SEMIOTIC ANALYSIS OF LANGUAGE IN BULLYING DISCOURSE: UNVEILING STRUCTURES AND MEANINGS
Analisis Semiotik Bahasa dalam Wacana Perundungan: Mengungkap Struktur dan Makna

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Abstract
This research delves into the intricate dynamics of bullying by applying a semiotic approach to language analysis, aiming to uncover the inherent structures and meanings embedded in the discourse surrounding bullying. Bullying, a pervasive and complex social phenomenon, demands a nuanced examination of the language employed within its context. Employing semiotic analysis and qualitative research methodology, this study seeks to deconstruct the layers of meaning contained in bullying discourse by understanding the signs and symbols inherent in language. The data for this research were sourced from a diverse array of outlets, including everyday conversations related to bullying. The semiotic analysis was then applied to identify and interpret linguistic signs, encompassing words, phrases, and symbols, thereby elucidating the veiled meanings within the discourse of bullying. The results of the analysis illuminate that language in the context of bullying manifests itself through both verbal and non-verbal signs, collectively shaping structures of power and control. The findings of this study provide valuable insights into the instrumental role of language as a tool for perpetrating bullying and the intricate process of meaning construction within such contexts. Understanding the dynamics of language in social interactions marked by acts of intimidation and humiliation contributes to a broader comprehension of bullying. Acknowledging the intricacies of language in bullying discourse is pivotal for devising effective strategies to address and counteract this prevalent social issue. This research contributes to the ongoing discourse on bullying by underscoring the significance of linguistic analysis in deciphering the layers of meaning within this complex social phenomenon. Ultimately, it calls for a holistic approach that integrates linguistic insights into the broader framework of anti-bullying initiatives, fostering a more comprehensive understanding of the phenomenon.
Keywords : *Analysis of Language, Bullying Discourse, Semiotics, Structures and Meaning.*

Abstrak
Penelitian ini menggali dinamika rumit perundungan dengan menerapkan pendekatan semiotik terhadap analisis bahasa, bertujuan untuk mengungkap struktur dan makna yang melekat dalam wacana seputar perundungan. Perundungan, sebagai fenomena sosial yang kompleks dan meresap, menuntut pemeriksaan yang mendalam terhadap bahasa yang digunakan dalam konteksnya. Dengan menggunakan analisis semiotik dan metodologi penelitian kualitatif, studi ini berusaha mendekonstruksi lapisan-lapisan makna yang terkandung dalam wacana perundungan dengan memahami tanda dan simbol yang melekat dalam bahasa. Data untuk penelitian ini diperoleh dari berbagai sumber, termasuk percakapan sehari-hari yang terkait dengan perundungan. Analisis semiotik kemudian diterapkan untuk mengidentifikasi dan menafsirkan tanda-tanda linguistik, mencakup kata-kata, frasa, dan simbol, sehingga mengungkap makna terselubung dalam wacana perundungan. Hasil analisis menunjukkan bahwa bahasa dalam konteks perundungan terwujud melalui tanda verbal dan non-verbal, yang secara kolektif membentuk struktur kekuasaan dan kontrol. Temuan studi ini

memberikan wawasan berharga tentang peran instrumental bahasa sebagai alat untuk melakukan perundungan dan proses konstruksi makna yang rumit dalam konteks tersebut. Memahami dinamika bahasa dalam interaksi sosial yang ditandai oleh tindakan intimidasi dan penghinaan berkontribusi pada pemahaman yang lebih luas tentang perundungan. Mengakui kerumitan bahasa dalam wacana perundungan sangat penting untuk merancang strategi yang efektif guna menangani dan melawan isu sosial yang meresap ini. Penelitian ini berkontribusi pada wacana yang sedang berlangsung tentang perundungan dengan menekankan pentingnya analisis linguistik dalam menguraikan lapisan makna dalam fenomena sosial yang kompleks ini. Pada akhirnya, penelitian ini menyerukan pendekatan holistik yang mengintegrasikan wawasan linguistik ke dalam kerangka inisiatif anti-perundungan yang lebih luas, mendorong pemahaman yang lebih komprehensif tentang fenomena ini.

