



The Tendency for Verbal Bullying to Occur Among the Main Characters in the Novel *Stargirl* and *Unfriend You: Masihkah Kau Temanku?*

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ABSTRACT

This research is a comparative study that discusses the types of bullying that commonly occurs in two different novels with the same theme. Researcher studied this with the aim of describing the issue of bullying that often occurs, especially among teenagers, who sometimes take things for granted and it turns out that this makes it an arena for bullying by people of their age. In this study, the researcher compared the types of bullying that often occurred in each of the main character in the two novels which were described using qualitative descriptive methods. The data sources in this research are the novels *Stargirl* by Jerry Spinelli and *Unfriend You: Masihkah Kau Temanku?* by Dyah Rinni. The data were obtained by reading, noting, and coding each sentence related to the research data. In analyzing data, researchers used a sociological approach. The results of the research show that the two main character of each novel received more verbal bullying from friends around them than each character in the novel.

Keywords: *Bullying, Sociological Approach, Comparative Study.*

1. INTRODUCTION

Literary works certainly continue to develop from time to time. As has been explained, even though literary works have been written a long time ago, they are still relevant to current life and even future life. This reflects that literary works are an important aspect of human life. Literary works have an important role in society as a medium for depicting the reality of people's lives, including; political problems, social problems, thought events, life experiences, and views on life. Through literary works, an author can express the reality of people's lives spiced with imagination (Rorintulus, 2020) in Rorintulus, 2022. Thus, it can be said that literary works are human personalities in the form of experiences, thoughts, feelings, ideas, passions and beliefs in

the form of something.

Stated in Rorintulus, et al, 2022. Concrete description that arouses interest in the Alta language (Altruistic and Love for All). Literary works are the result of literary creation through contemplation and reflection after witnessing various phenomena that occur in life in the human social environment. The phenomena of life are very diverse, containing political, social, economic, cultural, humanitarian, religious, moral and gender aspects (Rorintulus, 2020) in Rorintulus, 2022. With his imaginative power, various realities of life faced by the author will be depicted. depicted. depicted. depicted. depicted. selected, pondered, studied, processed, then expressed in literary works which are usually mediated through language so that an extraordinary work is presented with beautiful grammar.

As we currently know, cyber media is improving its quality so that the number of users is increasing. Intimidation can be channeled through the comments column on an account or blog which allows people to use intimidating sentences and as an opportunity to invite other people to make bad comments, which of course will result in intimidation through media (Hamudin, et al, 2020).

Hamudin (2022) stated that, the most common forms of traditional bullying are pushing, pulling, punching in a hurtful way, spreading bad rumors, excluding someone from a particular "group," and causing people to "gang up" on someone. Bullying is traditionally limited to face-to-face interaction, but with the emergence of personal computers or gadgets that can and easily reach all levels of society, bullying is now easily carried out by anyone or it is said that bullying without meeting other people directly is easy to do. However, among students, where carrying gadgets is prohibited, meeting the victim directly is the main way to carry out bullying against other students. Because, they think that verbal bullying is normal and has no impact on the survival of students who are victims of bullying. Many students think that this does not disturb other people's mental states, but in fact, one of the verbal bullying reasons why some students don't want to go to school is because they are treated badly by other students around them.

Likewise, direct bullying, even without the media as mentioned above, but the tendency of children today is to more easily say sentences that they think are normal things, but the truth is, they have indirectly been bullied, even without it. physical touch in the form of punching, choking, kicking, and so on. Bullying in schools is an issue, that despite a large body of research literature, and government guidance designed to reduce bullying, continues to affect an estimated 50–80% of young people (Department of Children's Schools and Families, Special Educational Needs, 2010; Oliver & Candappa, 2003) stated in Side & Johnson, 2014.

The impact of bullying on bullies and their victims can be far-reaching, impacting schoolwork, lack of enthusiasm for school, family and peer relationships, psychological well-being, and physical health. Therefore, schools seek to implement different intervention and prevention programs. In addition, various criminal and civil law interventions have

recently been used to prevent or punish bullying. Most US states have enacted anti-bullying laws prohibiting bullying behavior, but the definitional problems found in empirical research also exist in these laws. For example, some states focus only on physical forms of bullying or leave definitions entirely up to individual communities and schools. Victims of bullying also have the option to file a civil lawsuit for adverse actions related to bullying; This review provides examples of the difficulties faced in bringing such cases (Brank, et al, 2012).

