# THE INFLUENCE OF BULLYING TOWARD STUDENTS' CONFIDENCE IN SPEAKING SKILL AT SMA NEGERI 1 POLOKARTO

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**Abstract**

This research aimed to investigate the effect of bullying on students' confidence in speaking skills at SMA Negeri 1 Polokarto, to know the level of bullying in SMA Negeri 1 Polokarto academic year 2021/2022, and to test the level of students' confidence in speaking skills at SMA Negeri 1 Polokarto academic year 2021/2022. This research used descriptive quantitative method. The results of this research found that the level of bullying among students in SMA Negeri 1 Polokarto was medium with a percentage of 70,6% (24 students). Bullying in medium level is the acts of bullying that occur may include cruel teasing, constant ostracism, minor threats or relatively minor physical violence such as pushing, tripping or property theft. The level of students' confidence in speaking skills was medium with a percentage of 64,7% (22 students). Confidence in medium level is within normal limits, tend to be rather strong. Students are sometimes doubtful, worried about the impression it will make on oother and sometimes have low self-esteem. Based on the hypothesis test, the significance level was 0,005<0,05 which means that there was significant influence between bullying toward students' confidence in speaking skills at SMA Negeri 1 Polokarto. The percentage of the effect of bullying toward students' confidence in speaking skills was 22,4%. It can be concluded that the first hypothesis ($H_1$) was accepted, while the second hypothesis ($H_2$) was not accepted.

**Keywords: Bullying, Students' Confidence, Speaking Skill**

## INTRODUCTION

English is one of the languages in the world considered as an international language. Almost everyone from many different countries in the world uses it to communicate. The English field has always been a field of particular interest. The undeniable role of English as a means of global communication may be the reason why English is used as one of the subjects taught in schools. Diem (2011: 160) said that in order to meet the needs of the era of globalization, English will occupy a strategic position in the world. Therefore, having English skills can be considered beneficial. According to Prasetyo (2014: 93), in Indonesia, English plays an important role in many aspects of life, especially in the fields of science and technology. As a foreign language, English has always been a required course from elementary school to higher education.

In English, there are four skills namely speaking, listening, writing and reading. One of the most difficult skills for English proficiency is speaking skills. Speaking skill is one of the language skills necessary to support further oral communication, especially English, but it is the most difficult skill to develop. Indonesian environment provides less support or contact opportunities for learners because English is not spoken in the community (Febryanti, 2014:16).

Krashen (2003:112) pointed out that when learning English, psychological factors such as shame, fear of making mistakes, lack of confidence, anxiety and other emotional factors can affect a person's language mastery. As a practical output, speaking has so many barriers such as psychological, physical, systematic and attitudinal. Lack of self-confidence can be thought under the both titles of psychological and attitudinal barriers that makes learner hard to speak in foreign language and even in mother tongue.

Some students admit that even if they are ready to say what they should say. Speaking in front of people is not easy, but when they start speaking in class, their minds will suddenly disappear. In other words, when students have to speak in class, they feel anxious. Anxiety shows that they feel unconfident in speaking. Therefore, there are many problem factors faced by students in speaking, one of which is a lack of confidence. Confidence is the belief to do something to the subject as a personal characteristic in which there is confidence in one's ability, optimistic, objective, responsible, rational, and realistic (Ghufron, 2012:35). Success is impossible without self-confidence. One of the causes of the students' lack of confidence in speaking English is bullying (Al Uqshori, 2005: 6). There are 5 aspects of confidence, namely confidence in self-efficacy, optimism, objective, responsible, reason and reality.

In Indonesia, bullying cases in school is rife now where the education department complains to the Indonesian Child Protection Commission (KPAI) on 2011 to 2014, it has noticed 369 complaints related to bullying issues, handled about 1,480 cases, and increased year by year (Halimah, 2015). According to Gladden (2014:7) bullying is any unwanted aggressive behaviors by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. There are three types of bullying namely, verbal bullying, physical bullying and relational bullying. According to research conducted by Amanupunnjo, a Psychology student of Satya Wacana Kristen University, students sometimes feel ashamed of speaking English for fear of mispronunciation, grammar, etc. so that their friends laugh and mocking the student. It can be seen that there is a bullying committed by students to other students, resulting in a lack of confidence in students speaking English.

