

An Analysis of Verbal Bullying on Students' Interaction and It's Impacts on the Students' Learning Interest at SMP Negeri 1 Palibelo

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Abstract

This study aims to investigate the types of verbal bullying by students in school and its impacts on students' learning interest. Descriptive qualitative method was applied to investigate the case. The data source were 23 students who are indicated to be victims of bullying from 40 participants. Data collection techniques through observation, questionnaires, and interviews. While the data analysis technique were classification, identification, analysing, and drawing conclusion. The results showed that there were three types of verbal bullying that often appeared. The form were mocking, insulting, and name calling. Among those types, name calling was the most occurred type of verbal bullying with 60,9%, then following by mocking with 34,8%, and the last was 4,3% insulting. Furthermore, 57,5% students who became victims of verbal bullying claimed and admitted that they experienced the impact of verbal bullying. It was recorded that 52,2% of students lost their concentration in learning, 39.1% of students experienced a decrease interest in learning and 8,7% of students could not sleep well because of verbal bullying. Therefore, this research concluded that students at SMP Negeri 1 Palibelo experienced a decrease interest in learning due to verbal bullying.

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1. INTRODUCTION

School is a formal educational institution that plays a role in shaping and encouraging the improvement of the quality of human resources. School is also expected to be the most comfortable place for children to develop their talent and passion. School is not only a place to gain knowledge, but also a place to gather, play and build relationships between people of the same age so that interaction occurs in it. That's why school is an important institution to improve students' competence and their social relationships in order to be ready to enter the real social life, especially the global environment. At school, students are supposed to learn, meet, play, talk, share, and socialize with their friends.

Bullying is considered a mental health issue with severe social and psychological consequences. Alison (2016) stated that bullying is considered a global problem that affects emotional, social, and physical wellbeing of school-age children worldwide. The role of school on this phenomenon of bullying is complex. Schools have the potential to act as control agents. Shahria et al (2015) reported that bullying is deemed as a serious problem in academic settings in all parts of the world. They found that bullying has a negative impact on academic performance. Females were more affected than males by bullying. It is likely that some schools are more effective at controlling delinquent behavior and crime. Studies suggest that dropping students from school does not reduce violence. Rather, it might increase violent behavior due to the lack

of supervision and the amount of unproductive time for unemployed people after leaving school. Numerous studies have shown that truancy constitutes a substantial risk factor for bullying.

Verbal bullying is a kind of intimidation through words such as threatening, taunting, calling names with inappropriate calls, which are intended to humiliate or destroy the victims (Berger, 2007; Isernhagen & Harris, 2018; Wang et al., 2012). Researchers investigated cases of verbal bullying on student interactions because verbal bullying always occurs in student interactions, both inside and outside the classroom. Student-to-student interaction is a vital part of any experience. This interaction happens naturally, as students listen to each other's comments, ask each other questions, and build rapport through frequent contact, based on statement from Brown (2000), interaction is the collaborative exchange of thoughts, feelings or ideas between two people, resulting in a reciprocal effect on each other. Various studies have shown that the victims of bullying especially in schools have declining achievement, and experienced psychological and psychosocial disorders. Verbal bullying is an issue that is mostly found in schools among others. Tapper & Boulton (2005) note that students experienced verbal bullying twice as much as physical bullying. In this case, verbal bullying uses words or comments that demean or insult someone resulting in the disruption of social relations between the bullier and the bullied (Berger, 2007; Isernhagen & Harris, 2018). Although the problem of bullying has received certain attention from various parties, unfortunately, they do not know what they should do when dealing with this problem. Verbal bullying is an issue that is mostly found in schools among others. Tapper & Boulton (2005) note that students experienced verbal bullying twice as much as physical bullying. In this case, verbal bullying uses words or comments that demean or insult someone resulting in the disruption of social relations between the bullier and the bullied (Berger, 2007; Isernhagen & Harris, 2018). Although the problem of bullying has received certain attention from various parties, unfortunately, they do not know what they should do when dealing with this problem. Verbal bullying is an issue that is mostly found in schools among others. Tapper & Boulton (2005) note that students experienced verbal bullying twice as much as physical bullying. In this case, verbal bullying uses words or comments that demean or insult someone resulting in the disruption of social relations between the bullier and the bullied (Berger, 2007; Isernhagen & Harris, 2018). Although the problem of bullying has received certain attention from various parties, unfortunately, they do not know what they should do when dealing with this problem. Verbal bullying uses words or comments that mean or insult someone resulting in the disruption of social relations between the bullier and the bullied (Berger, 2007; Isernhagen & Harris, 2018). Although the problem of bullying has received certain attention from various parties, unfortunately, they do not know what they should do when dealing with this problem. Verbal bullying uses words or comments that mean or insult someone resulting in the disruption of social relations between the bullier and the bullied (Berger, 2007; Isernhagen & Harris, 2018). Although the problem of bullying has received certain attention from various parties, unfortunately, they do not know what they should do when dealing with this problem.

