A CASE STUDY OF SCHOOL BULLYING: VERBAL BULLYING AND ITS IMPACT ON THE STUDENTS ACADEMIC ACHIEVEMENT

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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MEDAN
2019

LEMBAR PENGESAHAN SKRIPSI

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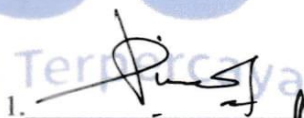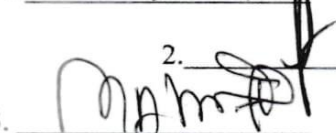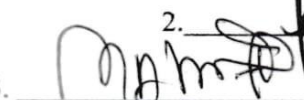
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ABSTRACT

Indah Viuni. 1502050096. A case Study of School Bullying and Its Impact on the Students' Academic Achievement.Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2019.

The research deals with a study of verbal bullying at school which is mainly aimed to investigate the realization of verbal bullying by students at school and its impact of verbal bullying on the students' academic achievement.Descriptive qualitative method was applied to investigate the students' verbal bullying.The source of data was two students who were the victims of bullied. The technique of data collection was taken through interview and students' open questionnaire. While the technique of analysis the data was analyzed qualiatatively by using data reduction, data display and data conclucion. The result of the study showed that the most verbal bullying which is derrived from interviewed and questionnaireare *mocking, exclusion,* and*disrespect.* While, the verbal bullying have an impact to the students' achievement, the students who are bullied having a low grade acadenic achievement.

Keywords: Verbal Bullyingand Academic Achivement

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

A. Background of the Study

School is one of the formal educational institutions that provide learning process and learning environment. School is also expected to be the most comfortable place for children to develop their talent and felicity. School usually not only as a place for study in gaining knowledge but also a place for children to build a relationship between them who are at the same age. That's why schools is an important institution to improve students competence and their social relationship in order to be ready to entering the real social life especially global environment. At school, students can learn, meet, play, chat with friends other friends, sharing, helping each other and giving each other attention.

Schoolshowed the children's educational achievement, it is showed the acquisition of literacy, numeracy and knowledge ofscientific. These basic skills provide the basic for later "subjects" such as history, geography, physics and other foreign languages. The qualifications of formal educational are the key to a child's entry door to th ehigher education and also employment. The learning of specific knowledge and skills is a direct effect of classroom teaching. However, social cognitions and feelings are

also influenced by school and these may be just as powerful in predicting later outcome as intelligence or school curriculum. Such indirect effects of school are more elusive because they are mediated by children's motivation to learn or avoid learning, their conception of themselves as pupils, and the attributions they create for explaining success and failure. Cognitive and motivational mediators of indirect effects continue to exert influence on individual development outside and beyond school.

Bullying is considered as a mental health issue with severe social and psychological consequences. The role of school in the generation of the phenomenon of bullying is complex and schools have the potential to act as control agents. It is possible that schools can, by the experiences they offer to students, either reduce or enhance the risks associated with the child's personal characteristic and background. It is likely that some schools are more effective at controlling delinquent behavior and crime. However, even the less competent school in relation to violence offers some levels of control and supervision within the school environment. Studies suggest that dropping out does not reduce violence. Rather, it might increase violent behavior due to the lack of supervision and the amount of unproductive time for unemployed persons after leaving schools. Numerous studies have shown that truancy constitutes a substantial risk factor for bullying.

Verbal bullying can harmful in different ways as physical bullying. With verbal bullying, the goal is still to degrade and demean the victim, while making the aggressor look dominant and powerful. All bullying focuses on creating a situation in which the victim is dominated by the aggressor. And this can happen verbally as well as physically. In many cases, verbal bullying is the province of girls. Girls are more subtle (and can be more devastating), in general, than boys. Girls use verbal bullying, as well as social exclusion techniques, to dominate others and show their superiority and power. However, there are also many boys with subtlety enough to use verbal techniques for domination, and who are practiced in using words when they want to avoid the trouble that can come with physically bullying someone else.

The effects of bullying on the learning process as well as on the children and adolescents emotional development may be devastating and profound. Hana (2017) stated that bullying impact on student's performance either in short or long term, bullied students have feel of fear from coming to school because they feel that they are unsafe;therefore they are unable to concentrate which reelect negatively on their academic success.Bullying is one form of violent behavior and refers to the intentional and persistent aggressive behavior towards others, such as physical hitting, verbal bullying, spreading of false rumors, social exclusion and use of the

internet or cell phones for sending nasty messages. The relation between the victim and the victimizer is based on power issues. Bully acts intentionally to harm his or her victims as this gives him or her great satisfaction. The victimizer takes advantage of his or hers victim's weakness and abuses him/her physically, psychologically and verbally.

The fact which is observed in Junior High School Tamansiswa in Medan Academic Year of 2019/2020, there are some verbal bullied happen in grade of Junior High School. Some students of the ninth grade become the victim of verbal bullying because of body shamming that is done by their friend in classroom. Some other case, there is a male students who use his strenght of power to threaten his friends. This kind of bullying is almost often happened. The terms of bullying is often happen in a Junior High School life. Kids or stduents who do the bully must use their power; such as physical power, access to embarrassing information, or popularityto control and harm others. Power imbalances can change over time and in different and certain situations, even if they involve the same people. Further, Bradshaw (2015) stated that involvement in bullying negatively impacts students' perceptions of school climate. As compared with students not involved in the bullying dynamic, those students who were highly involved in bullying perceived school as less safe and adults as less willing to

intervene on their behalf. Based on the observation at SMP Taman Siswa there is some verbal bullying which done by some students, so it is suitable for researching about "A Case Study of School Bullying: Verbal Bullying And Its Impact on the Students' Academic Achievement".

B. The Identification of Problems

As stated by background of the problem above, identification of the problems to be achieved in this study were as follows:

1. Verbal bullying in the school.

2. The impact of verbal bullying to students' academic achievement.

3. Power imbalances can change over time and in different situations.

C. The Scope and Limitation

The scope of this study was about school bullying and the limitation was mainly concerned on verbal bullying realized by the students' and its impact on the students' academic achievement academic year of 2019/2020.

D. The Formulation of the Problem

The formulation of the problem could be identified as follows:

1. How is the verbal bullying realized by the students' at school?

2. What is the impact of verbal bullying on the students' academic achievement?

E. The Objectives of the Study

Based on the background of the problem and the formulation of the problem above, the objectives to be obtained in this study were as follows:

1. to investigate the verbal bullying realized by the students' at the school.

2. to investigate the impact of verbal bullying on the students' academic achievement.

F. The Significance of the Study

Theoretically, this study was intended to be one of consideration for school's condusive siatuation, and enrich students' knowledge about prohibition of bullying.