By those conditions, the researcher indicated that the bullying can affect students' confidence in speaking English. In SMA Negeri 1 Polokarto, English is one of the subjects that must be taught. However, it was found that some students did not have confidence when they wanted to speak English. One of the reasons contributing this was the bullying phenomenon that occurred in SMA Negeri 1 Polokarto. Based on the researcher's observations, when the students tried to speak English, many of the student's friends laughed, mocked, and belittled them. Examples of the phenomenon noted were *"Kamu ngapain ngomong bahasa Inggris, pakai bahasa Indonesia dong", "Ah, sok Inggris kamu!", "Grammar mu salah itu!"* these resulted in an effect that the students felt ashamed of speaking English because they were afraid of wrong pronunciation, grammar, lack of vocabulary dan afraid of being ridiculed by friends. This situation motivated the researcher to see whether the bullying can affect students' confidence in speaking English at SMA Negeri 1 Polokarto.

## RESEARCH METHODOLOGY

This research aimed to investigate whether there is significant influence of bullying toward students' confidence in speaking skill. This research used a descriptive quantitative method. The setting of place this research was conducted at SMA Negeri 1 Polokarto, in XII MIPA 1. The location on Butuh, Godog, Polokarto, Sukoharjo. The researcher conducted this research on March until September 2021. The population in this research was students of class XII MIPA at SMA Negeri 1 Polokarto academic year 2021/2022, totaling 133 students. The sample of this research was XII MIPA 1 class, consist of 34 students. The researcher used probability sampling with simple random sampling technique.

The researcher used 2 data collection techniques, namely questionnaire and test. The questionnaire distributed online using Google Formulir and the test is carried out through the Zoom application, the implementation was directly conveyed by the researcher as a teacher. The test used a speaking test regarding the Recount Text material. This test is useful for knowing students' confidence in speaking English. The researcher used Product Moment Correlation with a significance of 5% to test the validity of the data and used Crounbach Alpha coefficient to test the reliability of the data.

In analyzing data, the researcher tested the initial stage, namely Descriptive Statistical Analysis test and Pre-requisite Analysis test. In descriptive analysis, the researcher analyzes in several stages, namely finding the mean, fiding the standard deviation, determine the categorization and percentage analysis. Pre-requisite analysis consist of normality test and linearity test. The results of students confidence tests were also used by using descriptive statistics analysis, classified based on the regulation of the Minister of Education and Culture No. 81A 2013 concerning attitude assessment with an evaluation scale of 4. For the hypothesis test, the researcher used Simple Linear Regression to predict how strong the influence of variable X and variable Y.

## FINDINGS AND DISCUSSION

Before analyzing the data, the researcher conducted an analysis requirement test, namely validity and reliability. Based on the results of validity test, all Bullying (X) items were valid, while the Students' Confidence (Y) items contain 23 valid items and 1 invalid item. In addition, the Bullying (X) and Students' Confidence (Y) reliability tests were reliable with very high and high category. Based on the results of the normality test, the data was normally distributed with a significance of 0,200. While the results of the linearity test, the data was linear with a significance of 0,351.

1. Significance of the influence of bullying toward students' confidence in speaking skills at SMA Negeri 1 Polokarto

    The researcher used Simple Linear Regression to test the significance of the influence of bullying toward students' confidence in speaking skills at SMA Negeri 1 Polokarto. The results of the regression test can be seen below.

