

Self Concept of Adolescent Bully Victim: Semiotic Analysis on *Overcomer* (2016)

Animated Short by Hannah Spangler

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ABSTRACT

Self-concept is the process of an individual's conceptualization of oneself, which is an individual's subjective feelings and a complex combination of conscious or unconscious thoughts, attitudes, and perceptions. In adolescence, identity development occurs if at this time an individual fails to pass it and it will cause several problems such as bad self-image, self-development disorders, low self-esteem, identity changes, and even role confusion which leads to a negative self-concept. This research aimed to investigating the portrayed of negative self-concept of adolescent bully victim in one of the short animated films by Hannah Spangler, *Overcomer* (2016). This research uses qualitative and interpretative method by analyzing the signs, objects, and interpretants related to Charles Sanders Pierce theory, then analyze the self-concept of the main character by used Muchlisin Riadi's theory (2013). The data of this research is taken from watching, listening, and observing the short animated film *Overcomer* (2016). The result of this research shows the negative self-concept that the main character has as an adolescent bully victim, namely having an identity as an unsociable or introverted person, the ideal-self considers herself as a person who is not talented or does not deserve any friends. Low self-esteem makes her think that she is an ugly person. Body image sees herself as a failure, useless, and worthless. As a result of having low self-esteem and body image, Hannah assumes that she has no role in social life.

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Introduction

According to Rita (2008), adolescence is the period that happens between the ages of 11 - 20 years which is a period of transition from childhood to adulthood. In Latin, "Adolescence" means to grow up or develop into an adult. Adolescence describes all adolescent development such as physical, intellectual, emotional, and social development. (Rita Eka Izzaty et al., 2008) Every change that occurs in adolescents can affect the process of forming their self-concept. (Potter & Perry, 2006).

Self-concept is the process of an individual's conceptualization of her or himself, which is an individual's subjective feelings and a complex combination of conscious or unconscious thoughts, attitudes, and perceptions. Self-concept that occurs directly affects self-esteem and a person's feelings about his or her self-worth. Self-concept is the most complex part of all human qualities. It consists of all the values, beliefs, and ideas that contribute to self-knowledge and influence one's relationships with others, including one's perception of personal characteristics and abilities as well as one's goals and aspirations. (Potter & Perry, 2006)

The development of individual self-concept starts from a young age and will continue throughout life. In adolescence, identity development occurs if at this time an individual fails to pass it and it will cause several problems such as bad self-image, self-development disorders, low self-esteem, identity changes, and even role confusion which leads to a negative self-concept. (Apriliyanti & Ridha, 2016). Usually, adolescent groups often discriminate against each other by looking at things that are different such as skin color, background, aspects of clothing, gestures, and tastes. We have seen many adolescents experience rejection when they want to interact and join with other groups which we call *bullying*. (Apriliyanti & Ridha, 2016)

Bullying is an act of violence that aims to hurt, humiliate, or intimidate another person. This action is done intentionally, is real or almost imperceptible, in the presence of someone, and is easily identified or hidden behind a friendship (Goodstein, 2013). In general, bullying is carried out by peers to friends who are lower or weaker to get an advantage for themselves or certain satisfaction. According to the research conducted in 28 European and North American countries on the relationship between bullying, physical and psychological symptoms among adolescents with a subject of 123,227 students consisting of adolescents aged 11, 13, and 15 years stated that students who reported being victims of bullying were very large. The forms of oppression experienced varied greatly. From the results of the study, it was found that every student who was bullied every week resulted from physical problems such as *headaches, stomachaches, backaches, and dizziness*, increasing from 1.83% to 2.11%. While the psychological symptoms experienced were *bad temper, negative feelings such as nervousness, fatigue, abandonment, loneliness, helplessness, and difficulty sleeping*. The percentage increased from 1.67% increased to 7.47%. (Due, et al., 2005)

Due to the many acts of bullying that occur in society, bullying cases have become an endless problem. Bullying not only causes psychological trauma but also causes casualties and triggers revenge. Bullying is a social reality that continues to happen today (Ghani, 2016). Bullying, which occurs in many places, is one of the social realities that is often featured in many films. One of which is in short animation films.