Kata-kata Kunci: Analisis Bahasa, Semiotika, Struktur dan Makna, Wacana Bullying.

INTRODUCTION

In an increasingly complex and interconnected world, language serves as a crucial tool for conveying messages, building relationships, and expressing thoughts and emotions. However, despite advancements in technology and social interaction, harassment and bullying persist as significant issues. This underscores the importance of language, which is often wielded to hurt, demean, and dominate others. This notion sign with (Tannen, 2007) state language functions not only as a medium of communication but also as a powerful instrument for exerting power in social interactions. (Peirce, 1931) views that everything around us can be interpreted as a sign that reveals meaning. It emphasizes that signs are not limited to language but are also present in everyday life, shaping our understanding of the world and communication with others. (Kendon & Birdwhistell, 1972) argue that nonverbal communication, such as gestures, postures, and facial expressions, can convey rich meaning beyond spoken words. Similarly, (Ekman, 2003) highlights the importance of facial expressions, such as smiles, frowns, and expressions of surprise, in revealing a person's emotions that may not be expressed through words. In this context, language can create social hierarchies, reinforce power structures, and assert dominance. Individuals with access to and expertise in influential language often hold an advantage in social situations, including swaying others' views, gaining political or economic leverage, and controlling certain groups.

Signs also play a crucial role in human communication, enabling individuals to convey meanings and messages without words. (Eco, 1979) argues that signs extend beyond physical objects to encompass abstract concepts, ideologies, and social practices in society. These signs can manifest as facial expressions, body movements, or symbols within language. In both verbal and non-verbal communication, others interpret these signs based on their context and experiences. This interpretation allows individuals to adapt to their surroundings, recognize others' emotions or intentions, and respond accordingly. However, it is important to note that the interpretation of signs can vary among individuals due to cultural differences, backgrounds, or life experiences. Additionally, certain signs may be ambiguous or open to multiple interpretations, potentially leading to confusion or misunderstandings in communication. Each individual interprets signs based on their unique background and experiences (Murphy et al., 1998).

Language can serve as a powerful tool in various contexts, including reinforcing stereotypes or discrimination, manipulating information or rhetoric to influence public opinion, and intimidating or suppressing weaker individuals or groups. Moreover, language plays a pivotal role in shaping social and cultural identities and reinforcing social norms. Thus, language not only reflects existing power structures but also serves as a means of maintaining and reproducing them. Understanding the power of language as a tool of authority enables us

to critically evaluate its use in diverse social and political contexts. This aligns with (Saussure, 2010) emphasis on the importance of language structure, such as word order, in shaping meaning and understanding. (Lees & Chomsky, 1957) emphasize that the structure of sentences in every language reflects the underlying principles of the human mind. In language, structure often refers to grammar or the order of words in a sentence. Every language has certain rules and patterns that govern how words are arranged in sentences to convey precise meaning. Similarly, (Pinker, 1994) discusses how sentence structure is reflected in grammar, and variations in grammar can affect the conveyance of ideas and meaning. (White, 1960) emphasizes the significance of using proper punctuation to create clear and effective sentence structures. The structure becomes more complex as units are added to form richer and more intricate meanings. Meanwhile, meaning refers to the information or message that the speaker intends to convey through language. (Chomsky, 1965) argues that structure shapes meaning in language and emphasizes the role of grammar in understanding the structure and meaning of sentences. This highlights the importance of individual empowerment through responsible language use and underscores the need for awareness of language's impact on social relations and power dynamics within society.