Bullying at school affects academic achievement since bullied children feel afraid and weak and at the same time it affects students' personality traits and self-confidence. Therefore such a situation makes bullied students unable to follow or to pay attention for their study well and even they might not like to go to school. Moreover, they miss opportunities to participate with their colloquies or even enjoy school activities. Hana (2017) stated that bullying impacts 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 reflects negatively on their academic success. Bullying is a 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 relationship 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 her victim's weakness and abuses him/her physically, psychologically and verbally.

Based on the elaboration above, the researcher then formulated the research's questions as: 1) what types of verbal bullying that most occur?, 2) what are the impacts of verbal bullying to students' learning interest?

2. METHOD

This type of research is qualitative research, namely the data collected in the form of words, pictures, not numbers. According to Bogdan and Taylor (1975), as quoted by Lexy J. Moleong, qualitative research is a research procedure that produces data description in the form of written or spoken words from people and observed behavior. Meanwhile, descriptive research is a form of research aimed at describing the existing phenomenon, good natural phenomena and human engineering.

This research will be conducted 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 pictures".

This research would be conducted at SMP Negeri 1 Palibelo. The research would be started in the second semester of academic year 2021/2022. The population of this research was 61 students of class VII A 29 students and class VIII A 32 students. The samples of this research were 40 students of SMP Negeri 1 Palibelo. It consists of the classes VII A and VIII A.

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, diaries, photographs, narrative sets, open questions in questionnaires (Hancock, Ockleford, and Windridge, 2008).

First of all the researcher will collect all the answers from the students, then classify the answers related to verbal bullying, after that it will be analyzed and at the last stage the researcher will make data conclusions.

3. RESULTS AND DISCUSSION

This research was conducted from May 25th to June 25th, the data were collected through the stages of observation, questionnaires and interviews to obtain data regarding the types of verbal bullying and its impact on students' interest in learning.

First, the researchers conducted observations on May 25-26th. In the first observation the researcher found out the existence of bullying through information conveyed by classroom teachers and counseling teachers. The second observation stage the researcher conducted direct observation of students' activities at school to ensure bullying occurs in schools. Second, on May 28th the researcher distributed questionnaires to students in grades VIIA and VIIIA with a population of 40 consist of both classes. These questionnaires are the core instrument for obtaining the main data to answer the problem of research. The last is interviews, researchers conducted interviews with teachers and students, especially the students who were indicated to be a victim of verbal bullying. This interview is aimed at clarifying students' answers in the questionnaires.

Based on the results of the first observation, the counseling teacher explained that one of the reasons for fighting cases at school was because of bullying. Verbal bullying is the most common problem in schools, but generally students think it is a natural thing. The victims were never reported until finally the case was revealed if it ended in a fight or the student who was the victim cried and was reported by another student to the teacher. Most of students who are victims of bullying have physical characteristics that are uglier than other students, so that their physical appearance becomes the object of bullying. Students who are weak and quiet are more often victims of bullying. Generally, the actors of bullying are students who have bad attitudes, feel arrogant and feel the strongest.

