



# Selection Day: School Bullying in Interlingual Subtitling

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**Abstract**— Violence has become a social issue that has recently escalated in frequency. Several social and psychological variables in society inspire this violent behavior. Bullying is a type of violence that has recently grown common in society. Bullying is any unfavorable behavior, whether verbal physical, or social, that occurs in the real world or in cyberspace. This research scrutinizes the representation of verbal bullying film context. The bullying occurs in audio-visual (AV) domain, in *The Worst Witch Film 1*. The selection day as first series for *The Worst Witch 1*. Employing descriptive qualitative and sociopragmatic approach to explore speech act used for bullying, and kinds of school bullying, The study is embedded case study, since English and Indonesian translation were used. Five school-based bullying are developmental features, individual differences, a social culture perspective, a rationale for restorative justice. the data were collective used document analysis and focus group discussion. This study examines linguistic forms of bullying from the victim's point of view, as well as what types of speech actions indicate this form of speech from the perpetrator's point of view. The research reveals that bullying in worst witch film session 1, in first series, Selection Day, there are bullying at school based such as individual differences, a social culture perspective, as a response to group pressure within the school, whereas the speech acts employed bullying are expressive, and assertive. Further, the translation technique used establish equivalent, linguistic compression, adaptation, as well as calque.

**Keywords**—school based bullying, speech act, and bullying

## I. INTRODUCTION

School is a place where students can learn, mingle, and discuss. Schools and school residents should be able to completely assist kids' growth in physical/psychomotor, cognitive, social, and emotional areas. However, as happened at one of school in Temanggung district, Central Java, schools are also locations where bullying happens. A bullied student set fire to his school. Bullying can take both physical and verbal forms at school. Children typically engage in physical aggression, such as slapping, hitting, abusing, and cursing. Meanwhile, youngsters engage in verbal bullying behaviors such as mocking, cursing, insulting, threatening, intimidating, and isolating. Unfortunately, bullying in schools, particularly verbal bullying, is frequently tolerated. However, the long-term ramifications of verbal bullying are also detrimental for the sufferer. Existing legislation, such as Minister of Education and Culture Regulation No. 82 of 2015 exist to prevent and deal with acts of violence in educational units, but few schools have a complaint and reporting mechanism that protects victims [1].

As previously stated, the subject of bullying is also depicted in the fictional film *The Worst Witch*. This film is part of a fantasy genre series that is available on Netflix. The plot of this series is based on Jill Murphy's children's

novel *The Worst Witch*. *Selection Day*, *Tabby*, *New Girl*, *Pond Life*, *The Great Wizard's Visit*, *The Best Teacher*, *Maud's Big Mistake*, *The First Witch*, *Spelling Bee*, and *The Mist of Time* are included in *The Worst Witch* narrative session 1. This series is available in English with Indonesian subtitles. This film has two interesting characteristics: 1) it is in the children's, fantasy, and adventure cinema genres; and 2) it has a Tomatometer rating of 5 or 100%.

Bullying in this study is limited to bullying manifested through verbal acts and unpleasant methods expressed by the antagonist in the film *The Worst Witch 1*. The bullying in question only refers to bullying that occurs in the school setting, as represented in the film. Other than those mentioned above, this study does not cover extrinsic factors that influence the emergence of speech actions in cinema actors, such as linguistic background, language style, and others.

## II. LITERATURE REVIEW

### A. Pragmatics

Morris (1938) defined pragmatics as "the study of language used to communicate in specific situations." defines pragmatics as "the science of social linguistic behaviour in various situational and institutional contexts [2]

Pragmatics can be defined as language in communication, particularly the interaction between language and context that happens during communication. Yule defines pragmatics as "contextual meaning communicated by a speaker, writer, and others. [3]" Mey and Crystal, both voiced similar views [4] [5]. Pragmatics is described as the study of language as seen through the eyes of the language's users, particularly in terms of social relationships and the consequences of language use on speakers engaging in communication. *Maintaining the Integrity of the Specifications*.

A speech act is a linguistic action. In his book *How to Do Things with Words*, Austin (1962) introduced the theory of speech acts for the first time [6]. Later, with the help of expert Searle (1969), this theory evolved, and speech act theory became more applicable [7]. According to Austin (1962), producing a word also entails producing an action, which is a component of language, implying that what is said is also what is done. In addition, Austin (1962) identified three sorts of speech acts:

Locution is the basic action of a speech or the shape of spoken words. Austin (1962) defined locution as "saying a specific sentence with a specific meaning and reference, which is equivalent to the traditional meaning." Thus, locution is defined as the action of saying something.