Table 1. Regression Test Results

| Model | | Sig | R Square |
|---|---|---|---|
| 1 | Bullying | ,005 | ,224 |

Based on the calculation of simple linear regression analysis with the help of the SPSS program, the result showed that bullying has an effect on self-confidence with a significance of 0,005 which means it is less than 0,05. Then the coefficient of determination (R square) was 0,224, which means that the percentage of the influence of

the Bullying (X) toward the Students' Confidence (Y) was 22,4%.

2. The level of bullying among students in SMA Negeri 1 Polokarto

The level of bullying is described through students' answers to the questionnaire that was divided. The results of the percentage analysis Bullying (X) can be seen below:

Table 2 Percentage Analysis of Bullying (X)

| Category | Frequency | Percent |
|----------|-----------|---------|
| Low | 5 | 14,7 |
| Medium | 24 | 70,6 |
| High | 5 | 14,7 |
| Total | 34 | 100,0 |

From the table 4.8 above, it can be seen that there were 14,7% (5 students) in low category, 70,6% (24 students) in medium category and 14,7% (5 students) in high category. It showed that most of the students of SMA Negeri 1 Polokarto have a medium level of bullying.

After that, the researcher determined the type of bullying that occurred at SMA Negeri 1 Polokarto.

Table 3 Percentage of Types of Bullying

| Category | Types of Bullying | Percentage |
|----------|-------------------|------------|
| | Verbal Bullying | 70,6% |
| Medium | Physical Bullying | 61,8% |
| | Relational Bullying | 64,7% |

Based on the table above, the percentage of verbal bullying was 70,6%. The percentage of physical bullying is 61,8%. The percentage of relational bullying was 64,7%. It can be concluded that the most common type of bullying that occurs in SMA Negeri 1 Polokarto was verbal bullying.

According to Hughes (2015:57), bullying in medium level is a student (the initiator) makes inappropriate and derogatory remarks to another student (target) based on students ethnicity. A group of students is watching (bystanders). One or two similar incidents involving the same students have occurred over the past few weeks and the target student has received a few negative text messages. The target student is confident and assertive. The victim (students) has told the initiator that students behaviour is disrespectful and inappropriate and has reported all the incidents to class teacher. At this level the acts of bullying that occur may include cruel teasing, constant ostracism, minor threats or relatively minor physical violence such as pushing, tripping or property theft. Incidents of bullying that occur in SMA Negeri 1 Polokarto such as students mock when their friends speak English, students scold their friends when they speak English, students laugh at their friends when they speak English, students mock their friends "sok pintar" when they speak English, students mock their friends "sok Inggris" when speaking English, etc. In addition, relational bullying also occurs, such as students alienating their friends because of their English skills, students sending ridicule messages via Whatsapp, Email, Line, etc. about their friends' English skills, etc. And sometimes physical bullying occurs such as students nudge their friends when they speak English incorrectly, students glare at their friends when they are wrong in English grammar.

3. The level students' confidence in speaking English at SMA Negeri 1 Polokarto

The level of srudents' confidence is described through students' answers to the questionnaire and test that was divided. The results of the percentage analysis Students' Confidence (Y) can be seen below.

Table 4 Percentage Analysis Students' Confidence (Y)

| Category | Frequency | Percent |
|----------|-----------|---------|
| Low | 6 | 17,6 |
| Medium | 22 | 64,7 |
| High | 6 | 17,6 |
| Total | 34 | 100,0 |

Based on the table above it can be seen that there were 17,6% (6 students) in low category, 64,7% (22 students) in medium category and 17,6% (6 students) in high category. It showed that most students of SMA Negeri 1 Polokarto have a medium level of confidence in speaking skills.

To support the data on Student Confidence (Y), the results of the students' speaking test have been obtained from a sample of 34 students. Students who get very high criteria were 4 students, high criteria were 12 students, and enough criteria were 18 students with percentage calculation, very high criteria 11,7%, high criteria 35,2%, and enough criteria 52,9%. It can be concluded that the level of student confidence in speaking skills was in medium criteria with a large percentage of 52,9%.