Second observation witness directly the activities of students at school to elements that bullying occurs. In this observation, the researcher witnessed student activities both inside and outside the classroom. The results of this observation showed that verbal bullying was widespread in students at school. There were various forms of verbal bullying. Some students seemed uncomfortable with what they were experiencing. Verbal bullying does not only occur outside the classroom. Sometimes students dare to bully their friends when a teacher is in the class. This shows their lack of knowledge and awareness about bullying. Teachers when they see it sometimes ignore it. This indicates that in general bullying is a normal thing and teachers cannot identify bullying and jokes,

After the researcher did those observations, the researcher could conclude that verbal bullying often occurs in SMP Negeri 1 Palibelo.

1.The Types of Verbal Bullying That Occur at School

In this section the researcher presents the types of verbal bullying that occur in students. The data was obtained from questionnaires. Below are the types of verbal bullying that are mostly experienced by students who are victims of verbal bullying at SMP Negeri 1 Palibelo:

Table 4.1 Types of Verbal Bullying That Occurs At School:

No	Class	Samples	Victims	Types of Verbal Bullying			
				Mocking	Insult	Threatened	Name Calling
1	VII A	20	12	1	1	-	10
2	VIII A	20	11	7	-	-	4
Total		40	23	8	1	-	14
Percentages			57.5%	34.8%	4.3%	-	60.9%

Based on the results of the questionnaires distributed to 40 students from class VII A and VIII A that there were 23 (57.5%) students who experienced verbal bullying of which 8 (34.8%) of them were ridiculed, 4.3% got insulted and 14 (60.9%) experienced name calling in verbal bullying. Based on the data, it can be concluded that name calling was the type of verbal bullying that mostly occurs in SMP Negeri 1 Palibelo.

The results showed that most of students became victims of bullying from their classmates. There were 19 (82.6%) students recorded while 4 (17.4%) victims were bullied by other class students. The results of this questionnaire are reinforced by the results of interviews with victims that most students are victims of bullying by their classmates.

2. The Impact of Verbal Bullying On Students Interest In learning

From the results of the questionnaires, researchers were able to find various impacts of verbal bullying on students. The resulting data is listed in the table below:

Table 4.2 The Impact of Verbal Bullying on Students

No	Class	Samples	Victims	Impact of Verbal Bullying on Students			
				Afraid to go to school	Can't sleep well	Reduced interest in learning	Lose concentration
1.	VII A	20	12	-	1	4	7

2.	VIII A	20	11	-	1	5	5
Total		40	23	-	2	9	12
Percentages			57.5%	-	8.7%	39.1%	52.2%

Based on the questionnaires data showed that as many as 12 (52.2%) students often lost their concentration due to the impact of verbal bullying they experienced. Some students experienced a decrease in interest in learning because of the impact of verbal bullying. This statement was represented by 9 (39.1%) students from 23 (57.5%) students who were victims. Bullying was the reason 8.7% of students didn't sleep well.

The questionnaires data also shows that there are other impacts of verbal bullying for students who are victims, as many as 13 (56.5%) students have difficulty building self-confidence. Besides that 8 (34.7%) students have difficulty socializing with peers and two other students experience prolonged anxiety. Most students admitted that they sometimes experienced bullying. This statement was represented by 74% of students and 26% of other students experienced bullying more often. Bullying of course has a bad influence on students, for that they also have ways to make peace with their feelings to overcome the impact of verbal bullying. Although bullying has a bad effect on victims, most students do not use bullying as an excuse not to go to school, but the results of the questionnaires show that there are some students who do not go to school for reasons of being bullied. There are 5 (21.7%) students who use bullying as an excuse for not going to school. This is in line with the impact that occurs on them where bullying makes them afraid to come to school. Some students spend their time by playing android games to reduce anxiety, 43.4% of students represent this statement. There are 56.5% of students who choose to read books to overcome the impact of bullying.

