by deformities of some facial parts such as ears, eyes, cheekbones, and also chin. It has worst effect, the condition can affect someone's intelligence (Posnick, 1997). With less of intelligence, people can practice verbal violence, discrimination, punishment, and others. It

can be assumed that this condition, with facial malformations, August experiences many difficulties and problems in his social life, especially in school, because most of students are afraid of his face.

In details, R. J. Palacio's *Wonder* is a novel about August "Auggie" Pullman. He is a homeschooled fifth-grader. He is a homeschooled because of a medical condition (Treacher Collins Syndrome). His mother wants him to experience the outside world. His parents sign him up in Beecher Middle School Here, the problem starts appearing. On his first day of school, August realizes that he is different, so he tries not to get attention. However, his friend named Julian begin to bully him and it is like plague, many other students do the same. Luckily, August forms friendship with the other classmates who stand for him from the bullying against Julian, they are Jack and Summer.

The situation peaks up on Halloween when August, covered in a costume, eavesdropping Jack joining in the bullying. August feels desperate and he isolates himself from all and family. Finally, with some supports, he returns to school but he tries to ignore Jack. Jack feels embarrassed for his actions. Then, he mad and got a fight with Julian. Finally, he gets suspended from school but over the winter break, Jack reunites with August.

Julian manipulates some friends to hate August and Jack. Even also his sister, Olivia, tells to her mother that she does not want August to attend her school play because none of her friends knew about August's condition. It disappoints August. At the end of the school year, August is told that Julian cannot return to Beecher Prep for the next grade. At the graduation, August is given award of Henry Ward Beecher Medal because of his good manner in the school.

The conflicts that August has experienced, it can be assumed that August struggles against bullying. Bullying can be said like a virus. It spreads fast. Julian manipulates the other indirectly and the others seem to enjoy to do like what Julian does to August. bullying in school explains a situation where "student is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (Olweus, 1993: 9). It appears worst during early adolescence and "there is compelling evidence that the impact of bullying has lifelong debilitating consequences" (Sullivan, Sullivan, & Cleary, 2004: 2).

Furthermore, if it has to trace further, bullying contains some points to practice. First, bullying has more power over the victim. Second, bullying is hidden, systematic, and organized. Third, bullying is opportunistic and regularly continuous over time. Fourth, bullying occurs in a period of time but it can be isolated. Fifth, bullying can be physical, emotional, or psychological. Sixth, bullying appears in abuse.

The moment that makes August hurt can be related to what he feels of bullying. It can be stated clearly that bullying can give impacts to all areas of a victim's life—personality, academics, social life, and physical and mental health (Hughes & Laffier, 2016: 3). In specific life, in school as it is the space for August to socialize, he gets the impact. Bullying at school can potentially give impacts to academic achievement since bullied kids feel fear, alone, and weak. Of course, at the same time, it breaks students' personality, self-confidence, and also motivation (Al-Raqqad, Al-Bourini, Al Talahin, & Aranki, 2017: 44).

August experiences, those all after being victims of bullies. Even his sister is ashamed of him. Many students reject to be friend with him, and many things. In this condition and situation, August feels separated and isolated from the other world because nobody really cares of him. In this problem, it can be stated that bullying is really serious problem in school because students, who are victims, can desperate and it can really source the will to death.

In the story, August struggle against bullying and how the other people are against him. However, he can survive and get achievement. It indicates that seen bullying cannot stop someone to achieve something as August has. It is also becoming the central issue of this research to analyze how August resists against bullying in his school because of his facial deformation. August's success also explains that school needs maintenance to fight back against bullying because "all people in the school community deserve to be treated with respect and dignity" (Home & Orpinas, 2006: 86).

