CRITICAL DISCOURSE ANALYSIS
ON LORNA YE'S SHORT STORY "BULLY"

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Abstract
This study seeks to analyze the short story titled "Bully." The approach employed in this study is content analysis. The writers used close readinAg to identify sentences highlighting societal injustices during the data collection process. The writers used Appraisal theory to analyze the sentence during their data analysAis. Upon careful data analysis, the writers made interpretations and drew connections using Norman Fairclough's Approach. The study's findings indicate that the short story encompasses all aspects of the appraisal theory. The primary social issue depicted in the short story "Bully" is the unequal power dynamic between the narrator, the victim of the bullying, and the individuals responsible for the persecution. Fairclough's four-step process highlights the power imbalance between the narrator and the perpetrators as the social injustice in the story. However, it has been observed that society hinders rectifying this social injustice. The community persists in the belief that it is permissible to oppress individuals with less authority, and those who recognize this societal wrong are reluctant to intervene, fearing the complications it may entail.

Keywords: Critical Discourse Analysis, Appraisal, Fairclough, Bully

Introduction

Critical Discourse Analysis is a multidisciplinary approach to the study of language as a social practice. Fairclough on the book Critical Discourse Analysis (1995) states that critical discourse analysis (CDA) blends social analysis with language studies and focuses on the interaction between discourse and other social factors (power relations, ideologies, institutions, social identities, and so forth). Analysis of CDA's breadth includes advertising, literature, and journalism. A short narrative represents an example of literary analysis. CDA involves the explicit sociopolitical stance of discourse analysts and focuses on dominance relations by elite groups and institutions as they are enacted, legitimated, or reproduced by text and talk (van Dijk, 1993). Furthermore, CDA is underpinned by the premise that powerful interests within society mediate how social practices are constructed (Schofield & Fleming, 2012). The CDA analyses social wrongs and individual problems that affect a large number of people. Then, they remark on contemporary issues and ongoing disputes. An example of social injustice is an imbalance of power. A power imbalance exists when one partner (or a group of partners) controls decision-making or exercises power in a way that disadvantages other partners or does not forward the partnership's goals. Bullying, as stated by various researchers, is a concrete example of an imbalance of power in which the victim is less powerful than the aggressor (Olweus, 1993; Farrington, 1993; Smith, 1994).

According to Smith & Brain (2000), bullying is described as a "systematic abuse of power" due to its repetitive nature, where the victim is targeted repeatedly without the ability to defend themselves. Bullying can occur in various contexts, and the repeated victimization

can have significant implications for the physical and emotional well-being of those targeted (Rigby, 2003:583).   Bullying can have negative effects on both physical and mental health, as well as on relationships with others. This type of bullying is referred to as "relational" bullying (Rigby, 2003).

The short story that emphasizes the power imbalance, especially bullying, is a short story entitled "Bully" by Lorna Ye. This shorty is about a mother who remembers her middle school memories. She tells the story after she meets her friend, the prosecutor of the bullying that happened to her, in a grocery store. That time, one girl comes to her and asked her to be a friend. She felt happy and accepted the friendship. After school, they went to the abandoned park and played volleyball. They went there with other friends. Unfortunately, as the game started, all the girls tossed her and hit her shoulder. Then, all her friends left her crying. Those experiences made her more open up to her children and wants her children to be honest about their friends at school.

Theoretical Framework
Critical Discourse Analysis

Critical discourse analysis (CDA) focuses on how social power abuse, dominance, and inequality are performed, reproduced, and resisted through text and speech in a social and political setting. Critical discourse analysts take a firm stance in dissident research, seeking to understand, expose, and combat societal inequities. To fulfill the goals, critical discourse analysis must exhibit numerous qualities. (1) CDA research must be "better" than other research to be accepted, (2) it focuses primarily on social problems and political issues rather than on current paradigms and fashions, (3) rather than merely describing discourse structures, it attempts to explain them in terms of properties of social interaction and especially social structure, and (4) CDA focuses on the ways discourse structures enact, confirm, legitimate, reproduce, or challenge relations of power and dominance (Schiffrin, Tannen, & Hamilton, 2007).