Moreover, (Gumperz, 2014) argues that differences in language and speaking styles can lead to social inequality and intercultural conflict. Variations in language structure, vocabulary, or speaking style can cause misunderstandings in communication between individuals or groups, thereby reinforcing stereotypes and prejudices against culturally or linguistically different groups and hindering effective communication processes. Furthermore, discrimination or unfair treatment can arise based on the use of certain languages or accents. (Eckert, 2012) contends that a particular speaking style or language can express the identity of a social group. However, using a different language or accent can be interpreted as a sign of incompetence or lack of intelligence, leading to discrimination. This is because language often reflects geographic origins, cultural background, or social status. Ideology encompasses belief systems, values, and worldviews that shape individuals' and groups' perceptions and interactions with the world around them. (Gramsci, 2013) posits that ideology is not confined to beliefs and values but also extends to institutions and culture, thereby shaping individuals' understanding and actions within society. Using language or a speaking style appropriate to one's social group can strengthen feelings of solidarity and membership, yet the use of different languages or accents is often viewed negatively by others due to stereotypes or prejudice.

For instance, individuals who speak with a regional or non-standard accent are often perceived as less educated or intellectually capable by those who speak the standard language. This negative perception of linguistic diversity can result in discrimination in various areas of life, such as education, employment, and social interactions. Individuals who speak a non-standard language or accent may face challenges in accessing the same opportunities as others and may even be subjected to harassment or unfair treatment. While choosing a particular style of speaking or language can strengthen social group identity, it is crucial to recognize that social interpretations of language differences can result in discrimination and inequality. Society should aim to reduce stereotypes and prejudices towards linguistic differences and promote the appreciation of linguistic and cultural diversity as a valuable asset in an inclusive society. This can mitigate the perception of individuals or groups as less competent or educated based on their language or accent, thereby reducing barriers to employment opportunities and social advancement. Communication is the act of sharing experiences, values, and cultural norms to create a shared perception of social reality (Carey, 2008).

A semiotic analysis of language in harassment discourse emphasizes the critical role of language in this phenomenon. By examining how language symbols are used to reinforce power, intimidate, and demean certain individuals or groups, the analysis highlights language's

significance beyond mere communication, as a medium conveying meaning, power, and identity. In the context of harassment, language is wielded as a tool to express dominance, superiority, or rejection. The use of negative, hurtful, or demeaning language can have a serious psychological impact on victims. Semiotic analysis allows us to look beyond spoken or written words in harassment discourse, considering non-verbal communication such as facial expressions, tone of voice, and body gestures that may assert power or intimidate the victim.

Furthermore, semiotic analysis enables us to observe how language structure and meaning are replicated and sustained in society and culture. This analysis aids in comprehending how social conventions, prejudices, and stereotypes contribute to the perpetuation of abusive patterns. In the context of bullying, language is frequently used to harm, belittle, and dominate others. Semiotic studies focus on the structure and meaning behind the words and sentences used in harassment discourse. This approach reveals how language reinforces power, affirms social hierarchies, and shapes identities in the context of bullying. By understanding the semiotic construction of language in harassment discourse, we can better identify, analyze, and address bullying issues in society.

Furthermore, bullying discourse encompasses verbal or non-verbal interactions aimed at demeaning, hurting, or discriminating against individuals or groups. This unethical form of communication can have severe consequences for victims. (Awiria et al., 1994) define bullying as aggressive behavior repeatedly directed at a weaker individual by one or more individuals who are physically or socially stronger. Similarly, (Espelage, 2014) describes bullying as deliberate behavior intended to demean, hurt, or threaten another person. Bullying discourse is intrinsically linked to power dynamics between participants, often involving one person or group attempting to dominate or control another by belittling or harming them. (Hymel & Swearer, 2015) emphasize bullying entails aggressive behavior aimed at dominating, controlling, or harming others, frequently occurring repeatedly. (Doumas et al., 2023) further state that bullying involves actions intended to hurt, degrade, or dominate others, typically arising from an imbalance of power between the bully and the victim. Bullies may possess greater physical, social, or emotional power, leading them to feel empowered to degrade or harm their victims.