Practical signficance were as the following:

a. For students

For the students, they who have been get experience of bullied are hope to be more brave to speak up about their condition to teachers and parent.

b. For teachers

As a contribution for them in improving and enriching their knowledge about bullying and its effect to the students' achievement.

c. For school

This research was expected to be able to add information to schools in an effort to reduce bullying in order to create better student academic achievement.

d. For other researcher

This research was expected to broaden the horizons and knowledge of thinking, and apply the knowledge obtained regarding verbal bully and its impact on the students' academic achievement in this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The literature provides insight into how intimidation is defined, facts on intimidation, victim characteristics and the impact of intimidation on academic achievement of students

1. Bullying

Bullying is a common problem in school and communities which Have a negative impact on students ' right to study in a safe environment. The disciples were being intimidated when he was "exposed, repeatedly and over time," for harassment or harassment by one or more of the different disciples (Olweus, 1996). The purpose of the perpetrator of intimidation is to take control over different people and dominate others, so that, perpetrators of intimidation engage in fearful behavior against those who cannot protect themselves. There are three forms of intimidation: physical (piercing, pinching, biting, hitting, choking, and hitting), verbal (naming names, threats and spreading rumors), social (exclusion, defamation of character, and extortion), and cyber (harassment, Flaming, and sightseeing) (National Association of Social Workers, 2002a, May, as quoted in Dahlheimer, 2004:4). People usually tend to think intimidation as something that only happens to school

students. In fact, intimidation is not limited to school age settings; It happens miles in the next degree of life, such as Namie, G. andNamie, R. (2009) Who says that intimidation is a global phenomenon and has become a critical issue in schools and workplaces.

1.1 Definition of Bullying

Hana (2017) states that bullying is defined as "a recurring act of unprovocable aggression that is psychologically or physically damaging to the victim, and where the forces of aggressions and victims are not equal, as quoted in Hogue and Disbrow, 2013). Other definitions are from Thornberg, Rosenqvist, and Johansson (2012), they define bullying as repeated offensive and violence directed at less strong targets in their interactions with perpetrators of intimidation or bully. Coleyshaw (2010) also gave his own definition: Bullying is an adversarial behaviour that can be physical or psychological and is usually continued or repeated in an unbalanced relationship of power. Banks (1997) also gave a specific example of what it was bullying; Bullying is a direct behavior including flirting, mocking, threatening, hitting, and stealing that begins with the help of one or more students towards a sufferer. Suppression may also be more oblique by causing a pupil to be socially isolated through intentional exclusion.

Smith et al. (2002) states that there are two main types of intimidation: direct and indirect and verbal intimidation. In this study, I focused solely on indirect intimidation referring to actions that normally do not require physical contact. These are actions including repeated incident-time name callings,

ridiculing and verbal threats aimed at those who lack control over social situations (Bauman and Del Rio, 2006). Damage to peer relations, as well as psychological attacks including gossip, taunts, rumors, writing notes, and social exclusion, are also included in the concept of indirect intimidation in research by Raskauskas and Stoltz (2004). The definition of indirect intimidation also used in research by Liepe-Leveinson and Levinson (2005), they noted that "gestures such as gaze, eye turning, sighs, frown, poking, poking, and body language are Other hostile components are also an important component of aggression ". Val der Wal, De Wit and Hirasing (2003) also found that indirect intimidation had a greater chance of not being known by the teacher than direct intimidation. In this type of intimidation is the most damaging self-esteem (Crick and Grotpeter, 1995). I have adopted the above description as a background to my research to build an understanding of how lecturers intervene indirect intimidation in the classroom and the impact of indirect intimidation on student achievement or achievement Academic.

1.2 Types of Bullying

Intimidation can be divided into physical, verbal, social and cyber intimidation. Physical Bullying includes piercing, pinching, biting, hitting, pulling hair, kicking, or beating up (NASW, 2002a). Physical oppression usually occurs more frequently amongst school-age boys than school-age girls (Olweus, 1993). Verbal intimidation consists of teasing, calling, threatening, and spreading rumors. Social bullying involves exclusion, extortion, defamation, or extortion

(NASW, 2002a). Cyberbullying involves the use of information and communication technologies to support intentional, repeated, and hostile behaviors by individuals or groups, intended to harm others. "(Belsey, 2008). NASW (2002a) also mentions that girls are more likely to be intimidated with rumors than boys (as quoted in Dalheimer, 2004).

Coloroso (2003) divides three types of bullying: verbal, physical, and relational. The most common suppression involving boys and girls is verbal intimidation that reaches 70%. This is because verbal intimidation is easy and difficult to detect. Verbal suppression includes racist insults, name callings, rude sayings, and underestimating. The second is physical intimidation including slapping, piercing, kicking, and spitting. The frequency of this type of intimidation is a third of all intimidation Physical oppression is the most easily contracted with other types. The third form of intimidation is relational intimidation including ignoring, isolating, Dodge, Kekek, and hostile body language. This type is the most undetectable and unnoticed intimidation (Coloroso, 2003).

Bullying can also be categorized into two forms. The first form is direct intimidation including teasing, hitting, punching, stealing, etc. In other words, it is known as the most common physical action performed by boys. The second form is indirect intimidation usually taken by girls. This includes spreading rumors or excluding someone from social situations (Rowan, 2007).

There are many types of oppression that children and adults can experience, some clearly visible while others can be smoother. The different

types of oppression we see below are some ways the suppression can happen. Based on the National Center against intimidation, the types of intimidation are as follows.

a. Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.This involves hurting someone, or damaging or stealing their belongings. It includes: (1) Hitting, kicking, pinching, spitting, biting; (2) Tripping, shoving or intimidating another person; (3) Mean or rude hand gestures; (4) Touching another person when they don't want you to; (5) Being made afraid of being hurt; (5) Stealing or damaging possesions.

b. Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation,homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.This involves saying or writing mean things. It includes: (1) Name calling; (2) Teasing someone in a hurtful way; (3) Making fun of someone; (4) Being sarcastic in a hurtful way; (5) Offensive comments, insults or jokes about someone and their family because of their race, culture, religion, disability or sexuality ; (6) Mean comments about someone's body or physical characteristics such as their

weight or height; (7) Hurtful comments about the way someone looks or behaves; (8)Inappropriate sexual comments; (9) Threatening to cause harm.

c. Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes: (1) Lying and spreading rumours; (2) Negative facial or physical gestures, menacing or contemptuous looks; (3) Playing nasty jokes to embarrass and humiliate, (4) Mimicking unkindly; (5) Encouraging others to socially exclude someone; (6) Damaging someone's social reputation or social acceptance.

d. Cyber bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private andsometimes only known to the target and the person bullying. Cyber bullying can include: (1) Abusive or hurtful texts emails or posts, images or videos;

(2) Deliberately excluding others online; (3) Nasty gossip or rumours; (4) Imitating others online or using their log-in.

2. Characteristics of Victims

The characteristics of victims are usually passive, anxious, unsafe, cautiously, calm, and sensitive. Mostly, they are weak or easily dominated (Shellard, 2002; Banks, 1997; Kreidler, 1996). The victims like to be covered with teachers at school, avoiding small rooms, and making excuses to stay at home from school as much as possible because they don't have close friends to share with (Northwest Regional Education Laboratory, 2001; Olweus, 1993). Victims tend not to be excited in learning that causes a declining scientific evaluation. Studies have found that victims of male abuse got a lower scientific evaluation score than their friends. Nine of the 10 victims of abuse suffered a decline in schoastic evaluation (MA, Stewin&Mah, 2001). The victims will be away from school as a strategy to avoid any kind of exploitation that leads to absence and poor schoolytic evaluation (Brank, Hoetger& Hazen, 2012; Mishna, 2003).