2. REVIEW OF LITERATURE

Bullying, commonly known in the research literature as peer victimization or peer harassment, is a form of social interaction that many children and adolescents encounter (Hoover, Oliver, & Hazler, 1992) in Sanders (2004).

Sanders (2004) proposed that, there are several things to note about this definition. First, bullying incidents can include interactions between a particular pair of bully victims, between one aggressor and multiple victims, between multiple aggressors and one victim, or between multiple aggressors and multiple victims. Second, bullying can include aggressive exchanges between friends. Third, this definition specifically describes social interactions and not specific participants in those interactions. Thus, an individual may play the role of the bully in one social interaction and the victim in another. So, it does not rule out the possibility that an attacker will not become a victim, it could be that in other situations, an intimidation attacker also experiences bullying in their environment of victimization or in another environment. In fact, there is a growing body of literature regarding children and adolescents who are considered aggressive victims (or victims of bullying) and are perceived by their peers as aggressive towards others and are often victims of their peers (Schwartz, Proctor, & Chien, 2001) in Sanders (2004). When classifying youth into a type (e.g., victim, bully, bully-victim) instead of describing the youth's behavior, a boundary that is often added is one that relates to relapse. This means that students are considered victims of peer aggression even though they have been victims who have also been targeted "repeatedly and

over time" (Olweus, 1991) in Sanders, 2004.

On the other hand, sometimes the definition of peer victimization describes the "intent to harm" and therefore excludes social exchanges that are clearly playful and are perceived as such by all individuals involved. However, often the recipient of negative attention from peers perceives the incident as harassment, while the aggressor argues that he was "just teasing" or "didn't mean anything" (Boxer & Corte's-Conde, 1997; Kowalski, 2000; Pellis & Pellis, 1996) in Sanders, 2004.

Direct aggressive behavior often refers to face-to-face confrontation, while indirect aggression occurs through a third party (indirect aggression is usually, although not necessarily verbal, not physical touch) (Rivers & Smith, 1994).

2.1. Types of Bullying

Below are six types of bullying proposed by Gordon (2022). Physical Bullying Physical bullying is the most obvious form of bullying. This occurs when children use physical actions to gain power and control over their targets or victims. Physical bullies tend to be bigger, stronger, and more aggressive than their peers. Examples of physical intimidation include kicking, hitting, punching, slapping, pushing, and other physical attacks.

In contrast to other forms of oppression, physical oppression is the form that is easiest to identify, because sometimes it leaves scars or there are indications that are easy to post-mortem. Therefore, that is most likely what people think of when they think about bullying. Additionally, historically, it has received more attention from schools than other more subtle forms of bullying.

2.2. Verbal Bullying

Verbal bullies use words, statements, and name-calling to gain power and control over the target. Typically, verbal bullies will use relentless insults to belittle, degrade, and hurt other people's feelings. They choose targets based on a person's appearance, actions, uniqueness or their behavior. Verbal bullies also usually target children with special needs (disabilities).

Verbal bullying is often very difficult to identify because attacks almost always occur when no adults are present. As a result, one person's words often conflict with other people's words. In addition, many adults feel that what children say does not have a significant impact on other people. As a result, they usually tell the victim of bullying to "ignore it". However, verbal intimidation must be taken seriously. Many studies have shown that verbal bullying and name-calling have serious consequences and can leave deep emotional scars or disturb the mental health of the bullied victim.

2.3. Relational Aggression

Relational aggression is a sneaky and insidious type of bullying that often goes unnoticed by parents and teachers in school settings. Sometimes referred to as emotional bullying or social bullying, relational aggression is a type of social manipulation in which teenagers try to hurt their peers or sabotage their social status, so that the bullied victim feels that his life is useless and easily feels hopeless and distanced from other people's care.

Relational bullies often exclude others from a group, spread rumors, manipulate situations, and undermine trust. The goal of an aggressive bully is to improve his or her social status by controlling or bullying others.

In general, girls tend to use relational aggression more often than boys, especially between fifth and eighth grades. These girls are often called mean or enemy girls. A teenager or tween who is on the receiving end of relational aggression is likely to be teased, insulted, ignored, ostracized, and bullied.

Although relational aggression is common in middle school, it is not limited to adolescence. In fact, some bullying bosses and other workplace bullies also engage in relational aggression. The point is that relational bullies are more concerned with personal fame by bringing down the good name of others.