Moreover, bullies use degrading or hurtful actions to maintain or increase their mastery and control over victims, intimidating or pressuring them to sustain their dominant position and suppress resistance. Power dynamics in bullying discourse can be indirect; for instance, offensive language or covert insinuations can subtly achieve control and dominance.(Vorlíček & Kollerová, 2024) highlight that bullying often involves hidden power dynamics where victims may not be directly aware of how power operates in their interactions with the bully. (Hammarén, 2022) notes that power dynamics in bullying discourse can be disguised as verbal violence, social exclusion, or other indirect actions that significantly impact victims. Bullying often involves a variety of subtle and hidden tactics where the perpetrator demeans or hurts the victim without being overt. Innuendo is a form of verbal bullying used to humiliate or hurt the victim indirectly, employing mildly insulting or mocking words or sentences that may not sound like direct threats but still have a detrimental effect. Gossip involves spreading negative information or rumors about the victim, damaging their reputation and making them an object of ridicule or rejection by peers. Despite appearing as casual conversation, gossip has a serious impact and is often used to control or dominate. Social exclusion, another bullying tactic, involves ignoring, avoiding, or isolating the victim, causing them to feel isolated, unwanted, and helpless in social situations. Although social exclusion may not involve physical or verbal threats, it remains a harmful form of power. Tactics such as innuendo, gossip, and social exclusion allow perpetrators to carry out bullying covertly, making it difficult for victims to identify and confront the behavior. Bullying frequently involves subtle language or behavior,

such as innuendo, gossip, or social exclusion, which can obscure the underlying power dynamics. (Rigby, 2007)

This article discusses the issue of bullying among students at Semarang State University. Bullying is a serious problem that can negatively impact student well-being and the learning environment. The article aims to provide a clear and objective analysis of the issue without any subjective evaluations. Bullying can take various forms, such as verbal, physical, social intimidation, or cyberbullying. It can occur in various contexts at Semarang State University, including in the classroom, on campus, on social media, or in interactions between students. Victims of bullying may experience psychological pressure, stress, decreased self-confidence, and other mental well-being problems, which can interfere with their ability to learn and develop optimally.

Therefore, it is crucial for the university to have effective policies and programs to prevent and address bullying on campus. The university should provide resources and support for victims, offer training to staff and students on identifying and responding to bullying, and promote a campus culture that is inclusive and respectful. Students should also engage in bullying prevention efforts by raising awareness, supporting friends who are victims, and reporting incidents to campus authorities. Semarang State University has the potential to become a safe and supportive environment for all its members through cooperation between students, staff, and administration.

METHODS

This research adopts a descriptive qualitative approach as defined by (Muchtar et al., 2023), which begins with assumptions, a worldview, the potential application of a theoretical framework, and research inquiries aimed at exploring the significance individuals or groups attribute to a social or human issue. Bullying is a multifaceted and harmful social phenomenon often characterized by concealed linguistic dynamics. To comprehend the structure and implications of bullying discourse, this study employs a linguistic and qualitative semiotic analysis approach. This method is selected for its capacity to investigate linguistic signs, both verbal and non-verbal, utilized within bullying contexts, and to uncover the embedded power dynamics and meanings.

The semiotic analysis of language provides a robust framework for examining the complexity of bullying discourse. This research seeks to identify patterns of meaning and power dynamics inherent in interactions between perpetrators and victims by scrutinizing linguistic signs such as words, phrases, facial expressions, and body gestures. Such an approach enables researchers to explore how linguistic signs in bullying discourse mirror and reinforce societal norms, ideologies, and power hierarchies. Thus, semiotic analysis of language offers a comprehensive perspective on understanding the intricate dynamics of bullying.

Therefore, this research employs various data collection methods including text analysis, direct observation, and interviews to gain a thorough understanding of bullying discourse across different contexts. The collected data undergoes systematic analysis using a semiotic approach, focusing on identifying signs, deciphering structures, and interpreting meanings embedded in bullying discourse. The aim of this research is to provide a comprehensive insight into bullying discourse and its implications in harmful and coercive contexts.