Short animation films have the same meaning as short films, the difference is only in the form of animation. Short animation films have become a creative medium for any students in the field of film or broadcasting, young filmmakers or filmmakers who have had flight hours in creating works in the form of films. The meaning of "film" itself is a representation of the reality of a society that is not just transferring reality to the screen without changing reality, but films also shape and

re-present reality based on codes, conventions, myths and ideologies, as well as culture. (Ghani, 2016)

One of the short animation films that will be conducted is *Overcomer* animated short film by Hannah Spangler, popularized on Hannah Grace's Youtube Channel on 2016 with 5 minutes 57 seconds duration. This short animation packed with simple graphics, audio, and visuals. The story was made based on her true story. In her personal blog, she said *Overcomer* short animation is for her personal project in her "Experimental Animation" class at KVCC. Although this short animation was made only for her personal project, her work managed to become one of the official selections in the North by Midwest Micro-Budget Film Festival in 2018. (Spangler, 2016).

This short animation is chosen because the researcher sees its uniqueness. Hannah tried to show some moral messages, packed differently unlike the other short animations. She made the *Overcomer* short animation based on her true story when she experienced dark times in adolescence because her life was full of anxiety, and it was made her to have negative thoughts about herself. However, through her short animation, Hannah teaches the audiences about how the impacts of bullying act on a child can affect her ability to grow and develop. She hopes that her short animation will give an impact on others in a very positive way. In fact, this short animation film succeeded to attract 7,4 million audiences with good responses through the story ideas she created and the messages she tried to convey.

In this case, semiotics is the study of signs and meanings of sign systems, the science of signs about how meaning is constructed in media "texts" or the study of how signs from any type of work in society communicate meaning. (Fiske in Nawiroh, 2014, p. 2) According to him, signs are always contained in a triadic relationship, namely *sign*, *object*, and *interpretant* that influence each other / relate to one another. (Wibowo, 2013) This research used the semiotic analysis method of Charles S. Peirce's famous three main elements or the triangle meaning theory to investigate the negative self-concept of the main character as an adolescent bully victim through the signs that exist in the *Overcomer* (2016) animated short film.

Based on the description of the background of the research above, the formulation of the problem is, How is negative self-concept of the main character as an adolescent bully victim portrayed in the *Overcomer* (2016) short animation?

Literature Review

In general, semiotics is a science that studies signs. Semiotics holds that social phenomena in society and culture are signs. Semiotics studies the systems, rules, and conventions that allow these signs to have meaning. The study of semiotics is divided into two models, namely the constructive model and the critical model. (Ramdani, 2016, p. 12).

Charles Sanders Peirce's semiotic theory is often called the "Grand Theory" in semiotics because his ideas are comprehensive, structural descriptions of all meanings. Peirce is known for his triadic model and his trichotomy concept, namely sign (representamen), object, and interpretant. (Wibowo, 2013, p. 13) Peirce argues

that the sign, object, and interpretant have a mutually influencing relationship with one another.

According to Nawiroh (2015, p. 25), In studying the object, there are three trichotomy concepts, namely as follows:

1. Sign (Representamen) is a physical for or everything that can be absorbed by the five senses and refers to something, the first trichotomy is divided into three.
 - a. Qualisign is a sign that becomes a sign based on its nature. For example, the nature of the color red is a qualisign, because the sign can be used to denote love, danger, or prohibition.
 - b. Sinsigns are signs that become signs based on shape or form apparently in reality. All speech that is individualized is a sinsign of a scream, it can mean surprise, pleasure, or pain.
 - c. Legisign is a sign that becomes a sign based on a generally accepted rule, a convention, or a code. All language signs are legisigns because language is a code, each legisign contains in it a sinsign, a second connecting with a third, namely a generally accepted rule.
2. Objects, signs are classified into icons, indexes, and symbols.
 - a. An icon is a sign that resembles the thing it represents or something a sign that uses the same or the same characteristics as what it means. For example, the similarity of a map to the regional geography it describes, photos, and so on.
 - b. An index is a sign whose sign properties depend on its existence as a denotation, so in Peirce's terminology, it is a secondness. The index thus is a sign that has a connection or closeness to what it represents.
 - c. A symbol is a sign, where the relationship of the sign and its denotation is determined by a generally accepted rule or determined by a mutual agreement.
3. Interpretant, the sign is divided into rheme, dicisign, and argument.
 - a. Rheme, if the symbol is interpreted as a first and the meaning of the sign can still be developed.
 - b. Dicisign (dicentsign), when between the symbol and its interpretation there is a true relationship.
 - c. Argument, when a sign and its interpretation have the same character generally accepted (is thirdness).

Research Method

This research used a qualitative research technique which is research that aims to explain the phenomenon as deeply as possible obtained through data collection in the form of several units of analysis that are ready to be processed using relevant theories.