2.4. Cyberbullying

When a teen or 1-year-old uses the Internet, smartphone, or other technology to harass, threaten, embarrass, or target another person, this is called cyberbullying. If an adult is involved in the harassment, this is called cyberbullying.

Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts. Because teenagers are always connected to the internet, cyberbullying is a growing issue among young people. It is also becoming more widespread as bullies can harass their targets with much less risk of being caught.

Cyberbullies often say things they wouldn't dare say in person. Technology makes them feel anonymous, isolated, and detached from the situation. For the target of cyberbullying, this feels invasive and never-ending. Bullies can attack them anytime and anywhere, often in the safety of their own homes. Therefore, the impact of cyberbullying is very large.

2.5. Sexual Bullying

Sexual bullying consists of repeated, harmful, and humiliating actions that target someone sexually. Examples include name-calling of a sexual nature, rude comments, vulgar gestures, uninvited touching, sexual overtures, and pornographic material. A bully may make rude comments about a peer's appearance, attractiveness, sexual development, or sexual activity.

In extreme cases, sexual intimidation opens the door to sexual violence. Girls are often the targets of sexual bullying by both boys and other girls. He may touch his wife inappropriately, make rude comments about her body, or make offers. Girls may call other girls "sluts" or "bums," make derogatory comments about their appearance or bodies, and engage in slut-shaming.

Sexting can also lead to sexual bullying. If a girl sends a photo of herself to her boyfriend, she will likely share that photo widely if they break up. She became the target of sexual bullying because people made fun of her body, called her names rudely, and made vulgar comments about her. Some boys may even see this as an open invitation to proposition her or sexually assault her.

2.6. Prejudicial Bullying

Harmful bullying is based on prejudices that teenagers have against people of a different race, religion, or sexual orientation. This type of bullying can include all other types of bullying. When detrimental bullying occurs, children

target others who are different from them and isolate them.

Often, this type of bullying is severe and can open the door to hate crimes. Anytime a child is bullied because of his or her sexual orientation, race, or religion, it should be reported (Gordon, 2022).

2.7. Genetic Structuralism

The author's worldview is a concept introduced in the theory of genetic structuralism which refers to the ideas, aspirations and feelings that unite a particular group, which are expressed in the novel by the author as a collective subject. The methods of genetic structuralism for expressing the author's worldview are called the "whole part" and "understanding-explanation" methods. In short, the "whole" method means understanding the structure of the novel, while the "understanding explanation" method means we have to connect the structure of the novel with the author's social structure (Atmana & Sumitro, 2020).

Genetic structuralism theory by Lucien Goldmann emerged due to dissatisfaction with structural theory as expressed by several structuralism experts (Mayrl and William, 1978) in Utami and Sayuti (2018).

Goldmann (1977) in Utami and Sayuti (2018) explains that genetic structuralism is an analysis using a dialectical method regarding the origins of literary works which combines structural and historical aspects, so that literary works can be understood meaningfully. Based on Goldmann's opinion, it can be understood that genetic structuralism is a theory that is suitable for analyzing a literary work as a whole by examining both. The building blocks of literature are not separated using a dialectical method. These two elements are intrinsic and extrinsic.

In genetic structuralism, although each part is initially studied separately, in the end it must be interpreted as a whole, in order to form an understanding of history and identity. A structure formed from a whole understanding that has a function in analysis (Frere and Bruno, 2004) in Utami and Sayuti (2018). This is an idea about function that will have a central role

in genetic structuralism and will be the starting point for someone to understand the social phenomenon that is being studied or is the object of research. The genetic structuralism approach by Lucien Goldmann has five basic concepts that build theory. The five basic concepts are: human facts, collective subject, world view, structure of literary works, and dialectics of explanation and parts.

3. METHOD

The research method used in this research is a qualitative descriptive method. The reason for using this research is that the descriptive method is used to describe the data and the results of data analysis using words or sentences containing quotations of words and sentences to solve problems regarding the form of analysis of the depiction of how the main character in each novel receives verbal bullying at their school, namely Stargirl, and Katrissa, who has the same core problem, namely when she becomes the object of bullying by her friends.

Apart from that, in analyzing the images of the two main female characters in the two novels, the researcher used a sociological approach using the theory of genetic structuralism. Data collection was carried out using documentation study techniques or literature study accompanied by an in-depth understanding of the storyline in the two novels. The information needed to support research is collected through reading and searching for references or sources related to research. The focus of the research is on the bullying behavior experienced by female characters in the Stargirl novel, namely; Stargirl (main character) and Katrissa in the novel *Unfriend You: Are You Still My Friend?* Katrissa is also the main character.