Disruptors are often involved in ridiculing, name calls, or painful intimidation, against those who are smaller or weaker than themselves. Their excellence triggers them to dominate different students. In addition, they also recruited other friends to bully the

victims (Northwest Regional Education Laboratory, 2001). A typical bully can be described as "having an aggressive reaction pattern, in the case of a boy, combined with the physical power of" (Olweus, 1997:500).

Beane (2005) also identifies the characteristics of perpetrators intimidation. Students who bully others like to be winners and hate to be losers. They always blame others for their mistakes and have no responsibility for their deeds. The bully has only a few friends, who agree with whatever they say; However, they are difficult to get into other groups. Finally, perpetrators of intimidation tend to harasses others to satisfy their willingness (Beane, 2005).

In addition, Coloroso (2003) identifies seven types of perpetrators of intimidation and different characteristics; Perpetrators of intimidation, social actors, complete armed actors, hyperactive perpetrators, perpetrators of intimidation, a group of perpetrators intimidation, and perpetrators of bullying.

a. A confident bully: having a great ego, feeling superior, and not having empathy for the victims. Teachers and classmates may consider his personality but he has a few close friends because of his great ego.

b. Social disruptor: Rumors, gossips, verbal ridiculing, and exclusion are examples of social disruptors. Jealousy is a major factor in this kind of intimidation. He tends to be a hypo critic to hide their game.

c. Full armored intruder: the bullies have a flat emotion, they pretend to harm others but they are cruel to the victims of bullying.

d. Hyperactive bully: The bully will initiate conflicts with classmates to cover their inability in the classroom.

e. Intruder being intimidated: this means that the perpetrator intimidation intimidated the others who were weaker than him because he had been plagued by the superior students. In other words, the perpetrators of intimidation were perpetrators of intimidation

f. Bunch of Bullies: This is done by a group of good children. They bully others in a collective but do not do it themselves.

g. Gang bully: Bully is a group of allies who seek power in certain places. Their loyalty allowed them to ignore the victims ' pains.

3. Description of Verbal Bullying

Bullying is something that affects too many children in the whole community, and it is something that is very necessary to be seen more closely. That's because intimidation causes more harm than just the feeling of being hurt or the physical injury experienced by the child today.

Verbal bullying is seen as one of the most common types of bullying used by boys and girls. Verbal Bullying accounted for 70 percent of reported cases that could have a direct impact (Lee, 2004; Coloroso, 2008). Verbal intimidation is referred to as name

calling, ridiculing, and verbal threats as stated by Olweus (1993). Words alone do have power. While the effect of physical intimidation may be clearer at first, verbal intimidation is more dangerous and, over a long period of time, works to destroy the self-image and self-esteem of the child. This can lead to depression, anxiety and other problems. In extreme cases, some well-known examples of teenage suicide have been linked to prolonged verbal intimidation from classmates or peers. Verbal intimidation should not be treated as children solely as children and should be dealt with seriously by parents, counselors, teachers, and school administrators (Lee, 2004:10).

Verbal suppression is one of the most common forms of suppression because it can have a direct impact, often in front of an audience, with little effort from the perpetrator. The words calls and statements offensive, threatening and insulting are all forms that can be taken and can be directed at or attempted to make the group vulnerable. Sexual orientation, ethnic groups and learning difficulties are catalysts for those seeking power at the expense of others. The emergence of intimidation over cell phones and computers provides a new way in which verbal intimidation can be done away from the physical presence of victims.

Many verbal bullying victims are affected in a very real way. Verbal bullying can affect a person's self-image, and affect

someone emotionally and psychologically. This type of intimidation can lead to low self esteem, as well as depression and other problems. This could have worsened the problem that the victim might have at home or elsewhere (Cowie & Jennifer, 2008). In some cases, verbal intimidation can reach a point where the victim is deeply depressed, and wants to escape very badly, so he can turn to drug abuse or, in some cases extreme, suicide. The reality of verbal intimidation can have very physical consequences, even if the attacker never touches the victim (Coloroso, 2008). Verbal intimidation can be difficult for teachers, counselors, and other school authorities to be detected, as no physical damage occurs (Kaar, 2009).

In general, a verbal bully can be defined as a behaviour intended to make a person feel uncomfortable, or bad about himself. Some may not realize that they are in verbal abusive relationships, because they are constantly being disgrated for disputes in such relationships, whether romantic relationships, family relationships, employer/ Employee, or other relationship.

The following are examples of verbal intimidation, which are most common in many types of relationships: (a) Derogatory comments about certain genders, careers, religions, etc. Who belongs to the victim; (b) Derogatory comments about victims ' ideas, behaviors, and/or beliefs; (c) Insult comments about people,

places or things loved by victims; (d) Talk to the victim, or treat the victim as if he was "stupid"; (e) Arguing that the victim is "too sensitive" if the victim tells the perpetrator that his or her comment or act is demeaning or harassing.

4. **Classroom Bullying and Academic Achievement**

Swearer and Espelage (2004) noted that Bronfenbrenner (1979) described the natural framework hypothesis as implying that "All individuals are part of a interconnected system that puts individuals at the center and moves out of Center to include all systems affecting individuals. ". Using the Environmental framework Hypothesis Bronfenbrenner (1979), Swearer and Espelage argued that "intimidation must be understood in the context of individuals, families, colleagues, schools, and communities". By embracing this point of view, accepting that students and students-teachers are interconnected in class. Ultimately, the activities of all participants of the class influenced their habits (Allen, 2010).

Bullying in a class takes a bad impact on students ' academic performances, such as Mynardet. Al. (1996) says that there is a negative link between casualties and academic achievements. Many students lose their concentration in doing homework or school assignments for fear of being intimidated. Suppression in the

classroom also led to the lack of social acceptance of victims who had a negative impact on student attendance (Kochenderfer and Ladd 1996). This issue became the most destructive for self-esteem (Crick and Grotpeter 1995).

"Bullying is not a simple problem that occurs in the relationship between students of intimidation and students who are intimidated, but this is a complicated problem that needs to be solved by developing a social environment of classes, schools, homes and Community "(Kikkawa, 1987:29). Seeing the effects of intimidation, it is important for teachers and schools to make precautions to create a safe learning environment. In order to effectively intervene intimidation, stakeholders must know where, when and by whom intimidation is most likely to occur. In addition, teacher involvement was important in preventing bullying situations. Such as Newman, Horne, and Bartolomucci (2000) show some tricks for the teacher to intervene and reduce intimidation in the classroom. Some of those tricks are: being a good model and guiding students, understanding all types of intimidation, and observing student behaviour in class. In addition, teachers who pay attention to bullying happening in their classrooms have the obligation to take some precautions, as Peckham (2007) says that teachers should involve all students by choosing the right method of teaching , so that nothing will be ignored. Teachers and school

members should also respect each other. By doing this, students will emulate them and integrate this action into their practice. (Peckham, 2007). The Buch (2012) has also conducted research seeking teacher perception on reducing intimidation; he found that managing peer aggression through positive teacher-student relationships, managing peer aggression in a classroom is a strategy that teachers use In reducing intimidation in secondary school. Midwest from United States.