There are some researches that can be compared to see further how this research is distinctive to the other researches. First, research written by Janette Hughes and Jennifer Lynn Laffier, entitled "Portrayals of Bullying in Young Adult Literature: Considerations for Schools" (2016). Hughes and Laffier focus on how bullying is represented in accurate, biased, or representative portrayal as it is in real social relation. There are four themes to analyze, first is about bullying, second is about the subjects who do bullies, third is about the victims, and fourth is about the bystanders and their role. Hughes and Laffier found that the young adult fictions deal with sensitive issues (bullying) to wake us up and be aware and empathic toward bullying practices. The second journal is an article "The Context of Bullying: Definition, Prevalence, and Controversies", written by Faye Mishna. Mishna set examination on bullying with a topic discussion on the pervasiveness of bullying of children and adolescents around the world with an indication of the short and long term and potential effects of bullying. There is also an evaluation of the misunderstanding and

debates near the term bullying. The term bullying itself usually is understood as a form of aggression that leads to physical, verbal or psychological, and relational acts. It occurs because there is a power imbalance and it is repeated over time.

This research tries to discover the problem of how bullying toward August in his school from his friends is portrayed and the impacts of the bullying. To make it simple, there are two questions in this research: *How is bullying toward August depicted in R. J. Palacio's Wonder?* and *What are the impacts of the bullying toward August in R. J. Palacio's Wonder?* Based on those questions, this research significance to reveal or depict and describe how the process of bullying portrayed and how the impacts for the August in R.J. Palacio's *Wonder*.

RESEARCH METHOD

The approach of the research is objective approach. The technique of collecting the data is documentation. This technique is used because the source of the data is a novel, R. J. Palacio's *Wonder*. Therefore, from the book, some quotations are taken as the documented data. R. J. Palacio's *Wonder* itself is children's novel. It was published on 14 February, 2012, by Alfred A. Knopf, with 310 Pages. This novel won some awards, such as Maine Student Book Award, Vermont's Dorothy Canfield Fisher Children's Book Award, Mark Twain Award, Hawaii's Nene Award, and Junior Young Reader's Choice Award.

There are some points to understanding about the concepts of bullying. Those are the understanding, the types of bullying, the victims, and the impacts of the bullying.

Bullying

Bullying behaviors that are practiced in school now are viewed as a normal part of being teenagers. The common perspective that kids can be harsh has been known by society and it is recognized as a normal part of growing up boys and girls. Bully in school indicates a zero tolerance of togetherness. Bullying behaviors still exist within our schools and unluckily, the violence increases (Cowie & Jennifer, 2008: 1-10).

There must be a question to know clearly what bully really is. Bully is a difficult word to define and it is often defined as "extreme behavior that is abusive" (Harris & Petrie, 2003: 1). Abusive can be associated to rude or offensive attitude. Offensive behavior can hurt someone else and therefore, everyone with less power around mostly used to experience of being bullied. With that understanding, bullying is exactly a subjective experience. To identify bullying behavior, it can be seen these characteristics of bully. Bully is harmful, carried out by an individual or a group. It is practiced repetitively or

persistently. It occurs because of an imbalance of power (Robinson & Maines, 2008: 11).

Bullying can endanger both the victim and the bully. Ones who like bullies can become criminals and end up life in prison because bullies have become behavior that is hard to change. The families of both victims and bullies also can receive problem because they live socially and society can continue the harm.

From those understanding, there is an assumption about bullying that bullying refers to a *form of aggression* that can be direct or indirect and includes physical, verbal, or psychological and relational acts, that is *intentional* and occurs in a relationship characterized by a *power imbalance*, and is *repeated over time*" (Mishna, 2012). The italic words are the most important points to understand what bullying is. Bullying must be practiced in the form of aggression because it harms the other. We cannot ask someone to be hurt nicely, we do something bad aggressively. Therefore, it is done intentionally. From this intention, then the bullying is practiced. It works just because there are powerless ones. They are easy to receive the aggressive behavior. Finally, it never stops because once the ones who bully get satisfactions from bullying the powerless ones. It is clearly known that "power is an important part of bullying as well. A bully is trying to gain power and control over another student" (Murphy, 2009: 16). When someone has power over the other, then it will be repeated over and over.