4. FINDINGS AND DISCUSSIONS

4.1. *Portraits of Bullying in Stargirl by Jerry Spinelli*

At this stage, it is discussed that there is a picture of a new girl who has a different style from her friends, so that when she is among her friends. She becomes the center of attention because her style is unique from other students.

“And then I saw her. At lunch. She wore an off-white dress so long it covered her shoes. It had ruffles around the neck and cuffs and looked like it could have been her great-grandmother’s wedding gown. Her hair was the color of sand. It fell to her shoulders. Something was strapped across her back, but it wasn’t a book bag. At first, I thought it was a miniature guitar. I found out later it was a ukulele. She did not carry a lunch tray. She did carry a large canvas bag with a life-size sunflower painted on it. The lunchroom was dead silent as she walked by. She stopped at an empty table, laid down her bag, slung the instrument strap over her chair, and sat down. She pulled a sandwich from the bag and started to eat. Half the lunchroom kept staring half started buzzing.” (p. 10-11)

As the quote above expressed by one of the characters in the novel *Stargirl*, her gaze was fixed on her child at lunch time. When met, she was wearing a long white dress that covered her shoes so that the dress was open and gave the impression of sweeping the floor. The dress looked old, there were wrinkles at the neckline, and the sleeves looked like her great-grandmother's wedding dress. Her sand-colored hair reached her shoulders. There was something strapped to his back, but it wasn't a book bag. At first Leo Borlock thought it was a mini guitar, but it turned out to be a ukulele. Stargirl didn't bring a tray to prepare her lunch. He only carried a large canvas bag with a life-size painting of a sunflower. The lunch room was very quiet when he passed by and was witnessed by many students who were there at that time. Suddenly he stopped at an empty table, put down his bag, then put his instrument on a chair, and sat down. It turned out that the unique girl was taking a sandwich out of her bag and eating it. It was still the same as the initial atmosphere, half were still looking at him and some were starting to whisper, as if to convince him about the new girl named Stargirl with a unique style and character. The behavior seen in the quote above is the beginning of bullying carried out by old students against new students because the new students' unusual styles influence old students to have unusual attitudes.

The expression below seems to compare the different styles of Stargirl with all the students at Mica High School.

“Mica Area High School-MAHS-was not exactly a hotbed of nonconformity. There were individual variants here and there, of course, but

within pretty narrow limits we all wore the same clothes, talked the same way, ate the same food, listened to the same music. Even our dorks and nerds had a MAHS stamp on them. If we happened to somehow distinguish ourselves, we quickly snapped back into place, like rubber bands.” (p. 16-17)

The statement above was conveyed by Kevin who believes that new students will definitely adapt their style when interacting with students at their school. All the students haven't been able to accept Stargirl's style and way of dressing so they seem to be avoiding the new students. Stargirl always sings at every friend's birthday she meets using the ukulele she always brings to school. Every time he steps in the school hallway. He always greeted people he didn't know at all. Therefore, people at her school were always surprised and suspected that she was a unique girl. Because of his uniqueness, no one dared to approach him as a friend, because the people around him considered him eccentric.

Based on the expression above, the results of the analysis found that the researchers showed that there was verbal bullying and social bullying. Because the two are tied to each other, by not hurting directly or without direct physical touch, but slowly destroying the social reputation of the person being targeted because of behavior that cannot accept that person's identity, without touching and hurting the object directly, but rather in an unacceptable way.

As can be seen from the expression below, Stargirl's eccentric style is always the center of people's attention, especially the students at her school. The statement below makes it very clear that in the first week of September, Stargirl didn't look like the other students, but she still dressed up strangely using dresses and accessories that no other student at her school had ever seen. Her style is truly unique without any changes even though she has been attending Mica High School for several weeks.

“Several times in those early weeks of September, she showed up in something outrageous. A 1920s flapper dress. An Indian buckskin. A kimono. One day she wore a denim miniskirt with green stockings, and crawling up one leg was a parade of enamel ladybug and butterfly pins. “Normal” for her were long, floor-brushing pioneer dresses and skirts.” (p. 17)

Researchers studied the expression above to

show that the type of expression found in Jerry Spinelli's work still contains elements of bullying, namely not being able to accept the eccentric style of new students, and old students thinking this is strange to him. Verbal bullying and social bullying again refer to the expression above, even though it is not a direct expression, this expression is often found in the Stargirl novel so researchers still classify it as an expression of bullying, because it involves other people as the object.