5. Facts of Bullying

Suppression is the most common form of violence in our society. Research has found that about 30 percent of students in the 6-10 class are involved in bullying. In Canada, the reported rate of intimidation varies from about 15% to 25% of students being intimidated (Beran, Hughes &Lupart, 2008). Recognition of the seriousness of intimidation has caused accumulated large amounts of research. Researchers from the National Institute for Child Health and Human Development (NICHD) reported that 13 percent of children said they bully other students, 11 percent reported being bulging, and 6 percent said they were bullies and victims (Fight Crime: Invest in Kids, 2003). In addition, about eight percent of students say that they were victims at least once a week (Northwest Regional Education Laboratory, 2001).

Another fact is by Robers, Zhang, Truman, & Snyder in 2012 which found that around 28% of students aged 12 to 18 are reportedly experiencing bullying at school during the school year (Northwest Regional Education Laboratory, 2013). Each boy and girl are involved in bullying, but the frequency of bullying is dependent on how the bullying is defined (Northwest Regional Education Laboratory, 2001). Boys usually do more physical intimidation, while girls usually attack the form of verbal and emotional intimidation (ridiculing and social excommunication) (NanselOverpeck, Pilla, Ruan, Simons-Morton, &Scheidt, 2001).

Of all types of intimidation, the most common form of intimidation is verbal harassment and harassment, followed by social exclusion and a commentary of insult about physical appearance (Shellard, 2002), for example: Riska A 14-year-old girl who Attempts to commit suicide because his classmates call him a ' fat girl ' (Soeriaatmadja, 2011). Another situation described by Hazler (2000), is the incident of Kelly, a thirteen-year-old girl who is often verbally intimidated by her classmates. She told her mother that she was injured. In the end, she decides to commit suicide after being intimidated by their peers.

B. Previous Relevance Study

Dan Joseff D. Molina, Rica Mae C. Morales, MikeeMortega, Sunyoung Park (2016) titled "The Effects of suppression" as a research study, it was found that the following conclusions were taken: (1) The victims suffered sickness due to physical injuries while the bullies Feel that they are strong. Nobody can utilize to hurt them. And the witnesses felt guilty for not helping the victims. Intimidated students usually lose their confidence. They can develop physical symptoms such as headaches, abdominal pain or sleep problems. Bullies are more likely to inundate and risk committing crime later on. People who watched intimidation tend to be silent and do nothing because they are afraid of becoming the next bully victim. Schools can be negatively impacted by intimidation. (2) Bullying can harm everyone so you should always try to avoid perpetrators of intimidation. (3) Most intimidated victims tend to quit school because they feel unhappy, unpopular, and unsafe in school, (4) Most of the victims of bullying are still young and physically smaller. And most of the time, bullies tend to choose people who do things alone.

Ira Muliana (2018), researching about "suppression in the classroom: What do lecturers do?". The aim of the study was to explore the perception of students and lecturers on class

intimidation. To explore clearly the perception of students and lecturers, four research questions were set to lead the research; (1) What kind of intimidation class occurs in the second generation of PBI UIN Ar-Raniry (2) What factors trigger a student to intimidate others in the classroom (3) What steps are taken by the lecturer to anticipate and prevent intimidation Classes (4) What is the impact of class intimidation on student achievement. The participants of this study were 20 second-year students and 2 lecturers selected with a random sampling technique. The questionnaire and open interviews were used to obtain the data. Data is analyzed using thematic analysis Miles and Huberman. The findings show that the second level student from the English language department UIN Ar-Raniry was intimidating as; Mock, call, disappoint, ignore and disparage. It was also backed by interviews that revealed that exceptions and underestimating are the most common class intimidation done by students. The survey results showed that students acted bullying for several reasons; For revenge and for fun. However, lecturers noted that students are intimidation due to superiority and relationship problems and suggest doing good classroom management and conducting a personal approach to controlling intimidation in the classroom. Regarding the impact of class intimidation on student learning achievements, students have

an unclear perception of the correlation between intimidation and low academic performance.

C. Conceptual Framework

Nowadays, bullying is not a simple problem that occurs in the relationship between students of perpetrators of intimidation and students who are intimidated, but this is a tricky problem to be resolved by way of developing a social environment of classes, schools, homes and Society (Kikkawa, 1987:29). Seeing the effects of intimidation, it is important for teachers and schools to make precautions to create a safe learning environment. In order to effectively intervene intimidation, stakeholders must know where, when and by whom intimidation is most likely to occur. In addition, teacher involvement was important in preventing bullying situations. Bullying affects perpetrators of intimidation, casualties, and observers in academic, physical, and emotional terms. Bullying will also lead to a negative impact on students ' opportunities to learn safely at school.

The suppression of the class in this study includes every verbal and ridiculing act among students in the class. So, this study focuses solely on intentional exclusion between students in the classroom, such as mocking, naming, spreading rumors, laughing at classmates, and other disrespect.

Thus the study was conducted to know the intimidation of the class that brought harm to students ' academic achievements, such as Mynardet. Al. (2016) says that there is a negative link between casualties and academic achievements. Many students lose their concentration in doing homework or school assignments for fear of being intimidated. Suppression in the classroom also led to a lack of social acceptance of victims who had a negative impact on student attendance. This issue became the most damaging self-esteem.

Diagram 1
The Diagram of Conceptual Framework

School
SMP
Ta

Power   Imbalance

Chara
ct

Verb

Impact   of

Effect   of
verbal
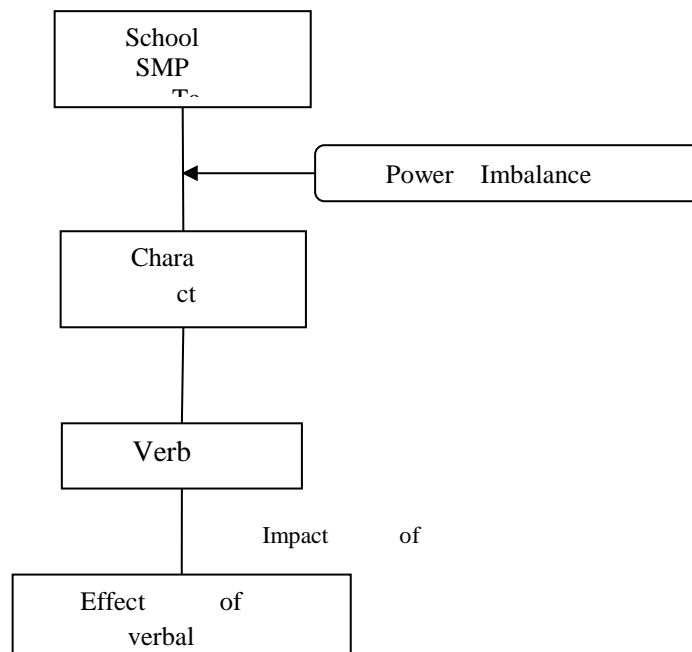
CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by using descriptive qualitative. Related to this, Cresswell (2014: 145) "qualitative research is descriptive, in that the researcher is interested in process, meaning and understanding gained through words or picture". Since this research concerned with the comparative study Nazir (2005: 58) "contrastive study is one kind of descriptive research which concern to analyze the cause and effect". Descriptive method describes the situation or event, so this method accounts for the accumulator of the basic data.