Types of Bullying

Boys and girls can practice bullying behaviors, but their bullying method is usually different. For example, boys are more physical in practicing violence while girls are more verbal in abuse. Physical bullying can be rude behavior such as punching, hitting, pushing, kicking, choking, and other physical violence to the other. Verbal bullying can be symbolic violence such as mocking, ragging, insulting, lying, or other things spoken in offensive attack.

Besides, there is also sexual harassment. The point of sexual harassment is to shame, embarrass, humiliate, or put down someone else in accordance to gender or sexual orientation. Usually, women receive this kind of bullying. A woman with big breasts, wide hips, tight shirt, and other things receive more bullying, either physical or verbal. From this bullying, it constructs men's perspective to see woman as sexual object (Cowie & Jennifer, 2008: 15-17; Olweus, 1993: 19-20).

Furthermore, it is not just about the victim and the one who bullies, but it is also about people around them. There are bystanders, the other who witness bullying, but they mostly cannot help the victim because helping the victim can be dangerous for them. In this sense, growing up as an adolescent is never easy, especially in unresponsive

society where violence is dominant. Adolescence in school for the victims of bullying is a hard time. It is such a traumatic and aggressive environment.

Olweus (1993), as quoted by Smith and Sharp, stated that bullying is practiced by children with impulsive and aggressive temperament and children who are bullied have shy or weak temperament. In this point, children who get bullied are mostly children with lack of skills (Smith & Sharp, 2003: 8).

Another type of bullying is cyber bullying. Cyber bullying is practiced electronically such as via internet (e-mails, chat rooms, meme, and other things). This is practiced by spreading private information (usually shameful moment, private chat, private photo, and other private things) to public. Of course, it makes the victim feel ashamed. It is a bully that mostly happens today (Donellan, 2006, 19-21).

Those many types can be simplified that any practices of bullying must end in two general types based on how it is practiced: direct and indirect. Olweus stated:

It is useful to distinguish between direct bullying with relatively open attacks on a victim and indirect bullying in the form of social isolation and intentional exclusion from a group. It is important to pay attention also to the second, less visible form of bullying (1993: 10).

It can be assumed that someone can practice bullying by bullying physically and bullying mentally. These two make bullying become the social and mental problem that have to be solved because it occurs in all environments, especially in school.

Identifying the Victims of Bullying

Bully usually has a tendency to select a victim who is weaker and easier to be intimidated. Bully selects or attacks victims who are vulnerable. The most common victim of bullying is anyone with *difference*. How someone acts, looks, behaves, thinks, or dresses differently can be easy to be tormented by violence. Being different can cause someone to become poor in socializing because they are alienated or marginalized. By being alone, it leaves victims with no support to survive against a bully.

Ones who have no friends to support from bully are easy to be in depression, the worst is suicidal because of feeling of their isolation and torment from the others. They are easy targets to be bullied. Furthermore, children who are victims of bullying are usually from particular types of home environment. The victims are mostly children from environments with maltreatment (giving conformity excessively, over-protective parents, and others) from parents. This maltreatment makes children unable to be independent and bad in socializing. This kind of children seems to have lack social development. It

inevitably gives impacts to their behavior socially. From those general types, there are two major types of victim based on the action and reaction.

a. Passive Victims

According to Barry E. McNamara and Francine J. McNamara in *Keys to Dealing with Bullies* (1997:20), passive victims are mostly weaker and smaller than bullies. Thus, they usually cannot defend themselves. Many of them react by letting it out and commonly crying very easily. They give up readily to bullying. They know they will be targeted over and over again. These children and adolescents grow in serious anxiety. Passive victims are not good enough and effective in the use of strategies to bounce back against bullying.

b. Provocative Victims

Provocative victims are harder to see because they are not as many as passive victims. These provocative victims are children who bother other children. They bother the others but they do not know when enough is enough. Their provocative behavior often leads to a quarrel, fight, and clash. Their behavior is often misunderstood and misjudged by adults who think they are prodigal kids. Provocative victims are commonly disliked and hated by teachers. From this reaction to the children, many of these children are diagnosed with Attention Deficit Disorder (ADD). Children with ADD are known with hyperactivity, distractibility, and impulsivity. They are hyper-dynamic. These children cannot be victimized.