According to Meleong, qualitative research is a method of collecting data in the form of words and pictures. Meanwhile, the interpretive approach is an approach carried out by interpreting works of art by positioning oneself as an observer, both from the aesthetic element, the similarity of experience, and the knowledge possessed by the observer. (Moleong, 2000, p. 6) This approach relies heavily on the ability of research to interpret signs related to culture, ideology, morals, or spirituality, so this research is categorized as interpretive and subjective research.

The approach used in this research is a semiotic analysis by Charles Sanders Pierce. *Semiotics is concerned with everything that can be taken as a sign*. Semiotics is a study that not only refers to signs in everyday conversation, but also everything that refers to other forms such as words, images, sounds, gestures, and objects. For Pierce, *semiotics was a formal doctrine of signs which was closely related to logic*. A sign according to Peirce is something that stands to somebody for something in some respect or capacity, and also every thought is a sign. (Pierce, 1931)

Findings and Discussion

Semiotic Analysis of Charles Sanders Pierce in *Overcomer* (2016) Animated Short Film



Figure 3.1. Corpus 1

Description

In this corpus 1, it shows how the storyline of this short animated film opens with a series of shots showing the circumstances of the main character, Hannah. In another shot shows the main character looking at a calendar that is written *18th birthday*. The main character did not feel happy and just stared at it *blankly*. The main character's room feels so *empty*, the room *setting* uses white wallpaper with *minimal lighting*, making it looks dark and full of *emptiness*. The room is also decorated with an abstract painting, a calendar, and a white window.

Representament

Qualisign:

1. The white color in the main character's wall, desk, window, and laptop, signifies isolated and bland. (Kurniasih, 2022)
2. The combination of brown and white color on a painting, and bed in the main character's room signifies sad atmosphere. (Kurniasih, 2022)
3. The black color of Hannah's shirt signifies fear. (Kurniasih, 2022)
The brown color of Hannah's hair signifies the impression of loneliness but persists. (Kurniasih, 2022)

Sinsign:

1. The usage of minimal sunlight in the background signifies that Hannah is in sorrow.
2. A downcast head with a grim face and the main character's eyebrows slanting upwards signify sadness and distrust.
3. The usage of black color of Hannah's shirt signify that she is in fear, or she in a pessimistic attitude.

Legisign:

1. Black clothes worn by Hannah represent the people who usually tend to have a quiet character or difficult to interact with other people.
2. A spacious room and desk with minimal light and few furniture, used to represents empty atmosphere.

Object

Icon (Reconsider): A girl sitting and wearing black shirt is the icon of the main character, Hannah Grace.

Index (Predictable): The background of room in this scene indicates that the room is Hannah's comfort zone.

Symbol (Can be learned):

1. The usage of an abstract painting in Hannah's room symbolizes her life is disorganized or difficult to understand.
2. Hannah's black shirt symbolizes "fear" and Hannah is a loner.
3. The dim light symbolizes a "gloomy" day.

Interpretant

Rheme:

1. The usage of black clothes on the main character, Hannah, indicates that she is an individual who is not good at socializing or introverted.
2. An empty room signifies Hannah is lonely and needs a friend.

Dicent: The expression shown by Hannah in this scene is an expression of sadness.

Argument:

The room that looks empty and the use of dominant dark colors in this scene can be interpreted as a form of Hannah's feelings. The expression portrayed on the main character is an expression of sadness, it is because she is feeling lonely without friend. The room that is used as the background in this scene indicates that the room is the only comfortable place for Hannah to express her emotions. The black color on the clothes worn by Hannah also indicates that Hannah is a person who is difficult to socialize with other people. In other words, Hannah has an introverted **identity** who can only spend time in her room to express her feelings. As said by Muchlisin Riadi (2013), self-identity is awareness about oneself that can be obtained by individuals from observation and self-assessment, realizing that the individual herself/himself is different from others. Someone who has a strong sense of self-identity will see herself/himself as different from others. The reason why Hannah became an introvert is in the next series of shots.



Figure 3.2. Corpus 2

Description

The storyline continues with a shots of the main character lying on her bed while browsing her social media. When she was browsing her homepage, she saw

photos posted by his friends doing activities without her. And also she saw photos of other people spending time with their friends. Instantly, the expression shown by the main character changed, she cried and thought that they all hated her, they would never consider her, she has no friends, nobody cares, and she felt unworthy to spend time with her friends.