Since this research was descriptive research which relate to qualitative study, the data was taken from third year students of SMP Tamansiswa, to find out the verbal bully among of the students. The library study was also conducted to collect the data, which was relevant to the subject matter, in order to find out some data that supported the research.

B. Source of Data

Source of datawas taken from the third year students of SMP Tamansiswa Medan academic year of 2019/2020. The data was taken from two students who were the victims of verbal

bullying by interviewed and gained the data from open ended questionaire.

C. Technique of Data Collection

The data function is to determine the results of research. In collecting data, there are several instruments used to collect data from research participants that are primarily used by researchers to collect reliable data that will be analyzed later. Qualitative research data collection methods are interviews, focus groups, observations, documented material collection such as letters, diary, photographs, narrative sets, open questions in questionnaires (Hancock, Ockleford, and Windridge, 2008).

In this study, there will be two instruments:

a. Open Endend Questionaire

This research will use an open questionnaire consisting of 7 open questions. Questions will be related about bulying to get the student's perspective about bullying in the school and its impact on the academic achievement of victims and perpetrators of bullying. Questionnaires was distributed to the participants and will guide them in answering questions to avoid misunderstanding and misinterpretation and participants was expected to answer the questionnaire honestly.

b. Interview

       After sharing a questionnaire with students, participants will be interviewed to find out the outcome of their perception of class intimidation and the steps they will take to stop bullying in class.

       In this study, researchers used semi-structured interviews that are interviewed freely to answer questions. In conducting interviews, previouslyresearcher prepared a schedule list of structured questions related to the study before meeting respondents for their opinions on class intimidation. Ask the participant questions and the answer is recorded. The materials to be used during the interview period include tape recorder and paper.

       In conducting interviews, researchers did a short dialogue with the participants. Questions for interviews were taken orally. All interviewed speak in Bahasa was recorded, and researchers recorded it simultaneously. Each interview takes about 10-15 minutes.

D. Technique of Data Analysis

       The data in this study was analyzed qualitatively by thematic analysis, it was a type of qualitative analysis. It was used to analyze classifications and present themes (patterns) that relate to the data. It illustrates the data in great detail and deals with diverse subjects via interpretations. The processed data can be displayed and classified according to its similarities and differences (Miles and

Huberman, 2014).

In this case, this study used thematic analysis model from Miles and Huberman which are consist three link stages; data reduction, data display and data conclusion- drawing/verifying. The steps of analyzing the data based are as follows.

1. Data Reduction

    Data reduction becomes the first steps to do in analyzing the data in this research. According to Miles (2014:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

    In this research the data is in the form of data reduction takes place through the process of coding. The data will be carefully read, all statements relating to the research question will be identified, and each will be assigned a code, or category.

2. Data Display

    The second steps data display. According to Miles (2014:11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, coded data may then will be organized where by the data units (statements, sentences, etc.) will be clustered into common themes, so that similar units will be grouped together into first order themes, and separated away from units with different meaning.

3. Conclusions Drawing

    After finished doing data reduction and data display, the last steps to

analyze the data in this research is drawing conclusion. According to Miles (2014:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step the researcher concludes the result of the research based on the data that displayed or organized to allow the drawing of conclusion.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Description of the Data Collection

The data of this research was about verbal bullying's utterances taken from 2 students. As the main data were truely collected through observation, questionnaires, and interview to the students and having an interview to the teacher. The table belowshowed the students who are involved as a bullying victims which is happen in SMP Tamansiswa Medan.

Table 4.1
The Victims of Verbal Bullying in SMP Tamansiswa

No	Students' initial	Elaboration
1	RPN	The Teacher told that RPN was a victim of bullying in the school. Not only the teacher, but the counceling teacher also suggest to analyze about RPN.
2	SA	This student was indicated as victim of bully based on the information from the english teacher who taught in her class, the teacher said that SA's characteristics which is showing feeling of sadness and loneliness, so she needs to be analyzed by the researcher.

Bullying is not a good memories to children, especially as a teenage students of Junior High School. The verbal bullying which is happened to both of the students above was found by the interview session with the students, it can be concluded the utterance that mentioned about verbal bullying, as the table follows.

Table 4.2
The Utterances of Verbal Bullying

No	Students' Initial	Utterances of Bullying
1	RPN	a. *Hei **Cebol**, mau kemana kamu?* (Hi *Shorty,*where are you going?)
		b. ***Si Pendek** lagi jalan woi, **si pendek***. (Hei, look at that, the shorty people is walking)
		c. ***Ceking**, rajin-rajin makan dikantin biar gemuk.* (You are so thin, often go to canteen so you can be mor fatty)
		d. *Hei, hei lihat. **Si cupu** baru keluar dari perpustakaan* (Look! Look!. The nerdy has just come from library)
		e. *Pantas saja ga punya temen, **dungu** sih.* (Of course he has no friend, he is so stupid)
		f. *Ga usah temenan sama si dungu wei.* (Don't be friend with him, because he is the stupid man)
2	SA	a. *Wooi, **Giant** nyanyi dong, biar kita dengar suaramu. Hahaaha* (Woi, Giant singing please, let us hear your voice)
		b. *Hei **Giant**, mana Sunoe?* (Hei Giant, where is Suneo?)
		c. *Hei Gajah, mau ke kantin ya? (*Hei Elephant, are yougoing to canteen?)
		d. *Hoi **gajah** titip beli makanan dong.* (Hoi Elephant, can you buy me a snack?)
		e. *Kerasa gempa ga? **Si kaki gajah** lewat wei.* (Do you feel an earthquake? The elephant's foot is come across?)

B. Data Analysis

This chapter is mainly concerned to investigate collected data as mentioned above which is involved to theformulation of the problems, as discussed below.

1. The Realization of Verbal Bullying at SMP Tamansiswa Medan

a. Case of RPN (Student 1)

Subject identity:

Initial : RPN

Gender : Male

Age : 14

Address : Medan

Physical Appearance : Short hair, brown skin, thin, and short.

Based on the interviewed and the open-question questionaire it can be concluded that this students was a victims of verbal bullying. Some of verbal bullying that he realized was as follows.

Data 1 : Naming him *'Cebol', 'si pendek'*

Data 1 showed that he usually called not by his real name, most of friend were calling him 'cebol' or 'si pendek', this term mentioned by his friend because of his physical appereance which is a little shorter than his friend. It is continued done by his friend, this kind of verbal bullying is called mocking.

Mocking is making fun of someone or something in cruel way. It is included as verbal bullying because in this case, the word *cebol* and *si pendek* are used in a bad way to describe a person, and aim to naming someone by looking at his physical appearance.

Based on the interview with the teacher, this has been happen from thefirst year of school. And based on interview with the victims, he said that it made him shy with his physical appearance, less his confidence, and less in self

acceptance.This verbal bullying is happen most of the time.