RESULTS AND DISCUSSION

This research aims to investigate the semiotic analysis of language in the context of bullying, encompassing both verbal and non-verbal expressions, among international students at Makassar State University. Employing a case study approach, the study seeks to grasp the structure and significance of bullying interactions within this environment. Data collected from

participant observations and interviews were analyzed using semiotic concepts that influence social dynamics. The research underscores that bullying can manifest through both verbal and non-verbal means, each capable of profoundly impacting the victim. Researchers utilize sign analysis to uncover how language and non-verbal cues are employed to assert dominance, diminish, or harm others within complex social settings.

Moreover, the research findings provide a comprehensive understanding of the prevalence of bullying among international students at Semarang State University. Additionally, semiotic analysis aids in elucidating the structure and implications of bullying interactions. Bullying can manifest through diverse forms of communication, including both verbal and non-verbal channels. It is crucial to address and prevent bullying comprehensively by considering both modalities within educational settings.

Verbal Bullying Discourse

Verbal bullying discourse refers to interactions or conversations where language is used to demean, hurt, or dominate others. It is crucial to avoid subjective evaluations unless explicitly identified as such. Verbal bullying can occur through direct spoken words or via communication mediums such as text messages, social media, or email. Verbal bullying often takes the form of teasing, ridicule, insults, or threats conveyed through words. Such behavior can manifest in various social settings, including workplaces, schools, and interpersonal relationships. Victims of verbal bullying are frequently targeted with verbal attacks aimed at degrading or hurting their feelings, which can leave them feeling powerless, anxious, or depressed. The long-term effects of verbal bullying can significantly impact the victim's mental and emotional well-being, undermining their self-esteem and overall health. Therefore, the following data requires careful analysis:

- **Data 1**
  Participant: Student 10
  "Yes, I have experienced verbal bullying on campus. Several times I heard my classmates joking or saying something demeaning like 'You're so stupid, no wonder you always fail your exams.'"

Data 1 illustrates in a semiotic context how this sentence utilizes linguistic structures to convey specific meanings about individuals, focusing on negative assessments of their intellectual abilities. The subject of the sentence is 'You', followed by the predicate 'are stupid', placing the addressee as the object of judgment. Additionally, the clause 'no wonder you always fail your exams' serves as an explanatory statement justifying the previous remark, implying that the addressee lacks intelligence.

The sentence directly implies that the person being addressed is unintelligent and suggests that their exam failures are a result of their lack of intelligence. It also implies humiliation and devaluation by asserting the certainty and expectation of the addressee's lack of intelligence, disregarding other potential factors contributing to exam failure, such as inadequate preparation or emotional distress.

Furthermore, Data 1 illustrates within a semiotic context how linguistic structures convey specific meanings about individuals by focusing on negative assessments of their intellectual abilities. It is commonly inferred that irregular sentence structures, poor grammar, or word usage errors signify a lack of intelligence. Bullies imply humiliation and devaluation by suggesting that an individual's lack of intelligence is certain and anticipated. This underscores that bullying encompasses more than physical or verbal actions; it includes conveying degrading and insulting messages through behaviors or comments that undermine an individual's worth or potential. This perspective is supported by (Haltigan & Vaillancourt, 2014) research, which indicates that bullying behavior assumes an individual's lack of intelligence or capability is inevitable and can severely impact the victim's mental health.

Bullying fosters a hostile and degrading environment for its targets. Insults and devaluation through bullying significantly affect the victim's mental health, reinforcing the notion that an individual's perceived lack of intelligence or capability is inevitable and expected. Experts highlight that bullying, beyond being a prevalent issue on campuses, constitutes psychological harassment that detrimentally affects the mental health and well-being of those targeted. (Juvonen & Graham, 2014) emphasize the detrimental effects of bullying that center on a person's intelligence, creating an exclusive and unsupportive environment that undermines individual diversity. Such behaviors also disrupt the learning climate and cause victims to feel worthless.

Therefore, statements or actions in bullying that imply an individual's inevitable lack of intelligence or capability constitute verbal harassment. Such behavior inflicts profound psychological wounds on the victim, negatively impacting their mental health. It is crucial to acknowledge the severe psychological toll of bullying and strive to cultivate a safe, inclusive, and supportive environment for all individuals.

