



INTISARI

Tugas ini berjudul “Representasi Perilaku *Bullying* dalam Drama Korea *School 2015*.” Representasi perilaku *bullying* dalam drama *Korea School 2015* yaitu gambaran mengenai bentuk-bentuk *bullying* dan faktor-faktor penyebab terjadinya *bullying*. Tujuan dari penelitian ini adalah untuk mengetahui bentuk representasi perilaku *bullying* dan faktor-faktor penyebab terjadinya *bullying* dalam drama *Korea School 2015*. Berbagai adegan *bullying* yang ada dianalisis dengan menggunakan teori semiotika Roland Barthes melalui nada bicara, gerakan, tindakan, ekspresi, dan dialog tokoh yang sudah diterjemahkan.

Bentuk-bentuk representasi perilaku *bullying* digambarkan secara lisan, fisik, sosial, dan psikologis. Bentuk-bentuk *bullying* secara lisan yaitu mengejek, menghina, dan memberi julukan. Bentuk-bentuk *bullying* secara fisik yaitu melempar sesuatu, memukul, dan menampar. Sementara *bullying* secara sosial yaitu mengabaikan dan bentuk *bullying* secara psikologis yaitu penyalahgunaan ponsel untuk mengancam. Adapun faktor-faktor penyebab terjadinya *bullying* yaitu faktor kepribadian pelaku *bullying*, komunikasi interpersonal dengan orangtua pelaku *bullying*, pengaruh kelompok teman sebaya pelaku *bullying*, dan iklim sekolah.

Kata kunci : representasi, *bullying*, drama Korea, semiotika, *School 2015*



ABSTRACT

The title of this graduating paper is Representation of Bullying Behavior in Korean Drama “School 2015”. The representation of bullying behavior in Korean drama School 2015 is a description of the forms of bullying and the factors that cause bullying. The purpose of this research is to find out the forms of representation from bullying behavior and factors that cause bullying in Korean drama School 2015. Various bullying scenes are analyzed using semiotic theory of Roland Barthes through tone, movement, action, expression, and dialogue of the characters that has been translated.

The forms of representation bullying behavior described verbally, physically, socially, and psychologically. The forms of verbal bullying are mocking, insults, and labeling. The forms of physical bullying are throwing things, hitting, and slapping. On the other hand, social bullying is ignoring and psychological form of bullying is misuse of mobile phone to threaten. The factors that cause bullying are personality factors of bullying perpetrator, interpersonal communication with parents of bullying perpetrator, influence of fellow friends of bullying perpetrator, and school circumstances.

Keywords: representation, bullying, Korean drama, semiotics, School 2015



초록

이 논문의 제목은 한국 드라마 학교 2015 에서 왕따행위 묘사이다. 한국 드라마 학교 2015 에서 왕따 행위의 묘사는 왕따의 형태들 및 왕따를 유발하는 요인들에 대한 설명이다. 논문 목적은 한국 드라마 학교 2015 에서 왕따 행위의 묘사 형태들 및 왕따를 유발하는 요인들에 대해서 파악하는 것이다. 다양한 왕따 장면이 어조, 움직임, 행동, 표현, 및 번역된 배우들의 대화를 통해 롤랑 바르트 (Roland Barthes)의 기호학적 이론을 사용하여 분석하였다.

왕따 행위 묘사의 형태들이 언어적, 육체적, 사회적, 및 심리적으로 설명됐다. 언어적 왕따의 형태는 모욕함, 조롱함, 및 라벨링이다. 육체 왕따의 형태는 물건을 던지고 두드림하고 쓰리다. 반면 사회적으로 왕따는 무시하는데 심리 왕따의 형태는 위협하는 것을 위한 휴대전화를 오묘한다. 왕따를 유발하는 요인들이 일진의 성격 요인, 일진의 부모님들과 함께 대인 소통, 일진 동갑 친구들의 영향, 및 학교 상황이다.

키워드: 묘사, 왕따, 한국 드라마, 기호학, 학교 2015