Until suddenly she stopped at the photo posted by her mother, the photo was the main character when she was a child. In her mother's post, there is a sentence "Happy Birthday to my sweet little girl". At that time, the main character only showed a hesitant expression, like the expression shown by someone who feels that she is not a child anymore. But when she looked back at the photo, suddenly her mind goes to her childhood past lives and remembered her painful memories when she was in elementary school until she has grown up. At that time, she experienced many cases of bullying by her school friends. In this series of shots, it is shown the reasons why the main character, Hannah, becomes a loner or an introverted person.

Representament

Qualisign:

1. The negative meaning of the pink color is emotional, immature, or insecure. (Kurniasih, 2022)
2. The black color on the scene signifies dark and pain. (Kurniasih, 2022)
The white color on the word signifies cold. (Kurniasih, 2022)

Sinsign:

1. Eyes that are wide open with a slightly gaping mouth on the first little girl signifies an expression of surprise or disbelief.
2. Dropping eyebrows with an open mouth on the other little girl signifies that the person is feeling disgusted.

Legisign:

1. Stereotypes for people who have poor skills indicate weak or worth bullied.
2. Saying harsh words such as "THAT'S STUPID" and showing disgusted expressions is one of the acts of bullying.

Object

Icon (Reconsider): A girl sitting and wearing black shirt is the icon of the main character, Hannah Grace.

Index (Predictable): The words "THAT'S STUPID" indicating a case of bullying.

Symbol (Can be learned):

1. The pink and black colors in this scene symbolize the memory of the main character in the past.
2. The picture of a little girl sitting with surprised expression symbolizes the main character, Hannah, as the bully victim.
3. Another little girl depicted in slightly blurred colors symbolizes the main character's friend or one of the bullies.

The words "THAT'S STUPID" symbolizes verbal bullying.

Interpretant

Rheme:

1. The depiction of short hair on the main character, Hannah, indicates that this bullying incident occurred when she was a child.

2. The use of a thick pink color that forms a circle and a black background around it indicates that the main character is remembering her past.

Dicent:

Background with table and chair, can be interpret that the events take place in a class.

Argument:

Based on the background that uses a combination of pink and black colors and forms a circle, it indicates that this is a snippet of a scene from verbal bullying that the main character has experienced in the past. Pictures of a table, a chair, and Hannah's short hair indicate that she was bullied when she was at school or when she was a child. One of the bullying incidents happened when she was trying to show her drawing to her friend, but her friend only said insulting words like "THAT'S STUPID". Then Hannah's expression was a sign of disappointment. Identification of signs from a series of shots at that duration shows if the main character wants to show her ability just to get a recognition be a friend to her friend. The reason is because she want to get her *self-ideal* at her age. According to Muchlisin Riadi (2013), this self-ideal is formed through the identification process of her circle of friends. However, what she has tried to achieve is not enough to get the good view of other.



Figure 3.3. Corpus 3

Description

This part of shot is the continuation of depictions of Hannah's dark past. The event is happens when she was sitting on a swing in a park and accidentally heard insulting words from passersby. The insults worda such as "SHE'S UGLY" suddenly made Hannah feel down and her feelings of insecurity increased even more. At this point, Hannah began to feel that her self-esteem was seriously threatened.

Representament

Qualisign:

1. The negative meaning of the pink color is emotional, immature, or insecure. (Kurniasih, 2022)
2. The black color on the scene signifies dark and pain. (Kurniasih, 2022)
3. The white color on the word signifies cold. (Kurniasih, 2022)

Sinsign:

1. The expression of sharp eyes and an open mouth on a boy's face signifies an affirmation of something.
2. Intense gazes with raised eyebrows on another girl's face indicate paying attention and approval.

Legisign:

1. Deliberately talking about other people's shortcomings is an act of bullying.

Object

Icon (Reconsider):

1. A girl sitting on a swing is the icon of the main character, Hannah Gracae.
2. A boy and a girl walking and looking at each other is an icon of the strangers or bullies.

Index (Predictable):

1. Bushes and a swing indicate that the background of the story takes place in a garden.
2. The distance between a boy and a girl with the main character shown indexing that they are strangers.

Interpretant

Rheme:

1. The depiction of the main character's hair, Hannah, which begins to grow long shows that this bullying incident occurred when she was a bit older.
2. The use of bold pink color that forms a circle and a black background around it indicates that the main character is remembering her past.

Dicent:

The surprised expression shown by the main character in the background was caused by the feeling of being insulted by other people's words. A raised chin makes it easier for a person to look at anyone who insults him/her.