- **Data 2**
  Participant: Student 30
  "As an international student from the Netherlands, I have been bullied with comments like 'No wonder you don't have any friends, who would want to hang out with someone as weird as you?'"

Data 2 demonstrates how this sentence structure conveys a message of social isolation and negative judgment towards someone perceived as strange or unusual. The use of language to highlight differences and pass judgment based on certain characteristics illustrates how linguistic signs can reinforce stigma and domination. The subject of the sentence is 'you', referring to the addressee, with the predicate 'No wonder you don't have friends'. The phrase 'no wonder' functions as a conjunction linking two clauses, implying the assumption or assertion that it is unsurprising for someone to lack friends.

The object of the sentence is 'who would want to hang out with someone as weird as you?', posing a rhetorical question or consideration regarding the challenges of forming friendships due to one's personality or behavior. The sentence implies that the person being addressed may lack friends due to their unusual traits, with 'no wonder' suggesting this outcome is to be expected. However, the use of 'as weird as you' introduces subjectivity that could be refined, as it implies the addressee is perceived as strange or unpleasant and thus undesirable as a friend.

Data 2 elucidates that this sentence structure conveys a negative assessment of individuals perceived as strange or unusual, particularly in terms of social isolation. Social isolation constitutes a form of bullying wherein individuals are disregarded, avoided, or excluded from social interactions by other groups or individuals. (Williams et al., 2017) underscore that social isolation can profoundly impact the mental well-being of those experiencing it, often without due recognition from society. Additionally, (London & Ingram, 2018) emphasize that social isolation can significantly affect the psychological well-being and social development of individuals subjected to it, particularly those perceived as non-conforming or different from societal norms. Negative judgment plays a pivotal role in bullying, especially concerning social isolation. Individuals deemed strange or unusual frequently face negative judgments from others, often labeled with derogatory terms or stereotypes such as 'crazy', 'weird', or 'unworthy of social interaction'. This can lead to diminished self-esteem, emotional isolation, and challenges in establishing healthy relationships. The repercussions of social isolation and negative judgment can severely harm an individual's mental health and well-being, potentially causing depression, anxiety, or even prompting thoughts of self-harm.

Therefore, it is imperative to identify and address all forms of bullying, including social isolation and negative judgment, to foster an inclusive, compassionate, and supportive

environment for all individuals. To advance toward a fairer and more empathetic society, it is crucial to recognize and confront all manifestations of oppression, including social isolation and negative judgment (Cutright, 2014).

Non-verbal Bullying Discourse

Non-verbal bullying discourse in this study pertains to interactions or communications involving expressions, gestures, postures, and other actions that do not utilize verbal language to demean, hurt, or dominate specific individuals or groups. Despite the absence of words, non-verbal bullying can convey negative messages or demeaning behaviors through indirect means, which nonetheless exert a strong influence on the victim. The following data illustrate this phenomenon:

- **Data 3**
  Participant: Student 2
  "I report experiencing insulting body gestures, such as skeptical head shaking or raised eyebrows, indicating distrust or condescension".

In Data 3, gestures like skeptical head shaking or raised eyebrows convey non-verbal signs that insult the victim. These actions suggest a lack of trust or negative judgment towards international students speaking a non-native language, implying incompetence. These gestures may reflect stereotypical or prejudiced attitudes towards foreigners or individuals outside the dominant group. Additionally, they could be influenced by the interpersonal relationship between the gesture-maker and the international student. Such derogatory gestures can significantly impact international students psychologically, reinforcing feelings of isolation, unacknowledgement, or inferiority, which hinder adaptation to a culturally diverse environment.

- **Data 4**
  Participant: Student 25
  Student 25 describes being indirectly ignored or avoided by most other students on campus, resulting in feelings of isolation and unwelcome in the campus social environment.