Data 2 : *Ceking*

Data 2 showed that the victim usually called not by calling him 'ceking',*ceking* mean very thin. This term mentioned by his friend because of his physical appearance which is a thinner than most of male students. It is continued done by his friend, this kind of verbal bullying is called mocking.

Based on the interview with the teacher, this has been happen from the first year of school. And based on interview with the victims, he said that it made him shy and less in self acceptance. This verbal bullying is happen most of the time.

Data 3 : *Cupu*

Data 3 showed that the victim usually called not by calling him '*cupu*', mean nerd. This term mentioned by his friend because of his lack of social skills. They called *cupu* because he is introverted, and hard to socialized with his friends at school, especially in the class. Nerdy or *cupu* is a kind of verbal bully because it is including exclusion. Exclusion is being excluded in a group, it means that RPN is beng included in a group of society in the class.

Based on the interview with the victims that this verbal bullying is happen most of the time. His friends always make him become the outsiders.

Data 4 : *Dungu* Man

Data 4 showed that the victim usually called not by calling him '*dungu*', mean stupid. This term mentioned by his friend just for fun. They called *dungu* because he is introverted. Based on the interview with the teacher, it is found that

the victim is not stupid, he is actually a good student and diligent, always do the homework. This verbal bullying is included under estimate and disrespect abusive.

Based on the interview with the victims that this verbal bullying is happen most of the time. His friends always make fun of him because he is ever done a mistake once in front of the class. So, it make him feel less confidence.

b. Case of SA (Student 2)

Subject identity:

Initial   : SA

Gender   : Female

Age   : 15

Address   : Medan, Marelan

Physical Appearance : White skin, tall, and fat.

Based on the interviewed and the open-question questionaire it can be concluded that this students was a victims of verbal bullying. Some of verbal bullying that he realized was as follows.

Data 1 : Naming *Giant*

Data 1 showed that he usually called not by his real name, most of friend were calling him '*giant*', this term mentioned by her friend because of physical appearance which is a bigger than his friend. It is continued done by his friend, this kind of verbal bullying is called mocking.

Mocking is making fun of someone or something is cruel way. It is

included as verbal bullying because in this case, the word *giant* are used in a bad way to describe a person, and aim to naming someone by looking at his physical appearance.*Giant* is also represent a cartoon character in Doraemon who has a big body.

Based on the interview with the teacher, this always happen from the first semester of eighth grade at SMP Tamansiswa. And based on interview with the victims, he said that it made her shy with his physical appereance, always awkward, and having no self acceptance.

Data 2 : *Gajah*

Data 2 showed that the victim usually called not by calling him '*gajah*', *gajah* is represent an animal who has a big size of body, tall and big, it means that her friend is calling her like that because she is fat, big and tall. This kind of verbal bullying is called mocking.

Based on the interview with the teacher, she has a changing character since thebully happen, she is more silence and not let her guard down, making distance with some otherfriends in the class. Not all students mocking her like that, it's just a little group of the students which become a school gang, but the victims make a distance with other friend because she is afraid of denial. Afraid of someone will not accept her as a friend. And based on interview with the victims, she said that it made him shy and less in self acceptance. This verbal bullying is happen most of the time.

Data 3 : *Si kaki gajah*

Data 3 showed that the victim usually called by calling him '*sikaki gajah*,

mean big foot. This term mentioned by his friend because of her size of foot is bigger than usual. Based on the interview with the victims that this verbal bullying make her become the outsiders of the class, feeling strange and different with ither students juts because she has a bigger feet. It makes her afraid to have a true friends. She always alone in a class and in a school.

According to the students' answer on open-ended questionnaire, it is found that bullying is existed in the ninth students of SMP Tamansiswa are as follows.

a. Mocking

Students used to mock their friend who has big body by word "fat". In contrast, someone who has small body was called "small", *"They called me 'cebol' or 'si pendek'"*. Students also mock their classmates because of weird appearances.

Students like to do name-calling by changing their friend's name. *"We call our friends with bad name sometimes"*. Students change their friend's name into animal names such as "elephant" and "*si dungu*".

b. Exclusion

Students were doing exclusion especially to transfer student. Students consider the transfer student as a stranger in the classroom. Thus, they are reluctant interacting with her. As reflected in the following excerpt: the victim usually called not by calling him '*cupu*', mean nerd. This term mentioned by his friend because of his lack of social skills. They called *cupu* because he is introverted, and hard to socialized with his friends at school, especially in the class. Nerdy or *cupu* is a kind of verbal bully because it is including exclusion.

Excluison is being excluded in a group, it means that RPN is beng included in a group of society in the class.Then, a student also feeling shy because she is excluded in a group of society in a class by calling them 'shy person', or 'taciturn'.

The conclusions of the verbal bullying that is happen to the students above can be concluded as the table below.

Table 4.3
The Verbal Bullying on the Ninth Grade Students of SMP Tamansiswa

Students' Initial	Verbal Bullying		
	Mocking	Exclusion	Disrespect
RPN	*Cebol* *Si pendek* *Ceking*	*Cupu*	*Si dungu/* *Dungu man*
SA	*Giant* *Gajah* *Si Kaki Gajah*	-	-

There are three types of verbal bullying which is happen to the two students who have been bullied, they are mocking, exclusion and disrespect. Both of students having a verbal bullying, RPN having mocking, exclusion and disrespect. And SA only mocking verbal bullying.

2. The Impact of Verbal Bullying on the Students' Academic Achievement

The verbal bullying sure is have a deep impact on the students' academic achievement.The victim who are bullied can lose interest in school. They may suffer physical injuries and mental health issues. They may suffer depression and anxiety. They look sad and lonely. They suffer eating and sleep disorders and lose interest in activities they used to enjoy. They begin to perform poorly in academic

work. Some end up dropping out of school. The bully tends to have violent behavior as well. If they are allowed to continue bullying, they may engage in risky and more violent behavior. They will take this to adulthood.

The following table showed students' Grade Average (GA) before bullying and after become victim of verbal bullying.

Table 4.4
Comparation between Students' Achievement Before and After become a Victim of Verbal Bullying

Students' Initial	Students' Achievement Before Semester 1	After Semester 2	Note
RPN	85	71	The student's achievement in semester 1, showed that the average grade was 85 and it was decrease in the semester 2 become 71. There were no incomplete score in every subject, but the score was decrease from the semester 1 to the semester 2. And it can because of the verbal bullying which is happened to him.
SA	80	72	The student's achievement in semester 1, showed that the average grade was 80 and it was decrease in the semester 2 become 72. There were no incomplete score in every subject, but the score was decrease from the semester 1 to the semester 2. And it can because of the verbal bullying which is happened to him.

The conclusion which is summarized by the interviewed it is showed that students who are bullied feeling depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.

Based on the table above, it could be inferred that students' perception about the impact of classroom bullying and academic achievement. Some students believe that bullying is damaging to the self- esteem and academic achievement, and the rest believe that bullying can motivate the victims to get excellent score. However, they were being bullied verbally and psychologically. But they got good score and proved that bullying was affected to the low academic achievement. So, it can be concluded that verbal bullying has an impact to the students' achievement.