The expressions below are Hillari's temporary assumptions, followed by Kevin's terms, because he is still questioning and finding out the origins of Stargirl. They think that what Stargirl did was intentional so that she could be selected as a player in the Hot Seat, even though before Stargirl arrived, the students selected were those who were intelligent, accomplished, and were role models for other students. With Stargirl's strange attitude, all the students at school think that she made up her character to be chosen, even though the reality is that Stargirl is indeed a child who has a unique personality, different from other students.

“In time “Hillari’s Hypothesis” (so called by Kevin) about Stargirl’s origins gave way to other theories.

She was trying to get herself discovered for the movies.

She was sniffing fumes.

She was homeschooling gone amok.

She was an alien.

The rat she brought to school was only the tip of the iceberg. She had hundreds of them at home, some as big as cats.

She lived in a ghost town in the desert.

She lived in a bus.

Her parents were circus acrobats.

Her parents were witches.

Her parents were brain-dead vegetables in a hospital in Yuma” (p. 22)

Referring to the expression above, several expressions about Stargirl are used as temporary assumptions in the form of Hillari and Kevin's hypothesis which states that Stargirl likes socializing, seems crazy because of her habit of studying at home, and is considered an alien. beings from outer space, he even makes assumptions about Stargirl's parents, the veracity of which remains questionable. Even though the expression above was not expressed

directly to Stargirl, expressions like the one above again fall into the category of verbal bullying and social bullying, namely disturbing other people's lives and always considering someone's uniqueness as something foreign to other people. Meanwhile, what we know is that everyone has the right to express themselves as long as it does not disturb the peace of others.

Portraits of Bullying in *Unfriend You: Masihkah Kau Temanku?* By Dyah Rinni

The expression below shows bullying behavior, because one of the characters in the novel, Aura, uttered a sentence that seemed to threaten Katrissa.

“Katrissa! Keluar lo, Kucing Buduk! Lo pikir bisa selamat sembunyi di situ?” (p. 3)

(Translation) “Katrissa! Come out, Bad Cat! Do you think you can survive hiding there?” (p. 3)

Threatening to cause harm is one type of verbal bullying which can be seen in the quote above. It can be seen when Aura threatens Katrissa and calls her using animal names. This type of bullying often occurs in children, especially at the elementary to upper secondary education levels. It's very easy to find conflicts between school children that only start from teasing each other using animal names or other words that hurt the victim.

The expression below is repeated again, when Aura expresses a statement to Katrissa that she will regret being in her life for the rest of her life. Aura does not understand that her behavior is very bad towards Katrissa, who is actually her school friend.

“Lo pikir kami bakal ngebiarin lo di sini aja, Kat? Nggak, Kat! Nggak kali ini! Kali ini gue akan memastikan lo nyesel pernah hidup di dunia ini! Lo dengar itu, Kucing Buduk!” (p. 4)

(Translation) “You think we'll just leave you here, Kat? No, Kat! Not this time! This time I will make sure you regret ever living in this world! You heard that, stupid cat!” (p. 4)

The expression above is categorized as an expression that contains verbal bullying, where Aura says that cats are bad (cats that have eczema allergies on their skin). The expression ugly cat is an expression that should not be

uttered by fellow humans, because it is an expression that can hurt the feelings of the person it is addressed to. That's why students need to watch their words so they don't easily hurt other people, especially at school.

5. CONCLUSION

From the descriptions above, it can be concluded that new students are more likely to be bullied at school. Especially if they transfer to an elite school where the students are at the top level. Verbal bullying often occurs, because it is bullying that is easiest for school children to do, bullying that easily influences other people to carry out bullying activities. Without touching, there is physical touching, but students prefer this type of bullying through insulting words or saying bad things to the victim being bullied. As can be seen from the research results above, there are several sentences or quotes that are indications of verbal bullying. There are many sentences or quotes that indicate bullying behavior, especially in the two novels that are the object of research, namely *Stargirl* and *Unfriend You: Are You Still My Friend?*

Researchers only included a few sentences or quotes at the beginning of each novel. To analyze bullying, which seems to be a social phenomenon, there are many things we can understand regarding life today, especially the surrounding environment which is no longer like it was a few years ago. The sociological approach not only analyzes bullying among students, but can also occur among parents or leaders all over the world. Therefore, the researcher also suggests that other researchers look for research topics that are relevant to current social phenomena.

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