Norman Fairclough's Approach

Fairclough's critical discourse analysis theory presupposes a dialectical link between language and other aspects of social existence. Both specific text (linguistic analysis) and discourse orders (interdiscursive investigation) are emphasized (Fairclough, 1995). This theory aims to illustrate that text analysis and social theory can work together to produce detailed descriptions for critical discourse analysis. Consequently, using Fairclough's technique necessitates the researcher provide both a linguistic definition and a social explanation of the text. Fairclough outlines four "stages" of discourse analysis crucial to social research. The following are the steps for doing a critical discourse analysis using Fairclough's theory: First, concentrate on the semiotic qualities of a social wrong. Identify the obstacles to resolving the social problem. Then, consider whether the social order "needs" the social wrong. Determine potential solutions to the obstacles.

Appraisal Theory

The appraisal framework, developed by Martin and White and their colleagues in the 1990s and 2000s, permits analyses of those meanings by which texts convey positive or negative assessments, by which the intensity or directness of such attitudinal utterances is

increased or decreased, and by which speakers/writers interact dialogically with prior speakers or potential respondents to the current proposition. Because they all show the speaker's/personal writer's evaluative engagement in the text by adopting perspectives toward phenomena (the entities, events, or states of things being understood by the reader) or metaphenomena, these meaning-making tools are categorized as "language of evaluation" (propositions about these entities, happenings, and forms of experiences).

The evaluation framework provides studies of textual meanings that communicate positive or negative evaluations. Specific literature divides attitudinal meanings into three broad subtypes: affect (positive/negative evaluation expressed as emotional reactions), judgment (positive/negative evaluations of human behavior and character by reference to ethics/morality and other conventionalized or institutionalized norms), and appreciation (assessments of objects, artifacts, texts, states of affairs, and processes in terms of how they are assigned value socially). The concept of attitude transcends the writer's emotion to encompass a broader range of feelings, including affect, evaluation, and appreciation (White, 2015). Using appraisal theory, the researcher attempts to outline a framework to map the feelings as they are construed in the articles, referring to the system of meanings as the attitude, which consists of three semantic regions: emotion (as seen as affects), ethics (as seen as judgments), and aesthetics (as seen as appreciation).

Method

This study was conducted through the application of content analysis method. This technique can be applied to both qualitative and quantitative data, as mentioned by Collis and Hussey (2003). In general, this method facilitates the organization of "open-ended" data for diagnostic objectives (Harwood & Garry, 2003). Content analysis is particularly suitable when the focus of research is on the features of language and communication (Tesch, 1990; Mariampolski, 2001). Given this comprehension, content analysis is considered appropriate to assist researchers in collecting data and gaining insight into the mechanisms through which social power abuse, inequality, and dominance are reproduced, enacted, and resisted, as well as the means by which the speaker or writer conveys approval or disapproval of particular matters.

Findings and Discussion
Appraisal Theory Analysis

To develop social ties, the composer or author must convey information through things and people (in other words, our attitudes) to communicate with listeners or readers. There are three fundamental evaluation methods. It includes attitudes, amplification, and origin. The research's scope is restricted to analyzing the composer's attitudes. According to the taxonomy of Martin (2015), there are three types of perspectives:

1. Affect

Affect is concerned with recognizing positive and negative emotions: are we pleased, sad, confident, nervous, or bored? Affect refers to investigating how people communicate their feelings in a dialogue. There are two general methods of influence, and they could be either favorable or bad. Positive refers to the positive emotions that humans experience. In contrast, negativity is associated with negative emotions. In addition, the following can demonstrate

clearly or imply that humans convey their feelings directly or indirectly through their behavior.

> "I *fantasized* that I could hit some back like a pro of an Olympic team."
> (*Fantasized* shows the affect as dissatisfaction)

This sentence is an example of affect as disaffection. The story's narrator uses the sentence to indicate her unhappiness. In the short story's setting, the bullied narrator cannot fight back against the violence she endured. Thus, she is dissatisfied with her inability to fight back and fantasizes about the situation being reversed.

> "I was *caught up* by some old memories, but I am OK now."
> (*Caught up* shows the affect on unhappiness)

The second passage demonstrates the affect of unhappiness. "caught up" refers to a complex or confusing situation. The preceding clause explains that the narrator recalls unpleasant experiences of being bullied.