On June 8th 2022, the researcher was interviewed with 23 (57.5%) students who were indicated to be victims of verbal bullying. Most victims of verbal bullying are students who are stolid and have an uglier physique than others. Most of students who are victims had experiences of verbal bullying by their classmates. At the time of the interviews, they confirmed that the most common form of verbal bullying was name calling, while some students admitted that they often received ridicule. It means that this is in accordance with the results of the questionnaires. The victims described the perpetrators of bullying as usually students who were active in school, feeling the strongest from the victims. On the other fact, some students who participated in this study indicated that they had previously been bullied in school.

Students who are victims of bullying never report what they experience to teachers or parents for various reasons. Some students stated that bullying is considered normal. Bullying is also a way for them to joke with their peers, but some students admit that they are not comfortable being bullied. This causes various impacts including fear of coming to school, difficulty concentrating, not being confident, which leads to a lack of interest in learning.

The results of the questionnaires showed that from the 40 samples there were 23 (57.5%) students who had experienced verbal bullying. After interviews with the 23 students, it was recorded that 7 (30.4%) students were still victims of verbal bullying actively.

After getting the results of interviews with students who were victims of verbal bullying, the researcher then conducted interviews with classroom teachers to confirm the condition of several students who were victims.

The table below shows students who are still involved as victims of verbal bullying that occurred at SMP Negeri 1 Palibelo:

Table 4.3 Victims Who Are Still Actively Involved In Verbal Bullying

No	Students' Initial	Students' Personality
1.	GAP	GAP is the shortest student in the class. Because of his body is short this student is bullied by other students. When the researcher did an interview with the classroom teacher, the teacher did not know that this student was a victim of bullying.
2	IK	This student was indicated as a victim of verbal bullying based on the information from the classroom teacher who taught in her class, the teacher said that 'IK' characteristics which are showing feelings of sadness and loneliness.
3	AP	AP is a quiet student. His body is small. Based on interviews with the classroom teacher, this student is not enthusiastic about learning and always feels inferior.
4	AP	AD has dark skin, flat nose. Because of her physical characteristics she experienced verbal bullying. As a result, this student often feels inferior.
5	EXCUSE ME	The teacher told that SORRY is a stolid student in class. The teacher has seen this student being bullied by his friends, but there is no response when he is bullied by other students.
6	SR	SR is one of the smartest students in the class. She is very active, but based on interviews, this student admitted that she was uncomfortable and insecure because she had experienced bullying. Some of her friends commented badly on her physical.
7	P.A	PA is a tall student. The reason she is bullied is because she has pouty lips. She often has bad experiences at school. Other students call her by a bad name so that she doesn't focus on studying.

Bullying is not a good memory for children. Verbal bullying experienced by these 7 students above was found in the results of the questionnaires and interviews. Based on the results of the interview, the researcher listed utterances of verbal bullying as follows:

Table 4.4 The Utterances of Verbal Bullying

No	Students' Initial	Utterances of Verbal Bullying
1.	GAP	<i>Dwarf, when will you grow up?(dwarf, when are you big)</i>
2.	IK	<i>Wow, burnt face, what soap do you use?(hey scorched face, what soap do you use)</i>
3.	AP	<ul style="list-style-type: none"> a. <i>Skinny, often eat in the canteen to get fat(hey skinny, often go to canteen so you can become more fatty)</i> b. <i>Hi checky, why are you walking so slow (hey skinny, why are you walking so slow)</i>
4.	AD	<ul style="list-style-type: none"> a. <i>Hey pug, can you smell it or not? (hi flat nose, can your nose function properly?)</i> b. <i>Where is the pig going?(Where is the pig going?)</i>
5.	EXC USE ME	<ul style="list-style-type: none"> a. <i>Eh, don't play in the heat or it will get blacker ahahaa(Hey don't play in the hot sun, you'll get darker)</i> b. <i>Hi, how come only his teeth are white?(Hey, why only teeth look white).</i> c. <i>People say dark skin is black and sweet, why don't you... hhh(people say, black skin is cute but why not you? hhh)</i>
6.	SR	<ul style="list-style-type: none"> a. <i>Fried face, just an eyesore,(Fried face is just an eyesore)</i> b. <i>Spotty faceNot compatible with any camera(spotty face doesn't suit any camera)</i>
7.	P.A	d. <i>Look at his snout lips, especially when he eats, like a duck(look at her lips when she eats, looks like a duck)</i>