The Impacts of Bullying

Burger (2005), as cited by Baier (2007), the short-term impacts refer to distress, confusion, and unhappiness. It is all caused by the experience of humiliated. The victims also experience loss of self-esteem. They feel anxiety and insecurity. This insecurity usually affects a one to learn things because the concentration level decreases. On the other side, according to McIntyre (2003), as cited by Baier (2007), long-term impacts of bullying behaviors on victims are demotivation. The victims can have very low self-esteem. There is a tight relation between bullied students and poor mental health students. Those students are in the same bucket. They have less motivation because of the harassment from the environment. These students are introvert, anxious, and fearful. With this mental construction, the victims are not good in making friends. They feel isolated.

According to Espelage & Asidao (2002), as quoted by Baier (2007), the victims are not only the ones who are bullied, but also the ones who bully, because those are the victims of environment. Of course, the victims suffer long and short term affects. The victims of bullying suffer the impacts. The bullies also have the impacts in their lives. Bullies who are physically abusive or violent toward the others are at risk to commit a serious violent crime. They

can grow with destructive mentality, criminal mentality, and dangerous mentality. Bullies, in adulthood are easier participate in criminal and harmful.

In school environment, bullying behaviors affect the students. The school atmosphere explains insecurity for many students. This intimidating environment is a reason of how students drop out of school. If bullying behaviors are not solved correctly, then bullying behaviors can be gradually seen as normal thing to do.

Even though we really know that bullying has negative impacts both toward the victim and the bully, we often ignore and deny the existence of the behaviors. We are just bystanders. The bystander is any individuals who are not both victim and bully. As bystanders, we need to take an action to the bully. We cannot just become a silent witness to the act of bullying. Bystanders mostly do not know about the situation. Sometimes, this lack of understanding makes us stop dealing with our humanistic ethic, emotional reaction, or sympathy to help the victims of bullying.

ANALYSIS

This part discusses about the statement of the problems. The theories mentioned in the previous chapter are used to analyze the *Wonder* by R.J. Palacio. Since this study has two statements of the problems to be analyzed, this chapter is divided into two parts. The first part talks about the portrayal of bullying toward August in the novel and the second is how describe the impacts toward August. Direct and indirect quotations related to the event are used to reveal and explain the statement of the problems.

Portrayal of Bullying toward August in Palacio's *Wonder*

There are some kinds of bullying which are practiced to August because August is the target bullying with his different condition, especially the facial deformation he has that makes his friends bully him. here are some points that can be described in this analysis in its relation to the explanation of the answers of the research questions.

a. Verbal Bullying

August "Auggie" Pullman is firstly known as a homeschooled fifth-grader who lives in North River Heights in Upper Manhattan with his parents. He is a homeschooled because of a medical condition (Treacher Collins Syndrome or facial deformation). However, his mother wants him to experience the outside world. His parents sign him up in Beecher Middle School Here, the problem starts appearing, August receives bullying in his school. Actually, August realizes that he is different from the other. He has a kind of anxiety to live socially. It can be known from this quotation.

"I know I'm not an ordinary ten-year old kid. I mean, sure, I do ordinary things"

"If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever notices at all" (Palacio, 2012: 3).

From the quotation, it can be known implicitly that Auggie wishes that he can have a normal face just like the other people. The face he has always terrifies him. it haunts him to communicate with the other people. He wishes wherever he goes, people do not notice, stare at, and talk about him. This is a kind of anxiety that haunts Auggie because of his face.

Actually, the problem is not what his face looks like, but it is about the social perspective that cannot accept different people with different characteristic. People generally stand in a point that there should be "normality" in their environment. If there is anything outside of the "normality", they always try to exclude it out. The way to exclude anyone who has differences is by doing violence. Everything that is called as violence is always about doing bad thing to the other. It can be practiced both physically and mentally.