The students often said someone who has big body by calling fat. *"they often called me fat".* she is also feeling intimidated to the superior students. Having a low confidence, the bullying is action that includes psychological assaults. But this students who got bullied by her friends still have a good grade which not below the standar criteria of students' completeness.

Students like to do name-calling by changing their friend's name. *"We call our friends with bad name sometimes"*. Students change their friend's name into animal names such as *"elephant"* and *"gajah"*. As noticed in the students' answer below:

> *"All of my friends call me Gajah because they think my body is fat"*.

The above student who got bullied by her friends was feeling awful and it was hurt her feeling. If it is compared to the students' achievement, it is showed that she is having low grade in studying. One of the factor might because of the verbal bullying did by the other students by calling her '*Gajah*'.

This interview detail of teachers' views about kinds of bullying that often happens in the third year students of SMP Tamansiswa. The teacher who shared their views were English teacher of the school who have been teaching for more than 5 years. Verbal bullying and underestimated were a common theme to emerge in the interview with teachers. The teacher regarded it as the common bullying that often happens in the classroom since they are teaching in in this school.

According to the teacher, verbal intimidation is a type of social rejection that means removing a person or group from social interactions. Call a cat, give it a name, especially a bad name or a name that will give a negative effect to another student. Many students do the exclusion especially in the class of ninth graders. Sometimes students ignore their classmates and make a group to gain power over someone. The group can not integrate with others. Participants share their

opinions as recorded: "Usually some students were in groups who looked at the low of someone who was not good in class or lacked strength, so they made a nickname to them."

Based on interviews, it is shown that some students, usually in groups will make fun of the less powerful students of them, by giving a name, a cat call. And it will usually give a bad effect for the intimidated students.

Students also tend to underestimate his classmates who mostly happen in the presentation class. The teacher raised a high concern about this kind of intimidation during the interview. He stated that some students laughed at the presenter who made the mistake. As illustrated by the following interview excerpt, "When the student is presenting or the group is presenting. We can see sometimes if there are mistakes made by groups, other groups or other students will occasionally laugh at them by voice or by saying something ".

This subsection discusses the lecturer's views on the student factors bullying their classmates. Bullying doesn't happen without any reason, there are several reasons why students bully their classmates. The teacher identifies two factors that trigger students to intimidation on their friends in the classroom feeling superior.

The main motivation of students for bullying only comes down to having a great ego. Their pride makes themselves believe that they are the best since slicing bread. They tend to act like bosses in the classroom because they feel superior and don't need anyone else. Consequently, they made the exclusion to the lower students. It can be noted that third-graders in the junior high school Tamansiswa

tend to intimidation against their classmates for their excellence.

Teachers also argue that relationship problems among students are also important factors that cause bullying in the classroom. This can happen between individuals or groups. There is a gap between them that triggers avoidance. Sometimes it can look like there is a gap between one student with another or one group with another group in the class, one of my students told me that he had a problem with his classmate, so he avoided Work with his friend.

From the explanation above, it was found that the gaps between students encouraged them to keep a distance from each other referring to exceptions.

Suppression in the classroom is not trivial. This should be discontinued to achieve the effectiveness of learning. Teachers are facilitators in the classroom that play an important role to prevent this phenomenon from occurring in the classroom. The results of an interview with the teachers in the SMP Tamansiswa revealed that management of good grade and conducting a personal approach is the best way in preventing bullying in schools especially in the classroom.

C. Findings

The data analysis has generated some important findings. In this section, the findings are discussed to answering the proposed research questions in turn. The first research question is what kinds of verbal bullying that happens in ninth grade of students of SMP Tamansiswa. The answer to this research question can be seen from the findings of the first theme analysis which is obtained from questionnaire and interview session. There are three types of verbal bullying

which is happen to the two students who have been bullied, they are mocking, exclusion and disrespect. Both of students having a verbal bullying, RPN having mocking, exclusion and disrespect. And SA only face mocking verbal bullying.

Then, the impacts of classroom bullying on students' achievement. The answer of this question can be seen from the findings of the last theme analysis which is obtained from students' interview. Students have unclear perception about the impact of bullying to poor academic achievement. Victims were still got good score so do the bullies. Because they got score above the minimum criteria completeness of the class. So, it can be conclude that there is no correlation between classroom bullying and academic achievement in third year students of SMP Tamansiswa.

The conlusion which is summarized by the interviewed it is showed that students who are bullied feeling depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.

Based on the data analysis, it could be inferred that students' perception about the impact of classroom bullying and academic achievement. Some students believe that bullying is damaging to the self- esteem and academic achievement, and the rest believe that bullying can motivate the victims to get excellent score. However, they were being bullied verbally and psychologically. So, it can be

concluded that verbal bullying has an impact to the students' achievement.

Again, the result showed that indirect bullying is often happens in the ninth of SMP Tamansiswa. Some students used to do bullying inside of classroom. Even though indirect bullying is difficult to identified, teacher was aware of its existence in the class and in the school. Teachers believe that applying good classroom management and doing personal approach are the best way to reduce classroom bullying. In addition, classroom bullying was not affected to the poor academic achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions about the result of study. The conclusions of the study were the answer of research questions as stated in chapter I which the finding was based on the result of data analysis. The suggestions were expected to make better improvement for students, lecturers and future researcher related to classroombullying

A. Conclusions

The following conclusions can be drawn from the present study.

1. It was found that verbal bullying are happened in ninth grade students of SMP Tamansiswa. There are three types of verbal bullying which is happen to the two students who have been bullied, they are mocking, exclusion and disrespect. Both of students having a verbal bullying, RPN having mocking, exclusion and disrespect. And SA only face mocking verbal bullying

2. Based on the data analysis, it could be inferred that students' perception about the impact of classroom bullying and academic achievement. Some students believe that bullying is damaging to the self- esteem and academic achievement, and the rest believe that bullying can motivate the victims to get excellent score. However, they were being bullied verbally and psychologically. So, it can be concluded that verbal bullying has an impact to the students' achievement, since the students who are the victim of bullying was decrease their grade achievement.

B. Suggestion

Based on the findings of this study, there are a number of suggestions can be made to reduce bullying inside classroom.

1. First, the teachers should be more aware of the existence of bullying in the classroom. It is necessary to raise lecturers' awareness since bullying affect students' achievement.

2. As for students, it is important to be respectful each other so that teaching-learning process can be more comfortable.

3. Additionally, hope for the future researcher to interview more participants to gain deeper data. That way, more perceptions of teachers and students towards classroom bullying hopefully will be exposed more sufficient. Further, future researcher should consider gender as variable in deriving different perceptions of participants on classroom bullying.

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APPENDIX

Open Ended Questionaire
Jawablah pertanyaan di bawah ini dengan jujur, jawaban anda

akan dirahasiakan dari siapapun!

1. Apakah anda pernah mengalami bully? Apa yang mereka lakukan pada anda?

2. Jika anda pernah di bully, apa yang anda rasakan? Apa yang anda lakukan?

3. Apakah anda mendapat pertolongan? Jika ya, oleh siapa?

   Apa yang mereka lakukan unutuk menolong anda?