1. The Impact of Verbal Bullying On Students' Interest In Learning

The verbal bullying certainly has a deep impact on the students' interest in learning. The victims who are bullied can lose concentration. They may suffer physical injuries and mental health issues. They may suffer from depression and anxiety. They look sad and lonely. They suffer from eating and sleep disorders and lose interest in activities they used to enjoy. They begin to perform poorly in academics. 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 into adulthood.

After getting the results of the questionnaires and interviews, researchers can conclude that there are three impacts of verbal bullying experienced by students namely lose concentration, can't sleep well and reduced interest in learning. Those impacts of verbal bullying were there in 23 (57.5%) students who became victims of verbal bullying at SMP Negeri 1 Palibelo.

In this part the researcher investigates the data collected as mentioned above which is involved in the formulation of the problem. The table below shows the percentages impact of verbal bullying on students.

Table 4.6 Impact of Verbal Bullying on Students

No	Class	Samples	Victims	Impact of Verbal Bullying on Students			
				Afraid to go to school	Can't sleep well	Reduced interest in learning	Lose concentration
1.	VII A	20	12	-	1	4	7
2.	VIII A	20	11	-	1	5	5
Total		40	23	-	2	9	12
Percentages			57.5%	-	8.7%	39.1%	52.2%

2. Lost concentration

It is not impossible anymore that one of the things that causes students to lose concentration while studying is because they experience bullying. All types of bullying can have a bad influence on students, and the bad effects experienced by students can include various physical and psychological problems. More specifically, if bullying makes students lose concentration, it will reduce student performance. The researcher reported that of 23 (57.5%) students who were victims of verbal bullying, it was recorded that as many as 52.2% of students had claimed that the verbal bullying they experienced made them lose concentration. One of the students who became victims frankly said that bullying made him lose concentration not only when studying but every time he did any activity, this of course hampered all his daily activities.

This student often daydreams in class during lessons. Every time asked by the teacher he did not explain how he felt, but when the researcher conducted the interview, this student admitted that he did not concentrate while studying because of excessive thoughts and anxiety. Finally, after getting clear information, the researcher was able to adjust that the impact of verbal bullying made this student anxious and often daydreaming, resulting in him losing concentration while studying in class.

3. Reduced Interest in Learning

Stupid students usually have low interest in learning. There are many things that make students less interested in learning. After conducted research at SMP Negeri 1 Palibelo through questionnaires and interviews, it showed that 31.1% of students had low interest in learning. They admit that verbal bullying is the cause of a lack of interest in learning. Even some students feel that verbal bullying has an effect on academic achievement while being victims of bullying.

In this case, students who have low interest in learning are usually lazy to come to school and leave lessons, isolating themselves. A student claimed to have experienced something like the above because he felt inferior or not confident, embarrassed and

experienced disappointment, this was because verbal bullying often occurred at school. The student is often toyed with by other students and used as an object of ridicule.

4. Can't Sleep Well

Usually students who often experience bullying at school get a more severe impact, this is because the acts of bullying they experience repeatedly and have an impact both in the short and long term. As reported by students in the interview session, there were 8.7% of students who felt that they experienced a serious impact from verbal bullying. The impact they experienced was not sleeping well, they were anxious for a long time and afraid that bullying would happen again.