Jakarta, Indonesia's densely populated capital city, is an example.

In the above sentence, an illustration of Jakarta's state is provided.

The words spoken by the speaker determine illocution. According to Austin (1962), an illocutionary utterance is one that has a specific style (conventional). Similarly, Leech (1983) defines illocution as "performing an action by saying something."

Perlocution, along with locution and illocution, refers to the influence of speech on the listener. Additionally, Austin (1962) defined perlocution as the impact of a speech. That is what people make or achieve when they speak shocking or false things. According to Leech (1983), a perlocutionary act is the act of carrying out an activity by saying something.

### B. School-based Bullying

Bullying is an act of aggression done against another person by an individual or a group. In this situation, the acts of violence committed can be either physical or verbal. Bullying is defined as a misuse of power committed frequently by powerful individuals or groups against persons who are weak and look incapable of defending themselves in order to cause psychological or physical harm to others.

This action is frequently repeated for no apparent cause. Bullying does not only include punching, pushing, kicking, or other types of physical abuse. Bullying can also include swearing, slurs, and humiliation. Aside from that, bullying can also be defined as an order or coercion from the perpetrator to the victim to accomplish something. The perpetrator engages in bullying for their own enjoyment. Perpetrators also aim to demonstrate to the public their power and authority by oppressing others.

Bullying manifests itself verbally in secondary schools in several forms described by Brown and Levinson using politeness theory. According to the study, speech theory is employed in this research to describe all language phrases and their roles. This theory also considers the politeness theory's categorization of verbal bullying expressions [8]. The similar study was conducted on verbal bullying in schools by Mutunga [9] [10]

The following are 5 types of bullying at school, according to Rigby [11].

- 1) developmental features
- 2) individual difference
- 3) a sociocultural perspective
- 4) group and peer pressure

5) the rationale for restorative justice.

### C. Freytag Pyramid

Freytag's pyramid (1863) modifies Aristotle's theory by incorporating rising and falling motion into its framework. The structures that influence the path of a story in theater, as revealed by Freytag's pyramid theory, are exposition, rising action, climax, falling action, and denouement.

Exposition is the first or most important element of a dramatic literary work. This part contains explanations or information about many aspects of the story that are required to comprehend later events, such as story characters, difficulties, place and time, and so on.

A rising action situation is one in which conflict has begun but has not yet reached a climax. Typically, signs of conflict in the story are displayed in this situation.

The climax is the point at which the story's conflict becomes clear. The conflict of the plot begins to emerge. Conflict in this context does not just refer to a conflict or a quarrel between characters. The term "conflict" refers to the most serious difficulty in a story that has been exposed to the reader.

Falling Action refers to a situation in which a formerly climactic conflict has gradually began to decrease or the intensity of the conflict has gradually regained.

Denouement is the conflict resolution stage; at this point, the end of the story is revealed, whether happy or sad.

### C. Translation

The definition of translation, particularly its use, is viewed differently by specialists. This view, however, boils down to the same meaning: message conveyance [12].

The translation process is a sequence of operations that the translator performs when translating a message or message from the source language to the target language [13]. The translation process also serves as a model for borrowing phrases that are often employed in the reading process, beginning at a higher level and progressing to a lower unit.

During the translation process, the translator analyzes the message's content in the source language to find the equivalent with the simplest and clearest structure, then transfers the message content and structures it in the target language that best suits the target language and the target reader. The three stages are as follows:

The initial step in the translation process is analysis. At this stage, the translator must first read the source language text and then analyze it, which includes grammatical relationships, study of the meaning of each word, and word combinations.

The transfer or message transfer stage is the second stage of the translation process. The translator must be able to transfer the analyzed message from the source language to the target language at this step (Nida & Taber, 1982).

The reorganization step is the third stage of the translation process. At this point, the message has been translated into the target language. So that it is completely understood in the target language (Nida & Taber, 1982).

## III. METHOD

### A. *Research Paradigm*

A descriptive-qualitative research paradigm was employed to perform this study. It is so named because the research data is not in the form of quantitative data (numbers), but rather qualitative data in the form of words or utterances, as well as the context in which bullying occurrences occur. In evaluating qualitative data, it is described as it is, without the use of hypotheses.

One of the data sources for this research is the film *The Worst Witch*, which illustrates the social situation in a witch school through its generic structure, which includes exposition, rising action, climax, falling action, and denouement. Bullies from the wizarding family and the future headmaster are the antagonists in this film. A film's background and location are linked to its plot, or the generic framework of the story. According to Freytag's pyramid theory, generic structure is employed as domain identification, which incorporates tale structure.