This verbal violence attacks Auggie's mentality and makes him feel anxiety everywhere he joins in social group, especially in his school. One of the moments he receives this verbal violence can be seen from this quotation, "So, August, what's the deal with your face? Were you in fire or something?" (Palacio, 2012: 29). In the utterance, his friend asks Auggie about his face. There is a question that seems to be mockery for Auggie, "Were you in fire of something?" This is actually not a real question, but it is actually verbal violence. This is a kind of bullying in the form of verbal. Of course, it attacks Auggie's mentality and it makes Auggie feels that his school is a place he does not belong. The one who always mocks Auggie is Julian and his words have let Auggie down like what he asks to his mom, "Why do I have to be so ugly, Mommy?" (Palacio, 2012:60). Auggie feels so bad and sad. He feels so terrible. Julian's words are not painful physically.

b. Behavioral Bullying

Behavioral bullying relates to behavior that is practiced to the victim. It is usually about how someone reacts to the victim. As it is known, Auggie also receives bully from Jack's brother. Jack is Auggie's brother. Just take a look from this quotation.

"Mom, you have no idea what this kid look like."

"Trust me, it is. And I'm telling you, it's really bad. He's deformed, Mom. His eyes are like down here. And he has no ears. And his mouth is like ..."

“He gave me nightmare, nightmare about the zombies from last year” (Palacio, 2012: 139-140).

As it is told, at the beginning, before Jack is Auggie’s friend, Jack used to be scared of Auggie’s face. He tells to his Mom that he just sees a zombie in the park and it is a nightmare. However, it is just beginning. After Jack knows the truth and he think that Auggie is a good boy, he becomes a friend of Auggie. In this situation, Jack always understands Auggie and his condition.

Knowing that Auggie has close friend makes Julian, as the bully, get irritated. He seems not to be able to accept that fact. He tries to influence Jack to stop being friend with Auggie. It can be seen from this quotation.

“You must be so bummed you got stuck with him, you should tell Ms. Rubin you want to switch partners. I’d bet she’d let you.” Julian said, “we could have been partners. You don’t have to be friends with that freak if you don’t want to be, you know ...” (Palacio, 2012: 153).

Auggie feels sad when he knows Julian asks Jack to change partner. For Julian, Jack should not be with Auggie because Auggie is different from him and the other normal people. The way Julian tries to convince Jack to stop being friend with Auggie can be categorized as bully in the level of behavior. It is not verbal bullying, but this behavior symbolically practices bullying. It tries to explain that the victim should be alone with no friend.

Furthermore, as it is told in the theory before, the practice of bullying is like virus. It spreads very quickly. One of the things that is considered in spreading bullying is like what Julian does. he influences everyone who is close to Auggie so Auggie is still alone with no friend. After bullying in verbal practice, Julian also practices bullying softly by making Auggie alone with no friend.

c. Symbolical Bullying

Bullying does not hit Auggie’s face. It does not break Auggie’s legs. It does not crumb Auggie’s nose. Julian’s words give pain in Auggie’s mentality. Julian’s words make Auggie feel that public school is not the safe place for him. It shows that bully explains a dangerous part to the victim just like Auggie. There are some popular cultural symbols which are associated to Auggy’s face. Here is one of them.

“I think he looks like an orc ... If I looked like that, I swear to God, I’d put a hood over my face every day ... If I looked like him, seriously, I think that I’d kill myself ... “I can’t imagine looking in the mirror every day and seeing myself like that. It would be too awful and getting stared at all the time” (Palacio, 2012: 77).

The quotation exposes a situation when Auggie hears what his friend, Julian, says something bad about him in

the class with his friends. He really knows that the subject they are talking is him. Auggie is very frustrated with his friends. When Auggie is at home, he cries. He tells the bully to his mother. He also states that he does not want to go back to school anymore.