2. Judgment

The judgment focuses on our admiration, criticism, commendation, and condemnation of certain behaviors, which evaluates people's character following effect. Positivity or negativity may be indicated, either openly or indirectly. Nonetheless, there is a distinction between judging based on personal assumptions or criticism and judging based on the moral assumption of praise or condemnation.

> *"I was a skinny girl in dull, faded clothes, staying alone reading novels that most kids didn't care."*
> (Judgement of esteem)

This sentence is an example of a judgment of esteem. This demonstrates her self-criticism that she is skinny, dull, and uninteresting. Her belief that she is an outcast at school further explains her inferiority complex.

> *"She was a dazzling, perfect girl who immediately attracted attention."*
> (Judgement of esteem)

This exemplifies the judgment of another person's esteem. The narrator characterizes the prosecutor of bullying as a beautiful and perfect young lady. She urges her to be someone who can attract people's attention, elevating her to a position of superiority.

3. Appreciation

Appreciation is the judgment of semiotic and natural events based on their worth in a particular field. Recognizing the impact of 'things' or presumptions regarding how humans feel about other humans and behave. Otherwise, how do human views it, such as toward television programs, movies, novels, paintings, sculptures, plays, compare, dances, parades;

> "*Her nails* were painted purple, and *her hands* were still masculine, as I remembered."
> (*Her nails* and *her hands* show the appreciation as a reaction)

The sentence contains appreciation as a reaction to quality. It attempts to describe the girl's nails and hands and explain her behavior.

> "In front of them was a *big* mesh bag with volleyballs."
> (*Big* shows the appreciation as a reaction)

The preceding passage attempts to explain that the popular girl and her pals have prepared a mesh bag full of volleyballs and have invited her to an abandoned playground.

Critical Discourse Analysis using the four steps of Fairclough's Method
After analyzing the discursive and social processes using Appraisal Theory, critical discourse analysis can be completed using the four-step method by Fairclough. The investigation is explained in the following discussion.

Stage 1: Identification of the Social Wrong
The first step is to identify the social wrong in the short story. The most prominent social wrong in the short story "Bully" is the power imbalance between the victim of the bullying, which is the narrator of the story, and the persecutors.

> "*I was a skinny girl in dull, faded clothes, staying alone and reading novels that most kids didn't care.*"
> (Judgement of herself)

The passage shows that the story's narrator believes she is inferior to her pals. Unfavorably, she defines herself as a skinny girl in dull and faded clothes. She also perceives herself to be an outsider whom few people care about. On the other hand, the persecutor is described as a popular student who constantly enjoys the support of her peers.

> "*She was a dazzling, perfect girl who immediately attracted attention. She was a head taller than me, with black hair shining with vitality. She was the first one in my class that owned a watch, which meant more than owning an iPhone X nowadays. She often polished her nails in bright colors that matched her stylish well-tailored clothes.*"
> (Judgement of the girl)

The power imbalance can be more apparent using the Capital, Arena, and Habitus by Bordieu (1977). The persecutor has a higher capital than the narrator (the victim). The excerpt above describes that the persecutor was the first one to have iPhone X, which shows that she has a high economic capital. Additionally, she paves her way to higher symbolic capital by having a higher economic capital. In which all of her friends want to befriend her and to be famous like her. On the other hand, the narrator has lower economic and symbolic capital. It is shown how she is an outsider in the school, and no one wants to talk to her.
In addition, the persecutors invite the narrator to their arena, where she is bullied. In the story, the popular girl tries to befriend the narrator, albeit falsely and invites her to play

volleyball in an abandoned playground. They are all hitting the narrator with the balls, and the narrator cannot defend himself.

> "After school, I was asked to join them at an abandoned playground and to play their favorite girl game — volleyball. I had no clue how to play volleyball. Obviously, it did not matter because they were willing to train me."

The narrator cannot fight back and become the laughingstock of the girls. The story shows how the popular girl invites the narrator into his arena, where she (the popular girl) has higher power than her and uses that power to bully the narrator: invites her to an abandoned playground and bullies her with the help of her friends. Thus, the narrator cannot fight back and 'lose.'