Argument:

Based on the background of bushes and a swing, it indicates that another bullying case experienced by the main character occurred in a park when she was a bit older. The bullying act was carried out by a stranger who was just passing by in front of her. Hannah's expression was caused by a feeling of humiliation, she felt that even when she did not do anything she could still be humiliated by others. The chains sign on her hands appeared indicating that she felt her life was going awry. Identification and analysis of signs from a series of shots at this duration is that the main character's **self-esteem** feels humiliated because she has a less beautiful face in the opinion of the bullies. This was conveyed by Muchlisin Riadi (2013) self-esteem will be very threatening at the time of puberty, because at this time self-esteem changes, and many decisions must be made regarding himself.



Figure 3.4. Corpus 4

Description

This part of shot still shows the flashback of Hannah's painful past. The storyline of this duration shows that the main character is carried away by emotions after hearing negative comments about her during her life. She could only sit quietly in her room and stare at the laptop screen to get a peace. But instead of calming

down, she just got lost in her emotions and said bad words like "THEY DON'T WANT YOU", "WORTHLESS", and "UNSOCIABLE". The words were shown for herself. This is due to the feeling of tiredness she feels to deal with the bullying she has received in her life so far. Therefore she can only blame herself for things that are not her fault. At this point, Hannah began to quit from the social life and continue her life by spending time in her room.

Representament

Qualisign:

1. The negative meaning of the pink color is emotional, immature, or insecure. (Kurniasih, 2022)
2. The white color on the words signifies cold. (Kurniasih, 2022)

Sinsign:

1. The darker pink color indicates a bleak atmosphere.
2. The gesture of the hand covering the ear indicates that the main character is feeling restless and anxious.
3. The laptop screen that glowed brighter than the atmosphere indicated that Hannah was just trying to focus on her laptop.

Legisign:

1. The body language of covering the ears with both hands is usually done by someone who is trying to avoid negative comments from others.

Object

Icon (Reconsider):

The picture of a girl sitting and looking down with a long chain is the icon of the main character.

Index (Predictable):

The background of the desk, chair, and laptop indexing that Hannah is in her room.

Symbol (Can be learned):

1. The darker pink and black colors in this scene symbolize the feelings of the main character in the past.
2. The words "THEY DON'T WANT YOU", "WORTHLESS", and "UNSOCIABLE" symbolize body images of herself.

The long chain on the main character's body symbolizes Hannah's life or condition after being a bullying victim.

Interpretant

Rheme:

1. The use of bold pink color that forms a circle and a black background around it indicates that the main character is remembering her past.
2. The words "They" in "THEY DON'T WANT YOU" words can be interpret that the main character is saying that to herself caused by feelings of despair.
3. Setting place in a room can be interpret that Hannah has made her room as a place to escape.

Dicent:

The chains that appear around Hannah's body can be interpret that she is trapped by negative feelings.

Argument:

Through Hannah's gesture, it can be observed that the existing representation refers to the concept of someone's feeling of despair about something. In this context, Hannah feels hopeless as a result of the unpleasant actions she receives from the people she has met. This indirectly made Hannah's life even more difficult. With the long chain symbol around her body, it can be observed that Hannah cannot move freely to be able to live as she should. In this case, Hannah felt that she did not know what to do to achieve her goals in life. Therefore, Hannah could only blame herself like the other do to her without thinking about what would happen if she kept doing this to herself. The setting place in the room as a place to escape indicates that Hannah is starting to feel comfortable in her room rather than leaving the house to socialize. The identification and results of the analysis of signs from a series of shots at this duration are the main character's **body image**. The main character starts to build her body image as ugly, useless, and worthless even though she just wants to be appreciated. According to Muchlisin Riadi (2013), body image is an individual's attitude towards himself, both consciously and unconsciously, including past or present perceptions of size and is dynamic because it constantly changes along with new perceptions and experiences.



Figure 3.5 Corpus 5

Description

This part of the shot shows how Hannah recalls a situation where she became a teenager who grew up without the ability to socialize with the surrounding environment. She might be present among them, but Hannah never felt that they appreciated her existence. Without any role in society, Hannah considers herself as an useless person and then ends up feeling like a failure. Since then, Hannah decided to stop socializing and become a teenager who grows up as an introvert.

Representament

Qualisign:

1. The negative meaning of the pink color is emotional, immature, or insecure. (Kurniasih, 2022)
2. The black color on the crowds of people signifies pain. (Kurniasih, 2022)
3. The white and gray color on the chain signifies unstable and cold. (Kurniasih, 2022)

Sinsign:

1. The image of a girl in a crowd indicates that she is being the center of attention.
2. The blank and motionless expression shown by Hannah signifies that she feels hopelessness.
3. The depiction of a crowd of people looking at the main character with disdainful look signifies a rejection.