What Julian yells at is the word of *orc*. *Orc* can be known as beast in fantasy literature and games. It is like a kind of an imaginary race of humanlike creatures. It is characterized as ugly, hostile, and wicked. In modern use of the English, the term *orc* refers to a race of evil. In Tolkien’s Elvish dictionary, this term can be also related to the entry *Ork* (*orq-*) that means monster, *ogre*, or *demon*. Tolkien sometimes, mainly in *The Hobbit*, changes this word with goblin instead of using the word *orc* to describe a beast. In *The Lord of the Rings*, the word *goblin* is also used to refer to *orc*. Actually, Tolkien himself intends to change the spelling to *orc* (Tolkien, 1993: 414-422).

From that explanation, it is known that *orc* is related to something bad and even evil, “Thence all evil broods were born, ogres and elves and evil spirits” (Klaeber, 1950: 5). It is the name that is called to Auggie. Auggie is associated to something ugly because of his facial deformation. It is mockery. It is humiliation.

Portrayal of the Impacts of Bullying in Palacio’s *Wonder*

Actually, there are many things to say about the impacts of bullying toward Auggie, but the impacts are mostly pointed to the impact to his desire to go to school and his lack of mentality such as less confidence, anxiety, and of course fear. However, those are solved by Auggie because Auggie can struggle against it.

a. Traumatic Disorder

Post-traumatic stress disorder happens after a traumatic or threatening moment, for example, when someone is the victim of car accident. He can suffer this trauma. In another case, bullying can affect post-traumatic because losing friends, society, or close relatives are something that traumatizes someone. In bullying type, there is also physical abuse and it is actually threatening event or moment that causes post-traumatic stress. Children with this trauma can experience flashbacks, nightmares, and withdrawal from others.

In Auggie’s case, he does not receive abuse bullying from Julian, but what Julian does and speaks to him is as painful as physical abuse. Auggie is mocked like monster, zombie, or any other beasts and Julian forces Jack to stay away from Auggie. As it is known, Jack is close friend of Auggie. It can cause feeling of isolation from the other. Auggie actually feels this moment.

“Whatever, I wish I’d never gone to school in the first place.”

"I hate it! I hate it! I hate it!" (Palacio, 2012: 112-113).

After joining school, Auggie has bad day in the first day school. Auggie says that he does not want to go to school, he hates about the first day school. It is actually the impact of bullying, it is post-traumatic stress disorder. Auggie experiences the bullying. Actually, it is not only in the school, but it is also in the social interaction. Auggie does not want to be with someone else. He does not want to go to school. It indicates that he used to experience the same thing before he receives it at school from Julian.

b. Lack of Social Motivation

In the school, Auggie always receives bullying from Julian. However, before Julian's bullying comes up, Auggie has already realized that he will receives bullying because he knows that he is different. He realizes that his face is not normal. He is already in less-confidence, anxiety, and fear of being part of society. It can be seen from this quotation.

"I don't want to go to school"

"It would be good for you, Auggie" said Mom

"Maybe, I'll go next year" (Palacio, 2012: 12).

Based on the quotation, it can be known clearly that Auggie is afraid to start his experience in school. The first time in public school is always about mentality. If Auggie is normal student, he will have no fear of being part of social group. However, the fact explains that Auggie has facial deformation. It is something that everyone can see and judge him without feeling what he feels. This fear always haunts Auggie and causes Auggie not to go to public school. He says to his Mom that he will go to school next year. This statement is actually a calculation or a result of his fear of being part of school society. His face causes lack mentality because he can realize that society will not accept his existence in the middle of their interaction.

From those impacts that attack Auggie and himself, there is also impact that relates to society. Gordon (2018) calls it social anxiety disorder. When someone is frightened of being disgraced by the others, they will feel social anxiety disorder. People with this disorder are haunted by self-consciousness about daily social life. Their fear is always about how the others value, judge, and even mock them. They also feel worry that how they look, act, and respond can cause other impacts. In some cases, people with this impact avoid being together socially. It has no surprise that the victims of bullying can develop this impact, because the real impact of bullying is always to the social relation. When someone is humiliated, shamed, or disgraced publicly, they will believe that the humiliation will always happen over and over. With that sense, the victim prefers living alone instead of being with society and becomes the object of

mockery and humiliation. This feeling is also what Auggie feels. He often cries, "Now that I look back, I don't know why I was so stressed about it all this time" (Palacio, 2012: 215).