### B. *Research Design and Location*

The bullying speech incidence analyzed in this research is the bullying at school occurrence told in the film series *The Worst Witch*, which consists of one series *Selection Day*. According to Lincoln and Guba [13], study location does not only relate to a place, but also to the meaning of an idea (to locate an idea), which includes geography, demographics, and media. Spradley explains in that research location: setting, participants, and events. According to Lincoln and Guba the research site might be called a focus determined boundary, which can be translated literally as a border influenced by the focus or object of research.

### C. Research Data

This research only utilizes primary data, which consists of linguistic data and translation data. Linguistic data in the form of utterances (types of bullying, and types of speech acts found in the film series *The Worst Witch*. Translation data in the form of translation techniques.

Table 1 Table of Analysis Data  
Bullying in Selection Day Film

Code	Source Text (ST)	Target Text (TT)	Bullying		Speech Acts		Translation Technique
			SL	TT	SL	TT	

### D. Data Validity

This study exclusively uses primary data, which includes language and translation data. Linguistic data in the form of utterances (forms of bullying and speech acts) discovered in the film series *The Worst Witch*. Translation techniques are data in the form of translation techniques.

## IV. RESULT AND DISCUSSION

The three categories indicated in the methodology section are covered, namely (1) speech acts, (2) school based bullying, as well as the translation strategies.

In selection series, the story begins at *when a broomstick crash-lands on her balcony. Mildred hitches a ride to Cackle's Academy and begins her training as a newly witch.*

D1T14 individual differences as school-based bullying, expressive. (Speech act), as well as established equivalent)

Source Language (SL): Are you a witch?

Target Language (TL): Apa kau penyihir?

Context: Mildred takes a ride to Cackle's Academy and begins her training as a newly minted witch. She was terrible at riding the broomstick. As a result, everyone is perplexed by her.

D1T14 shows that the speaker was confused about Mildred Hubble. this condition led to school-based bullying in individual differences. Individual differences between persons may result in interactions in which one person bullies another. Children who constantly bully others at school, for example, have limited empathy for others and are predisposed to psychoticism. Mildred Hubble repeatedly victimized at school are more likely to be psychologically introverted, to have low self-esteem, and to lack social skills, particularly in the area of assertiveness, since she is not a witch. the speech act used is assertive, the act is humbling Mildred Hubble since her ability is out as witch. The translation technique used is established equivalent where translating terms in the source language with terms that are common in the target language.

D1T68 (Social culture phenomenon bullying, assertive, and linguistic comprehension)

SL : My parents paid for extra flying lessons.

TL : Orang tuaku bayar pelajaran terbang.

Context : in Cackle's Academy , there is a broom session where all the students showed their best performance in riding a broom, yet Mildred Hubble could not show her best performance. The utterance is that SL showed a social culture phenomenon based on school bullying. The speech act in that bullying is assertive to inform that Ada had already had the lesson before the broom show. It is translated using linguistic comprehension technique.

Translating terms from the source language into terms from the target language.

D1T71 ( as a response to group and peer pressures within the school bullying, assertive , and calque)

SL : For Miss Cackle's Academy.

TL : Ke Akademi Bu Cackle

Context : When all freshmen of Cackle's Academy came the place for the first time. All freshmen are happy unless Mildred who was confused because she was not a witch. The bullying type is as a response to group and peer pressures within the school. Most of the freshmen are witches so they assumed that they had to have a witch. This method is similar to the sociocultural approach in that it considers bullying to be understandable in a social context. It is used assertive speech act for stating. The translation technique is calque. It is a literal translation of foreign words or phrases, both lexically and structurally.

DIT187 (individual differences, Expressive mocking, and adaptation)

SL : If you're even half as crafty

TL : Kalau keahlianmu separuh kakakmu...

Context : When Ethel met the headmistress. Ethel tried to show her ability. It is as individual differences bullying since the intention is to compare Ethel to her sister Esmeralda. The speech act used is expressive, mocking. The translation technique used is adaptation.

Adaptation is the process of replacing cultural components in the source language with cultural elements from the target language. To put it another way, adaptation is a translation approach that is geared toward the target language.

## V. CONCLUSION

In conclusion, this study looked at verbal bullying at school from the perspective of audio-visual resources, specifically the representation of bullying in the Netflix film Selection Day. The study delves deeper into linguistics and translation. there are utterances employing bullying uttered by the characters. there are individual differences, social culture phenomenon, as a response to group and peer pressure within the school bullying. whereas, the speech acts employed bullying are expressive (insulting), assertive, expressive mocking. The translation technique used establish equivalent, linguistic compression, adaptation, as well as calque.

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