According to Lauster (2012:13), confidence in medium level is within normal limits, tends to be rather strong. Students are sometimes doubtful, worried about the impression it will make on others and sometimes have low self-esteem. Based on this explanation, students' confidence in speaking skills at SMA Negeri 1 Polokarto is still within normal limits. Students are sometimes still not confident when speaking English in public, students still know what they are saying when speaking English, students are sometimes afraid when speaking English, students are sometimes afraid of being commented on by their friends when speaking English. These events are measured within the normal limits of self-confidence. In general, students still have confidence in speaking skills within normal limits.

**CONCLUSIONS**

Based on the results of data analysis and discussions that have been carried out, the following conclusions can be drawn:

1. The effect of bullying on students' confidence in speaking skills is significant, with a significance of 0,005 which means less than 0,05. It can be concluded that there is an influence of bullying (X) on students' confidence (Y) in speaking skills, which means that the hypothesis ($H_1$) in this research was accepted and proved. The percentage the influence of bullying toward students' confidence was 22,4%. The second hypothesis $H_2$ was students do not have high confidence in speaking skills. In $H_2$, it was not accepted because the results of the percentage test and speaking test showed that the level of students' confidence in speaking skill was in medium category at a percentage of 64,7% (22 students).

2. The level of bullying in SMA Negeri 1 Polokarto students is medium. It can be seen from the percentage results that there were 14,7% (5 students) in low category, 70,6% (24 students) in medium category and 14,7% (5

students) in high category. It can be concluded that most of the students of SMA Negeri 1 Polokarto have a medium level of bullying. According to Hughes (2015:57), in medium level of bullying, the acts of bullying that occur may include cruel teasing, constant ostracism, minor threats or relatively minor physical violence such as pushing, tripping or property theft. Verbal bullying is the most common form of bullying in SMA Negeri 1 Polokarto with the percentage 70,6%. Verbal bullying incidents that occurred were mocking friends when speaking English, laughing when speaking English, commenting when speaking English, mocking "sok Inggris", mocking "sok pintar" and others. Then relational bullying was the second most common form of bullying with a percentage of 64,7%. This behavior rarely occurs in SMA Negeri 1 Polokarto and only a few students have experienced. Lastly, physical bullying is the lowest or least common form of bullying. The percentage of physical bullying is 61,8%. It was very rare for physical bullying to be carried out using one's physical strength with the aim of weakening or frightening the victim, namely by glaring and nudging.

3. The level of students' confidence in speaking skills was medium level. Based on respondents' answers contained in the percentage of respondents showed that there were 17,6% (6 students) in low category, 64,7% (22 students) in medium category and 17,6% (6 students) in high category. It can be concluded that most students of SMA Negeri 1 Polokarto have a medium level of confidence in speaking skills. It happened because many students had the passion to speak English, students were able to fight fear and shame in front of other students. The results of this data were also supported by the speaking test that has been carried out where the data obtained were high criteria were 4 students, high criteria were 12 students, and enough criteria were 18 students with percentage calculation, very high criteria 11.7%, high criteria 35.2%, and enough criteria 52.9%. It can be concluded that the level of student confidence in speaking skills was in medium criteria with a large percentage of 52.9%. According to Lauster (2012:13), confidence in medium level is within normal limits, tends to be rather strong. Students are sometimes doubtful, worried about the impression it will make on others and sometimes have low self-esteem. This is because students of SMA Negeri 1 Polokarto have sufficient confidence in their own abilities, this is illustrated by an attitude that is always positive towards themselves and truly understands what they are doing. Then the students of SMA Negeri 1 Polokarto feel optimistic that they can described by the behavior of always looking good towards the hope, always positive in looking at yourself and always optimistic about your own abilities. Furthermore, students have an objective attitude, namely by looking at everything as it should and ignoring personal truth. Students of SMA Negeri 1 Polokarto also have a sense of responsibility, namely by being willing to bear all the things that are at risk and also having a rational and realistic attitude through the use of analysis with reasonable thinking and according to reality.

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