Legisign:

1. Stereotypes for people who are ugly and do not have the ability to socialize will think of themselves as being a failure.

Object

Icon (Reconsider):

1. A girl standing in the middle of the crowd is icon of the main character, Hannah Grace.
2. The picture of crowds people who bullied her.

Index (Predictable):

The background of people who form a circle around Hannah indicates that they are people who are in Hannah's social environment.

Symbol (Can be learned):

1. The crowds of people symbolize the people who bully the main character, Hannah, as well as those who do not respect her.
2. The longer chain symbolizes Hannah's life that becoming more and more complicated.

Interpretant

Rheme:

1. Hannah's hair that was tied up can be interpret that she had grown up as a teenager.
2. The picture of crowds of people drawn abstractly and looking similar can be interpreted that the main character, Hannah, feels that everyone she meets will hate her and cannot accept her as she is.

Dicent:

1. The chains that appear around Hannah's body can be interpret that she is trapped by her own negative feelings.

Argument:

Identification of signs from a series of shots at that duration shows that Hannah is aware that her presence is not considered by the surrounding environment. This was caused by the feeling of social anxiety she had experienced for a long time. Therefore, Hannah could only see herself as a failure person. Expressions and gestures are a description of someone's feelings, what they feel is often seen through expressions and gestures. Thus, it was clear that Hannah was feeling sad. Aside from the expression, Hannah's hand was covering her chest is meant that she is in anxiety, then the camera zoomed out into her empty face. It can also be observed that Hannah's gaze is described as a blank stare. The setting time for this shot is unknown, but the setting place seen is a space filled with abstract-looking people forming a circle around Hannah while staring at her. Through the picture, it can be interpreted that Hannah is trapped by people in the environment who can not respect her existence. This has been conveyed by Muchlisin Riadi (2013), that the **role** is a series of patterns of behavior, values, and goals expected by society to be associated with individual functions in social groups. Each person is occupied by several roles related to her position at any time throughout her life cycle. However, with Hannah's condition experiencing social anxiety, even though

she exists, she ends up to feels that her presence is always meaningless or she has no role in social life.

Conclusion

Based on the results of the research that has been done, basically the negative self-concept in the *Overcomer* (2016) animated short film is portrayed from the shots as follows: This animation shows that the main character's identity is as an introvert person. Hannah recognizes herself as a loner due to several cases of bullying she experienced in her past. The signs in this duration can be seen through a series of shots that show the feel of the main character's room which is dark and seems empty. The use of black clothes on the main character shows the meaning that she is described as an unsociable figure who only spends time in her room.

This was caused by the bad treatment or bullying from the people around Hannah towards her. In fact, this can have a negative impact on her ability to form her own self-concept while she is in the process of growth. One of them is how her **self-identity** known as an introvert is caused by the bullying. Then, cases of bullying that she experienced since she was still in school can also affect her ability to form her self-ideal, this is because **self-ideal** was formed through the identification process in her circle of friends. This case can be seen through a series of shots that show how the main character wants to show that she has a talent for drawing and just wants to be a friend with the other people.

Furthermore, when an individual gets a bad assessment from other people, usually the individual will consider her/himself the same as how other people say about them. In fact, this short animation portrays how the main character's **self-esteem** feels humiliated because she has a less beautiful face in the opinion of the bullies. In this part, the chains that appeared indicated that she felt her life was going awry. The sign can also be seen through Hannah's expression that was caused by a feeling of humiliation, she felt that even when she did not do anything she could still be humiliated by others.

Then, this short animation also shows how cases of bullying can also affect the main character's ability to form her **body image**. The main character starts to build her body image as an ugly, useless, and worthless person even though she just wants to be appreciated. According to Muchlisin Riadi (2013) Body Image is an individual's attitude towards him/herself, both consciously and unconsciously, including past or present perceptions of size and is dynamic because it constantly changes along with new perceptions and experiences. Lastly, cases of bullying can also affect the main character's **role**. Hannah felt that she had no role in social life. This is because she never gets the attention of people who know her or not. Her attempts to make a friend always fail and she gets insulted even when she does nothing. However, with Hannah's condition that is experiencing social anxiety, even though she exists, she ends up feeling that her presence is always meaningless or she has no role in social life.

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