> "That was fun, wasn't it?" She glanced at me, a self-satisfied smirk on her face. Other girls laughed even louder."

Next, the popular girl and her friends feel happy after bullying the narrator, as if they did not just hurt someone, more importantly, their friend at school. It shows how the habitus of bullying is normalized within the society. Additionally, the narrator does not fight back and is shown to 'weep alone' in her room, which indicates that she somehow feels that the bullying that she received is not an important thing that she should tell her parents or teachers.

Stage 2: Obstacles to Address the Social Wrong
The obstacle to addressing the social wrong arises from the society in which the narrator feels inferior because of her appearance, and people who are different from them are frequently viewed as odd and strange. Thus, they normalize bullying behavior. Bullying victims always have less social capital than their persecutors, which prevents them from speaking out because sometimes no one cares about or pays attention to them. A substantial amount of research also shows that victims of bullying are more likely to experience subsequent mental, emotional, physical, and behavioral issues, particularly internalizing issues like low self-esteem, sadness, anxiety, and loneliness (Gancedo, Selaya, & Novo, 2020).

Stage 3: Consider whether the Social Order 'Needs' the Social Wrong
In the short story "Bully," the social wrong that occurs is 'needed' by society. Violence motivated by a need to exercise power occurs when the perpetrator hopes to secure or enhance their position within a social entity. This act is caused by family problems (disharmonious family) and a form of revenge (Fluck, 2017). It can be concluded that the social order supports the occurrence of social wrongs. This is also due to the fact that various parties can be benefited from social wrongs.

Stage 4: Possible Ways Past the Obstacles
Several ways might be possible to fix the social wrongs, mainly for people while higher capital or position. Those with higher power must understand that their ability does not mean they can oppress others. Moreover, bullying would injure the victim, who should not feel inferior to someone in a position of authority. Victims must also understand that they can speak

out and demand the justice they deserve. Furthermore, society should recognize that bullying is not a simple issue and that this behavior harms numerous people. It is time for our culture to stand up for the oppressed and stop viewing bullying as a minor issue. On their website, PACER's National Bullying Prevention Center highlights four critical actions that the community can take to stop bullying. Unite, raise awareness, learn, and take action are the four main points. All of the students should feel protected and supported. Acting in unison helps to spread the message that no one should be bullied. Raising awareness involves talking about bullying prevention, which also aids in understanding-building. Information about ways to stop bullying in communities should be extensively disseminated and posted by all schools, organizations, and communities. Learning is the third crucial factor; learning helps people know what to do when they witness or experience bullying. Websites, classroom toolkits, school materials, and activities can all be used to provide information on bullying prevention. Finally, but most importantly, act. Actions have an effect. Parents can take their kids to websites that prevent bullying, communities can take part in other anti-bullying activities, and educators can access and distribute free toolkits for student-led activities, posters and other visual displays, as well as bookmarks and other promotional things.

Conclusion

Lorna Ye's short story "Bully" is about school violence and bullying. The narrative begins with a mother who recalls unpleasant memories of bullying after encountering the perpetrator in a supermarket. The mother (the narrator) characterizes herself as dull and explains how she differs from other children. One day, the popular girl asked her to an abandoned playground to play volleyball with her and her pals. The invitation turns out to be the beginning of her experience of being bullied. The popular girl and her pals assault her with volleyballs, and she cannot defend herself.

The appraisal theory is a psychological theory that states that emotions are derived from our judgments (appraisals or estimates) of events that result in distinct reactions in various persons. The expression of praise or disapproval for ideas, people, things, or behaviors is referred to as appraisal in writing or speaking. By expressing such ideas, language users engage with their interlocutors on a personal level. This idea aids authors in understanding the narrative style used by the story's narrator. After analyzing the narrative, the authors discovered that the narrator dislikes her former self and constantly compares her appearance to that of the popular kid, who subsequently turns out to be the bully. Fairclough's four-step process identifies the power imbalance between the narrator and the perpetrators as the social wrong in the story. However, it is also discovered that society impedes correcting the social wrong: the community continues to believe that it is acceptable to oppress those with less authority, and those who see this social wrong are hesitant to intervene because they do not want it a problem.

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