Data 4 suggests that non-verbal cues, like avoiding eye contact, moving away, or refraining from direct interaction, signify being ignored or avoided. These behaviors imply rejection or disregard for the individual's presence within the campus social milieu. Such actions can profoundly affect the recipient, causing stress, anxiety, or diminished self-esteem due to feelings of isolation and exclusion. Non-verbal bullying often reflects power dynamics and social relationships among students, influenced by social hierarchies or cultural norms. Thus, semiotically interpreting these statements involves understanding non-verbal signs indicating rejection or neglect by peers on campus and the ensuing psychological impacts within the campus social context.

The gestures commonly used include expressing doubt or negative judgment towards something said or done by another person. According to (Mehrabian, 1971), shaking one's head skeptically or raising one's eyebrows skeptically are non-verbal cues that can convey negative assessments. It is crucial to note that interpreting non-verbal communication, such as facial expressions and body gestures, requires caution due to its subjective and context-dependent nature. These gestures are frequently employed to express disbelief, skepticism, or rejection of an idea, statement, or action. (Ekman, 1993) identifies several facial expressions indicative of skepticism or disapproval, such as raising the eyebrows. In the context of bullying, these gestures are often utilized to degrade or insult the victim. For example, non-verbal cues like shaking one's head skeptically or raising one's eyebrows can indicate rejection, disagreement,

doubt, or disbelief towards the victim's speech or opinion. Such cues may also carry derogatory implications regarding the victim's intelligence or self-confidence.

Bullying behavior is a multifaceted phenomenon often intertwined with power dynamics and social relationships in various environments, including among students on campus. In Data 4, the researcher illustrates how bullying behavior can be understood as an integral component of power dynamics and social relations within the campus environment. Non-verbal signals, such as avoiding eye contact, walking away, or refraining from direct interaction, may signify that the individual is being ignored or shunned. This aligns with the perspective of Faris & Felmlee (2014), who assert that bullying behavior is intricately linked with power dynamics and social interactions. Bullying incidents frequently occur within the framework of campus power dynamics and social interactions (Farrington, 1993).

Moreover, social hierarchies and cultural norms can significantly influence how individuals interact and respond to one another. (Richeson & Sommers, 2016) underscore the pivotal role of social hierarchies and cultural norms in shaping interpersonal interactions. For instance, in societies characterized by robust social hierarchies, individuals often prioritize status and distinctions in their social engagements. Thus, semiotically interpreting this statement involves comprehending non-verbal signs that suggest rejection or isolation by the majority of peers on campus, as well as considering the psychological impact on the individual within the campus social milieu.

CONCLUSION

Linguistic structures are employed to convey specific meanings about individuals by focusing on negative assessments of their intellectual abilities. It is frequently suggested that irregular sentence structures, poor grammar, or errors in word usage indicate a lack of intelligence. Bullies imply humiliation and devaluation of a person by insinuating that their lack of intelligence is definite and anticipated. Bullying fosters a hostile and demeaning environment for the targeted individual. Insults and devaluation in the form of bullying can severely impact the victim's mental health, suggesting that an individual's perceived lack of intelligence or ability is inevitable and foreseeable.

Negative assessment of individuals considered strange or unconventional often leads to social isolation. Social isolation, a form of bullying, can be harmful, as individuals are disregarded, avoided, or excluded from social interactions by other groups or individuals. This frequently affects individuals perceived as different or non-conforming to societal norms. Negative judgment plays a significant role in bullying, particularly concerning social isolation, where individuals deemed strange or unusual are often subjected to critical evaluation by others.

Moreover, gestures are frequently used to express doubt or negative judgment towards something said or done by another person. Non-verbal communication, including facial expressions and body gestures, should be approached with caution due to its subjective and context-dependent nature. These gestures are commonly utilized to express disbelief, skepticism, or rejection of an idea, statement, or action. In the context of bullying, such gestures are often employed to belittle or insult the victim. For example, non-verbal cues like shaking one's head skeptically or raising one's eyebrows can indicate rejection, disagreement, doubt, or disbelief towards the victim's speech or opinion.

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