

## **UNCONSCIOUS VERBAL BULLYING IN ENGLISH CLASS (A CASE STUDY AT 11TH GRADE OF SMK MUHAMMADIYAH KAJEN)**

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### **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui (1) apa saja bentuk-bentuk perundungan verbal di SMK Muhammadiyah Kajen (2) bagaimana kesadaran siswa SMK Muhammadiyah Kajen terhadap perundungan verbal (3) bagaimana kebijakan SMK Muhammadiyah Kajen untuk mengurangi perundungan. Metode penelitian yang digunakan dalam penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan studi kasus. Subjek penelitian ini adalah siswa kelas XI jurusan teknik kendaraan ringan (TKR) SMK Muhammadiyah Kajen. Data diperoleh dengan menggunakan teknik purposive sampling. Teknik pengumpulan data dilakukan melalui kuesioner dan wawancara. Hasil penelitian ini adalah (1) bentuk-bentuk perundungan verbal yang terjadi di SMK Muhammadiyah Kajen adalah Mempermalukan di depan umum, Mengejek, Memfitnah, Mengumpat, Menyoraki, Menyebarkan gosip, Mengancam (2) 64,3% siswa menganggap perundungan verbal yang terjadi adalah hal yang biasa dilakukan atau hal yang wajar bukan merupakan perundungan verbal dan hanya 35 2% yang sadar adanya perundungan verbal (3) SMK Muhammadiyah Kajen telah mendeklarasikan bahwa sekolah "anti perundungan". Dalam menerapkan kebijakan untuk mengurangi perundungan sekolah berpedoman pada implementasi P5 dalam kurikulum merdeka.

**Kata kunci** : Perundungan Verbal, Tindakan yang Tidak Disadari, Kelas Bahasa Inggris.

### **ABSTRACT**

*This research aims to find (1) what verbal bullying is in SMK Muhammadiyah Kajen (2) how students of SMK Muhammadiyah Kajen are aware of verbal bullying (3) what is the policy at SMK Muhammadiyah Kajen to reduce bullying. The research method used in this research is using a type of qualitative research with a case study approach. The subjects of this study were 11th grade students majoring in light vehicle engineering (TKR) of SMK Muhammadiyah Kajen. Data were obtained using purposive sampling technique. Data collection techniques were carried out through questionnaires and interviews. The results of the research are (1) verbal bullying that occurs at SMK Muhammadiyah Kajen is Public Humiliating, Mocking, Slandering, Cursing, Cheering, Spreading rumours, Threatening (2) 64.3% of students consider verbal bullying that occurs is a common thing to do or a normal thing not verbal bullying and only 35.2% are aware of verbal bullying (3) SMK Muhammadiyah Kajen has declared that the school is "anti-bullying". In implementing policies to reduce bullying the school is guided by the implementation of P5 in the independent curriculum.*

**Key word** : Verbal bullying, Unconscious Act, English Class.

## **INTRODUCTION**

Bullying is one of the main issues with abnormal conduct in today's environment. Bullying can happen at school, home, workplace, community. This phenomenon is increasingly found everywhere, including social media and news about bullying is always a hot topic discussed by many people. Bullying has grown to be a global issue in addition to being a problem in our nation. Bullying seems to be getting worse at the end of this decade, which is problematic for the victim, their family, and their educational environment according to Giovazolias, et al (2010).

Smith in Salsabiela (2010) defines bullying as an aggressive behaviour that is carried out repeatedly by individuals or groups who have power to a weak individual with the aim of to harm the individual, namely by creating unpleasant atmosphere for the victim, even done without any reason and purpose to hurt and distress other individual. Cases of bullying that often occur in education in Indonesia is increasingly concerning. Indonesia was the first place regarding the problem of bullying stated by LSM Plan International Center for Research on Women (ICRW). The results of a study by the National Consortium for the Development of School of Character in 2014 mentioned that almost every school in Indonesia has a case of bullying. From the Child Protection Commission (KPAI) in 2016 the total is there 3,580 incidents of bullying.

Bullying behaviour impacts both the victim and the perpetrator. According to Vuini (2019) Bullying is considered as a mental health issue with severe social and psychological consequences. Bullying can make students feel anxious and fearful, affect their concentration on learning at school and require them to avoid school. Bullying behaviour can destroy students' morale and motivation and make uncomfortable situation

to learn at school. School is no longer a fun place for students, but instead becomes a scary and traumatising place.

In Indonesia bullying behaviour is regulated by the government in Law of the Republic of Indonesia Number 35 of 2014 concerning amendments to Law No. 23 of 2002 on Child Protection article 54 that every child has the right to receive protection from acts of physical, psychological violence, sexual crimes, and other crimes committed by educators, education personnel, fellow participants students to imprisonment for a maximum of 3 years and 6 months and a maximum fine of Rp. 72.000.000,- (Seventy Two Million Rupiah).