4. Apakah anda pernah terlibat dengan membully teman

   anda? Mengapa anda melakukannya?

5. Apa yang anda rasakan setelah anda membuly seseorang?

6. Jika kamu menyaksikan seseorang dibully, apa yang akan anda lakukan?

7. Apa yang kamu pikirkan tentang pengaruh bully terhadap

   prestasi belajar siswa? Berikan contohnya!

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Indah Viuni
NPM	: 1502050096
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 156 SKS

IPK= 3,40

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	A Case Study Of School Bullying: Verbal Bullying And Its Impact On The Students' Academic Achievement	
	The Analysis Of Verbal Interaction Between Teacher And Students In The Classroom	
	Efforts To Organize Slums Became A Pioneer Village And Improve The Education Of Underprivileged Children	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 12 Maret 2019
Hormat Pemohon,

Indah Viuni

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	:	Indah Viuni
NPM	:	1502050096
Prog. Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

A Case Study of School Bullying Verbal Bulying and Its Impact
on the Students' Academic Achievement

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Mandra Saragih, S.Pd, M.Hum   Acc 10/05-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 10 Mei 2019
Hormat Pemohon,

Indah Viuni

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Nomor   : 2095 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu`alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Indah Viuni
N P M   : 1502050096
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : A Case Study of School Bullying Verbal : Bullying and Its Impact on
                   The Students` Academic Achievement

Pembimbing   : Mandra Saragih, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal :   11 Mei 2020

Wa`alaikumssalam Warahmatullahi Wabarakatuh.

                                    Dikeluarkan pada Tanggal   :
                                    Medan, 06 Ramadhan   1440 H
                                           11 Mei   2019 M

                                    Dekan

                                    Dr. H. Elfrianto Nst, S.Pd, M.Pd.
                                    NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
    WAJIB MENGIKUTI SEMINAR

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Indah Viuni

N.P.M   : 1502050096

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : A Case Study of School Bullying: Verbal Bullying and Its Impact on
The Students' Academic Achievement

Sudah layak diseminarkan.

Medan,   Mei 2019

Disetujui oleh
Pembimbing

Mandra Saragih, S.Pd., M.Hum.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Indah Viuni

N.P.M   : 1502050096

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : A Case Study of school Bullying: Verbal Bullying and Its Impact on the Students' Academic Achievement

Pada hari Sabtu tanggal 25 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Juli 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Dra. Diani Syahputri, M.Hum   **Mandra Saragih, S.Pd, M.Hum**

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap   : Indah Viuni
N.P.M   : 1502050096
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : A Case Study of school Bullying: Verbal Bullying and Its Impact on the Students' Academic Achievement

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Juli 2019
Hormat saya
Yang membuat pernyataan,

METERAI
TEMPEL
20C93AFF908550282
6000
ENAM RIBU RUPIAH

Indah Viuni

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 5044 /II.3/UMSU-02/F/2019   Medan, 28 Dzulqaidah 1440 H
Lamp   : ---   31 Juli   2019 M
H a l   : Mohon Izin Riset

Kepada Yth. Bapak/Ibu Kepala
SMP Taman Siswa Medan
di-
Tempat

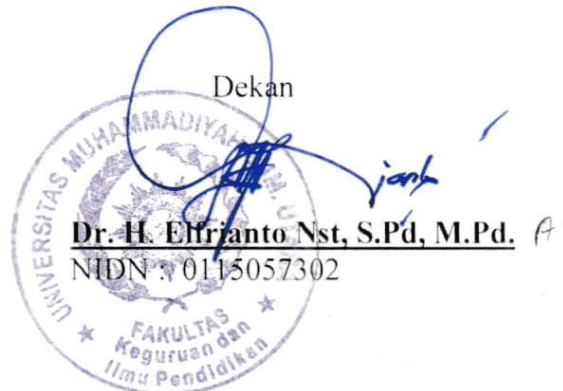Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Indah Viuni
N P M   : 1502050096
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : A Case Study of School Bullying : Verbal Bullying and Its Impact on
                    The Students' Academic Achievement.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

Nomor.: 420/123/TD/E/08/2019   Medan, 09 Agustus 2019
Lamp : --------------------
Hal   : **PENELITIAN.-**

Kepada Yang Terhormat.:
Sdr. Dekan Universitas Muhammadiyah Sumatera Utara
       Fakultas Keguruan Dan Ilmu Pendidikan
di -
       M e d a n.-

Salam dan bahagia,

        Sesuai dengan surat Saudara No. 4545/II.3/UMSU-02/F/2019 tanggal, 08 Juli 2019, tentang Izin Riset/Penelitian yang dilaksanakan oleh :

        N a m a   : INDAH VIUNI
        N P M   : 1502050096
        Program Studi   : Pendidikan Bahasa Inggris

benar nama tersebut diatas telah hadir di SMP Swt. Tamansiswa Medan untuk melaksanakan Penelitian yang dilaksanakan pada tanggal, 03 sampai dengan 09 Agustus 2019 dengan judul :

        " *A CASE STUDY OF SCHOOL BULLYING: VERBAL BULLYING*
        AND ITS IMPACT ON THE STUDENTS' ACADEMIC ACHIEVEMENT "

                                 Berjalan dengan baik

        Demikian surat ini dibuat untuk dapat dimaklumi dan dapat dipergunakan seperlunya.-

                                 Salam Kekeluargaan
                        Kepala SMP Swt. Tamansiswa Medan

                        KI EDI SUHERMAN, S. Pd
                        NPM : 4 6 4 1

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Indah Viuni
N.P.M : 1502050096
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : A Case Study of School Bullying: Verbal Buliying and Its Impact on The Students' Academic Achievement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
24/04-2019	Chapter I Chapter II	
30/04-2019	Chapter II Theory	
10/05-2019	Chapter II Chapter III	
	ACC	

Medan, Mei 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Indah Viuni
N.P.M : 1502050096
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Case Study of School Bullying: Verbal Bullying and Its Impact on The Students' Academic Achievement

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
20/09-2019	Data Colection Data Analysis		
24/09-2019	Chapter IV Data Collection Data Analysis		
02/10-2019	Abstract Data Collection Data Analysis Finding		
03/10-20	Abstract Chapter IV Chapter V		
	Acc 45/10 20		

Medan,   Oktober 2019

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum

CURRICULUM VITAE

Name	:	Indah Viuni
Place/Date of Birth	:	Medan, 11 May 1997
Sex	:	Female
Religion	:	Moslem
Hobby	:	Travelling
Parents' Name		
Father	:	Lilik Hariadi
Mother	:	Elisa Mariani
Address	:	Jln. Karya Bakti Gg. UBS No. 1 Kelurahan Sari Rejo Kecamatan Medan Polonia
Education	:	- SD Mis Al-Hidayah
		- SMP Dharma Pancasila
		- SMA Negeri 13 Medan
		- Student of English Department of Faculty of Teacher Training and Education, UMSU 2015 until reaching the Degree of Sarjana Pendidikan

Medan,   October 2019
The Researcher

Indah Viuni