When researchers conduct interviews. The classroom teacher reported that a student who was a victim of bullying did not have the enthusiasm to learn, did not focus on studying and even fell asleep in class, the student admitted to falling asleep in class because of the effect of staying up late. To solve this case the researcher conducted interviews with these students and got answers. Not without reason this student stayed up late, it was because he couldn't sleep, too many disturbing thoughts and anxiety after being bullied by other students at school.

The researcher conducted the interview with 7 (30.4%) students who were still active victims. The result of the interview was that the students' interaction now was not good because their daily communication was bad with bad words, insulting and mocking each other. Verbal bullying has a bad influence on students both in the short and long term, it can make the students self-confident, overthinking, become anti-social and isolate themselves from their friends and the worst impact is the students become lazy to go to school, all of these impacts lead to reduced student interest in learning.

From the results of interviews with classroom teachers, the researchers found that these 7 (30.4%) students never had problems with their interest in learning, but after they experienced verbal bullying their interest in learning decreased. This fact is reinforced by the students' recognition that they experienced a decrease in interest in learning after being bullied, even though before that they had a high interest in learning.

The result of the interview with classroom and counseling teacher, cases of bullying in schools are rife. Environmental factors that are not good cause students to become bullies, because of the lack of parental supervision at home. Schools become a place to overcome these problems by providing education if bullying cases occur. Bullying often occurs not because of the teacher's negligence alone, but the victims and perpetrators of bullying do not have awareness of this dishonorable act and consider it normal. On the other hand, victims who think it's not normal of course feel uncomfortable, whatever the form of bullying for students who feel uncomfortable with these actions get various kinds of bad effects such as fear, anxiety, lack of confidence, lack of concentration and reduced interest in learning while she is still being bullied.

The conclusions summarized from the interviewees show that bullied students felt depressed and anxious, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and lost interest in learning and the activities they use to enjoy. They are more likely to miss skipping, or dropping out of school.

Data analysis has yielded several important findings. In this section, findings are discussed to answer the research question. The first research question is what types of verbal bullying occur that often occur in schools. The answer to this research question can be seen from the findings of the first theme analysis obtained from questionnaires and interview sessions. There are three types of verbal bullying happened to the 23 (57.5%) students who had been bullied, they were mocking, insulting and name calling. The most common form of verbal bullying found is name calling.

Then, the impact of verbal bullying on students' interest in learning. The answer to this question can be seen from the findings of the last theme analysis obtained from student interviews. Most of the victims admitted that they were not confident, overthinking, lacked

concentration, reduced interest in learning, isolated themselves, were anxious, afraid, changed sleep patterns and did not sleep well.

Most of the students stated that they had never reported to the teacher so that the case was not handled and that is why bullying incidents were repeated. This way of dealing with bullying in schools is less effective, the teachers only prevent it by oral prohibition to do bullying, but it does not rule out the possibility that students will stop bullying.

5. CONCLUSION

The following conclusions can be drawn from the present study.

1. It was found that verbal bullying occurred in grades VII A and VIII A at SMP Negeri 1 Palibelo. There are three types of verbal bullying that occurred which 57.5% of students who were bullied based on the results of the questionnaires. The form was mocked (34.8%), insulted (4.3%) and name calling (60.9%). Bullying in the form of name calling was the most common occurrence. Based on interview results 7 out of 23 students who were victims still experienced active verbal bullying.
2. Verbal bullying has an impact on students' learning interests, it can be concluded that verbal bullying has a negative impact on students. Some students believe that bullying damages self-esteem and reduces interest in learning, and the rest consider bullying to be normal. Students who are victims of verbal bullying admit to having a bad influence during being bullied, feeling uncomfortable, not confident, difficult to get along with anyone, feelings of anxiety and fear, lack of concentration and lack of interest in learning, often feel inferior so they isolate themselves. Based on the results of the data analyzed, it can be concluded that there are 52.2% students lost their concentration, there were 8.7% students didn't sleep well and as many as 39.1% students experienced a decrease in interest in learning

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