Of the various types of bullying, verbal bullying is one of the easiest types to do, is often the start of other bullying behaviors and can be the first step towards further violence. According to Suciartini (2019) Verbal bullying takes the form of name-calling, reproaches, slander, cruel criticism, insults (both personal and racial), statements of sexual solicitation or sexual harassment, terror, intimidating letters, untrue accusations, vicious and false rumours, gossip and etc. The purpose of verbal bullying is still to demean the victim and give the offender a strong, dominant appearance. Although verbal bullying does not cause physical harm, it can have a devastating impact on the psychological side of the victim.

According to Viuni (2019) girls dominate others and demonstrate their dominance and power by verbally bullying other in social situations. However, there are also a lot of boys who are skilled at using words to control others and they are particularly adept when they want to avoid the problems that can arise from physically abusing someone. SMK Muhammadiyah KAJEN is one of the schools that has mostly male students. Light Vehicle Engineering (TKR) is the most popular major in this school, of course almost 95% are male students.

This study will examine verbal bullying cases that occur at school, especially in grade 11 students in the TKR department at SMK Muhammadiyah KAJEN. This research stems from the many cases of bullying that occur and the researcher's concern over students' habits towards verbal bullying behaviour that occurs at school. Based on the background that has been described, the problems that will be studied in this study can be formulated as follows (1) What are verbal bullying in SMK Muhammadiyah KAJEN? (2) How are the students of SMK Muhammadiyah KAJEN aware of verbal bullying? (3) What is the policy at SMK Muhammadiyah KAJEN to reduce bullying. Based on the formulation of the problem, this research aims to find out (1) what verbal bullying is in SMK Muhammadiyah KAJEN (2) how students of SMK Muhammadiyah KAJEN are aware of verbal bullying (3) what is the policy at SMK Muhammadiyah KAJEN to reduce bullying.

## **METHODOLOGY**

This research uses a qualitative research method with a case study approach. The qualitative method was chosen because this research aims to identify the types of verbal bullying in English classes that occur in grade 11 of SMK Muhammadiyah KAJEN and how schools reduce bullying cases. The data source will be taken from class XI students of SMK Muhammadiyah KAJEN majoring in TKR for the 2022/2023 academic year. Data will be taken using purposive sampling technique. The subject chosen was TKR 5 class consisting of 28 students based on the researcher's consideration obtained from the teacher's recommendation. TKR 5 class was chosen because it has suitable characteristics, as a class that is popular with delinquency. In data collection, there will be 2 instrument namely open ended questionnaire and interview that will be conducted with students and English teachers.

**FINDING & DISCUSSION****A. Research Finding**

In this chapter the researcher will display and discuss the results of the research that has been carried out. The data obtained from questionnaires that have been conducted on students and interviews conducted on teachers at SMK Muhammadiyah Kajen.

## 1. Result of the questionare

Table 1  
Bullying conditions at school

No.	Questions	Yes	No
1.	Do you know about verbal bullying?	64%	42%
2.	Is there a policy on bullying at school?	60,7%	39,3%
3.	Does verbal bullying often occur in English class?	37%	70,4%
4.	Have you experienced verbal bullying in class?	44,4%	55,6%
5.	Has anyone around you ever experienced verbal bullying in class?	70,4%	29,6%
6.	Have you ever reported bullying to a teacher/school staff?	18,5%	81,5%

Based on the questionnaire results in the table above, it shows that verbal bullying occurs at SMK Muhammadiyah Kajen. 64% of the respondents stated that they knew what verbal bullying was and 60% of the respondents stated that they knew that there was a policy or regulation regarding verbal bullying at school. 44.4% of the respondents stated that they had experienced verbal bullying and 70.4% of them stated that their friends experienced verbal bullying in class. However, only 18.5% of them reported it to teachers or school staff.