From the quotation, it can be known what Auggie feels. He chills out. He feels stressed of anything happened in his life. He knows he is abnormal. He knows he is different. He knows it all, but what he does not know is why people dislike his difference. He feels alone. He feels disliked. It makes him feel that being alone is the better way to live. It is actually the real situation to explain Auggie's condition of his mentality because of bullying that never stops attacking him, especially in school.

From those all impacts, it can be known clearly that the impacts of bullying toward Auggie can be seen as the impacts toward his mentality. Auggie feels afraid of the school. He is not afraid of the school, but school gives potency for some bullies to do bullying to him. It depresses him. Auggie also feels that the bullying affects his ability to hear. It is not only about trauma and anxiety, but the panic causes him losing his ability to hear. The last thing to say is that the impact of bullying makes Auggie feels that society is just a fear for him and he feels afraid of being part of society. Of course, those are the impacts. However, in the story, Auggie, after passing all problems and all impacts of bullying, he struggles against it and finally, he deserves better things. He can prove that an abnormal boy can achieve something good in school and it is the response against bullying.

CONCLUSION

Based on the analysis before, it can be said conclusively that this research has found its purpose. It is also the answers of the research questions which are about portrayal of bullying and its impacts toward the life of Auggie at school. As it is known, Palacio's *Wonder* tells a story of a boy with facial deformation. His facial deformation makes his face look different than the other. Some of his friends, especially Julian, call him bad such as monster, zombie, and so on. It explains that the real situation to discuss is about the bully and how it gives impacts. Those two points are exposed here.

First, it can be concluded that Auggie receives bullying in verbal, behavior, and also symbolical practices. Verbal bullying is practiced through mockery toward Auggie's face. Behavior bullying is practiced through marginalizing his seat and social friendship toward Auggie's social thing. Symbolical bullying is practiced through associating Auggie's appearance with popular culture like Halloween, monster, and others. Those attack Auggie in the school. Therefore, it can be said that school is not a safe place for a student with

differences like what happens to Auggie. He suffers Bulofacial dysostosis. It is a kind of Treacher Collins syndrome (TCS). TCS is a kind of genetic disorder that is characterized by deformities of some facial parts such as ears, eyes, cheekbones, and also chin. Therefore, Auggie's facial deformation is actually something that is used as bullying object, but Auggie's face is truly a gift because at the end of the story, although he has ugly face, he can still get achievement in his school. Of course, it is the impact of bullying that is turns to be good thing for Auggie.

Second, it can be known clearly that the impacts of bullying toward Auggie can be seen as the impacts toward his mentality. Auggie feels afraid of the school. He is not afraid of the school, but school gives potency for some bullies to do bullying to him. It depresses him. Auggie also feels that the bullying affects his ability to hear. It is not only about trauma and anxiety, but the panic causes him losing his ability to hear. The last thing to say is that the impact of bullying makes Auggie feels that society is just a fear for him and he feels afraid of being part of society. Of course, those are the impacts. However, in the story, Auggie, after passing all problems and all impacts of bullying, he struggles against it and finally, he deserves better things. He can prove that an abnormal boy can achieve something good in school and it is the response against bullying.

With those answers, this research finally has exposed its result and its conclusion. Difference is actually something that should not be used as an object of bullying. In a matter of fact, Auggie has nothing wrong with his life. He was just born with different condition. Therefore, it is not a right for everyone to blame or even to mock him just to show who has power in society and who has no power. Auggie has given us a learn that lack can be power and bullying will run out of its power