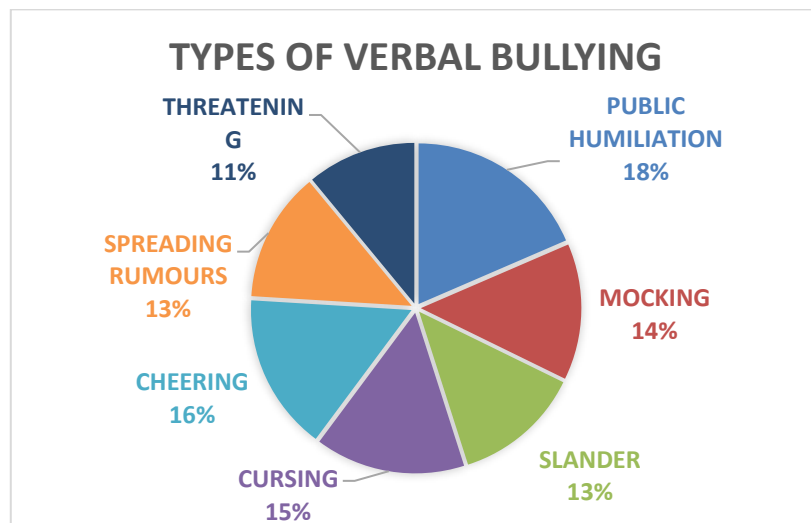


Diagram 1  
Types of verbal bullying

Based on the questionnaire types of verbal bullying experienced by students in the diagram above, Public humiliation gets the highest rank, which occupies a percentage of 18% of all other verbal bullying. Then the second rank is Cheering with a percentage of 16%. Furthermore, the third rank is occupied by Cursing with a percentage of 15%. Then mocking gets 14%. Spreading rumours gets 13% or occupies the 5th position. Then the next position is occupied by slander, which gets 13% and in the last or 7th rank is Threatening, which gets 11%.

Table 2  
Students' awareness of verbal bullying

No.	Questions	Is it an act?	
		Normal (Not Verbal Bullying)	Verbal Bullying
1.	When a student does a presentation in class and he makes a mistake then other students find it funny so laugh at him	75%	25%
2.	When a student in class calls other student by his parents' name or nicknames him with other names such as "ugly" "kribo" "fat"	64,3%	35,7%
3.	When a students slanders their friends for farting in class or wearing unwashed socks that cause a bad smell in class.	53,6%	46,4%
4.	When there are students in class saying indecent things to their friends	57,1%	42,9%
5.	When a student is presenting in front of the class and he makes a mistake, there are other students who shout or cheer "huuu!"	71,4%	28,6%
6.	When there are students who like to gossip or spread rumours in class	67,9%	32,1%
7.	When there are students who threaten their friends to give answers to assignments or tests from teacher	64,3%	35,7%

Based on the questionnaire of students' awareness of verbal bullying in the table above, there are 7 questions about the types of verbal bullying that occur at school such as Public Humiliation, Mocking, Slandering, Cursing, Cheering, Spreading Rumours, and Threatening. It was found that an average of 64.8% of students answered that it was normal not verbal bullying and around 35.2% of students answered that it was verbal bullying.

## 2. Results of Interview

Interviews in this study were used to strengthen the answers from the questionnaire results and answer the question on the problem statement in this study "what is the policy at SMK Muhammadiyah Kajen to reduce bullying?". In this interview, the object chosen was the 11th grade English teacher, Mr Sugiharto S.Pd. The following is a table of the results of the interviews conducted:

Table 3  
The results of interviews with teachers

No.	The Questions	The Answers
1.	Has there ever been a case of bullying at school?	"There has been a case of bullying".
2.	Does bullying often occur at school?	"Yes, there are often cases of bullying at school".
3.	Does verbal bullying often occur in English class?	"Verbal bullying often occurs because students consider it normal".

4.	Regarding bullying at school, does the school have a policy on bullying?	"SMK Muhammadiyah Kajen has declared since 2 or 3 years ago that the school implements anti-bullying".
5.	Are there any guidelines in implementing the bullying policy at this school?	"Yes, we are guided by the implementation of P5 in the merdeka curriculum".
6.	Do all teachers, especially English teachers, implement the bullying policy in their classrooms?	"Yes, of course. We implement the policy in our classrooms".
7.	How does the school reduce bullying that occurs among students?	"After SMK Muhammadiyah Kajen declared that this school is implementing anti-bullying, school conducts anti-bullying seminars for teachers and students to provide knowledge to teachers and students regarding the dangers of bullying".
8.	Is the bullying policy that has been implemented effective in reducing bullying that occurs in students?	"It's not 100% effective, but we aim for at least students to know what bullying is. Because the phrase "bullying" is a new phrase and has only recently entered Indonesia".

Based on the results of interviews with teachers in the table above, it shows that bullying often occurs at SMK Muhammadiyah Kajen. Especially verbal bullying, verbal bullying often occurs or is often carried out by students, especially in English classes because students consider verbal bullying that they do is a common or normal thing. This strengthens the students' statements from the previous questionnaire because most of the students consider verbal bullying a normal thing not an act of violence.

SMK Muhammadiyah Kajen has implemented various ways to reduce bullying that occurs among students. For example, the school has declared that the school implements anti-bullying and SMK Muhammadiyah Kajen has a policy on bullying that is guided by the implementation of P5 in the Independent Curriculum. Not stop there, SMK Muhammadiyah Kajen organises seminars for teachers and students. Although the various ways to reduce bullying have not been fully effective, the school has been able to educate students not to bully in any way, although there are still many students who still bully their friends.

## B. Discussion

This discussion is presented based on the research findings above. Researchers provide several explanations related to research data obtained from student questionnaires and teacher interviews.

### 1. Type of verbal bullying that occurs at SMK Muhammadiyah Kajen.

After giving a questionnaire to students of class 11 TKR 5 SMK Muhammadiyah Kajen consisting of 28 students, the researcher found that there are several types of verbal bullying that occur in students in English class. Verbal bullying that occurs is like Public Humiliating, Mocking, Slandering, Cursing, Cheering, Spreading rumours, Threatening.

From the results of the study, Public Humiliating got the highest vote or the first rank of all types of verbal bullying that occurred at SMK Muhammadiyah Kajen. Public humiliation that occurs at SMK Muhammadiyah Kajen for example is laughing at other students when they make mistakes. Cheering which ranks second after public Humiliation. An example is cheering or shouting at a friend when in front of the class like "huuuuuuu!". In third place is Cursing. Cursing that occurs in English classes is saying indecent things to classmates. Saying dirty words, for example, is often done by students when they are emotional. The fourth place is Mocking. Many students like to mock their classmates or nickname them

with their parents' names or other designations such as "ugly", "kribo", "fat". Spreading Rumours occupies the 5th place of the types of verbal bullying that occur in this school. Spreading Rumours or Spreading Gossip is an action that should not be carried out by students especially at school. In general, gossiping is often associated with women, although students in TKR 5 class are male students they still like to gossip or spread rumours. 6th place is Slander. Slandering a friend is something that is not commendable. However, this is still commonly done by TKR 5 students in class, for example, slandering friends of farting or wearing unwashed socks that cause bad smells throughout the classroom. The last one is Threatening. Threatening is an act that does not reflect a student. However, this is still carried out by many students at SMK Muhammadiyah Kajen especially students in TKR 5, such as threatening other students to provide answers to assignments or tests given by the teacher.

## 2. Students' awareness of verbal bullying

### a. Conscious verbal bullying

From the questionnaire data regarding students' awareness of verbal bullying, it was found that those who were aware of verbal bullying only averaged 35.2%. This is the reason why verbal bullying still occurs in schools because only a few students are aware that what they are doing is verbal bullying. This is also supported by the questionnaire results which show that only 18.5% of students report it to teachers or school staff. This happens because students who are aware of verbal bullying think that as long as the verbal bullying that occurs is not severe or the perpetrator does the action is not excessive, does not cause a fight and does not have a big impact on the victim then it does not need to be followed up or reported even though they know that there is a policy on bullying at school.

### b. Unconscious verbal bullying

Based on the questionnaire data on students' awareness of verbal bullying, it was found that an average of 64.8% of students answered that it was normal not verbal bullying, it means that there are still many students who are not aware of the verbal bullying they do. They think that it is a common thing that is done to their friends or just a normal joke to friends. It has become a habit, done continuously, or even become a culture from generation to generation so that it is considered normal, not a crime. This is supported by the teacher's statement from the interview results "Verbal bullying often occurs because students consider it normal". Verbal bullying can occur in daily interactions without realising it is verbal bullying. Students need more learning about verbal bullying so that it can disappear from the education culture in Indonesia. Therefore, schools must provide in-depth education about forms of bullying such as verbal bullying and make consequences for students who commit verbal bullying so that verbal bullying does not continue to occur.

## 3. The school's policy on bullying

SMK Muhammadiyah Kajen has declared that the school is "anti-bullying". The school policy against bullying is contained in the school rules in chapter VIII article 11 which prohibits students from speaking harshly, saying dirty words, making loud noises, making verbal or written threats, and defamation. In implementing the policy, the school is guided by the implementation of P5 in the Independent Curriculum. Although it has implemented a policy on bullying, the policy is not 100% effective in reducing verbal bullying that occurs at school.

For this reason, schools need to implement more strategies to reduce verbal bullying that occurs at school such as increasing student awareness of bullying, for example by educating students about forms of bullying such as verbal bullying and its types. After that, schools can make stricter policies to emphasise good behaviour and empathy towards others. Schools also need to provide training to teachers and school staff

on how to handle bullying that occurs to students. Then the school can also involve parents in increasing students' awareness of bullying and making agreements on bullying. And most important, schools can provide support or protection for students who are victims of bullying.

## CONCLUSION

Based on the research that has been conducted, the researcher concludes that verbal bullying is a form of verbal intimidation behaviour that is carried out continuously and repeatedly. Verbal bullying has become a common habit of people or part of the culture in Indonesia, especially in schools. However, it does not mean that it is justified, but there is a factor of unawareness that the acts they usually do or the habits they do in their daily lives are verbal bullying. So of course it should be a concern and an obligation for educators, policy makers, schools, and the government to immediately make actions and solutions on how to reduce verbal bullying in schools. Teachers and students must also have more knowledge about bullying, especially verbal bullying so that they will have an awareness of verbal bullying that occurs and verbal bullying can be avoided.

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