REFERENCES

- Al-Raqqad, H. K., Al-Bourini, E. S., Al Talahin, F. M., & Aranki, R. M. E. 2017. "The Impact of School Bullying On Students' Academic Achievement from Teachers Point of View". *International Education Studies*; Vol. 10, No. 6; 2017. ISSN 1913-9020, E-ISSN 1913-9039. URL: <https://doi.org/10.5539/ies.v10n6p44>.
- Baier, Stacey. 2007. "A Critical Review of Literature: Understanding Bullying Behaviors of Children". *Thesis*. Menomonie: University of Wisconsin-Stout.
- Christie, Deborah & Lauro, Sarah Juliet (Ed.). 2011. *Better Off Dead: The Evolution of the Zombie as Post-Human*. Fordham: Fordham University Press.
- Conn, Kathleen. 2004. *Bullying and Harassment: A Legal Guide for Educators*. Alexandria: ASCD.
- Cowie, Helen & Jennifer, Dawn. 2008. *New Perspective on Bullying*. New York: Open University Press.
- Davis, Kenneth C. 2005. *Don't Know Much About Mythology: Everything You Need to Know About the Greatest Stories in Human History but Never Learned*. New York: Harper Collins.
- Davis, Wade. 1985. *The Serpent and the Rainbow*. New York: Simon & Schuster.
- Donellan, Craig (ed.). 2006. *Bullying*. Cambridge: Independence Educational Publishers.
- Gordon, Sherri. 2018. "Bullying and Anxiety—What Is the Connection?". *Verywell Family*. Retrieved from <https://www.verywellfamily.com/bullying-and-anxiety-connection-460631>.
- Harris, Sandra & Petrie, Garth F. 2003. *Bullying: The Bullies, The Victims, & The Bystanders*. Oxford: The Scarecrow Press, Inc.
- Home, A. M. & Orpinas, P. 2006. *Bullying Prevention: Creating a Positive School Climate and Developing Social Competence*. Washington: American Psychological Association.
- Hughes, Janette & Laffier, Jennifer Lynn. 2016. "Portrayals of Bullying in Young Adult Literature: Considerations for Schools". *Canadian Journal of Education* 39:3. Retrieved from: www.cje-rce.ca.
- Klaeber, Friedrich. 1950. *Beowulf and the Finnesburg Fragment* (3rd Edition, Trans. John R. Clark Hall). New York: Allen & Unwin.
- La Fontaine, Jean. 1991. *Bullying: The Child's View*. London: Calouste Gulbenkian Foundation.
- McNamara, Barry E. & McNamara, Francine J. 1997. *Keys to Dealing with Bullies*. New York: Barron's Educational Series, Inc.
- Mishna, Faye. 2012. "Bullying: A Guide to Research, Intervention, and Prevention". *Oxford Scholarship Online*. ISBN-13: 9780199795406. DOI: 10.1093/acprof:oso/9780199795406.001.0001. Pp. 2-20.
- Murphy, Alexa Gordon. 2009. *Character Education: Dealing with Bullying*. New York: Infobase Publishing.
- Olweus, D. 1993. *Bullying at School: What We Know and What We can Do Understanding Children's Worlds*. Cambridge: Blackwell Publishers, Inc.
- Palacio, R. J. 2012. *Wonder*. New York: Penguin.
- Posnick, Jeffrey C. 1997. "Treacher Collins syndrome: Perspectives in evaluation and treatment". *Journal of Oral and Maxillofacial Surgery*. 55 (10): 1120–1133. doi:10.1016/S0278-2391(97)90294-9.
- Robinson, George & Maines, Barbara. 2008. *Bullying: A Complete Guide to The Support Group Method*. New York: SAGE.

Smith, Bonnie G. 2004. *Women's History in Global Perspective*. Champaign: University of Illinois Press.

Smith, Peter K. & Sharp, Sonia. 2003. "The Problem of School Bullying", in *School Bullying* (Eds. Smith, Peter K. & Sharp, Sonia). New York: Routledge, pp. 1-20.

Sullivan, K., Sullivan, G., & Cleary, M. 2004. *Bullying in Secondary School*. Thousand Oaks: Corwin Press Inc.

Tolkien, J. R. R. 1993. *Morgoth's Ring*. Boston: Houghton Mifflin.

