

**THE INFLUENCE OF VERBAL BULLYING ON STUDENTS'
MOTIVATION IN SPEAKING ENGLISH**

THESIS

Submitted by

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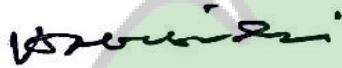
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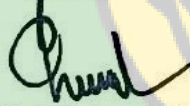
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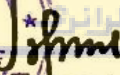
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**The Influence of Verbal Bullying on Stutents' Motivation in Speaking
English**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 14 Desember 2023

Saya yang membuat pernyataan



Asy Syifa

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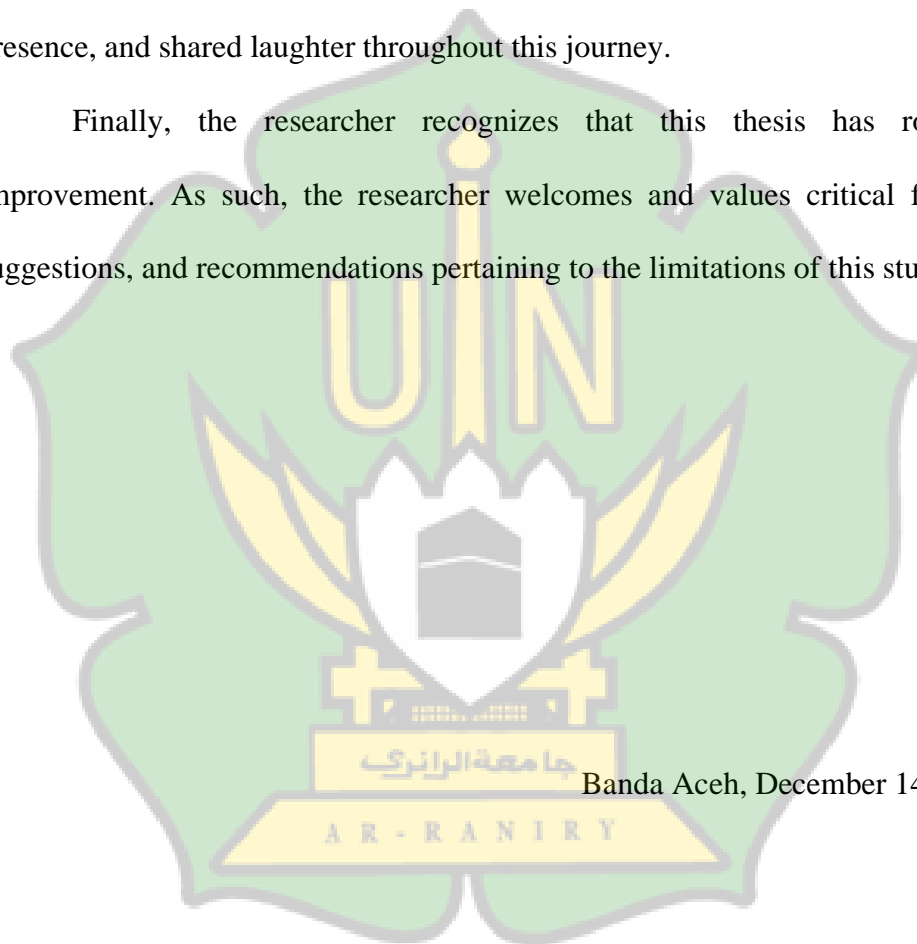
Alhamdulillah Rabbil 'Alamin. All praise is due to Allah, the Lord of all worlds. The researcher expresses gratitude to the Almighty and Merciful Allah, who has bestowed blessings upon them and granted the health and strength to successfully complete this study. Salawat and salam to our beloved Prophet Muhammad (peace be upon him), the greatest example for all people throughout the world.

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Finally, the researcher recognizes that this thesis has room for improvement. As such, the researcher welcomes and values critical feedback, suggestions, and recommendations pertaining to the limitations of this study.



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ABSTRACT

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Verbal bullying in schools, particularly in language learning, presents challenges to students' motivation and educational progress. This study investigated the significant influence of verbal bullying on students' motivation to speak English and explored the types of verbal bullying experienced, as well as the strategies employed to overcome its negative effects. The research utilized a combination of quantitative and qualitative methods, including questionnaires and interviews. Questionnaires were distributed to 77 second-grade students at State Senior High School 1 and Fajar Harapan Banda Aceh. Subsequently, interviews were conducted with six representative students. The findings reveal a significant negative correlation between experiences of verbal bullying and students' motivation levels in speaking English. Linear regression analysis indicates that as instances of verbal bullying increase, students' motivation to speak English decreases. Furthermore, the study identifies three main forms of verbal bullying prevalent in schools during English classes: name-calling, mocking physical characteristics, and making hurtful comments on English proficiency. Four main strategies emerge to overcome verbal bullying: ignoring and avoiding, seeking support from trusted individuals, focusing on personal growth, and finding purpose or goals.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research question, research aim, significance of study, hypothesis, and research terminology.

A. Background of Study

In this globalization era, communication skills are essential, and mastery of these talents may lead to success in their respective fields. As a result, speaking has become the most necessary of the four language skills to communicate effectively in today's global environment. Since English is considered an international language, one must develop English communication skills to succeed globally in different industries.

Speaking itself appears to be the most challenging of the four elemental talents of the English language since speakers must compose sentences on the spur of the moment. Many students claim that they have spent years studying English yet are still unable to speak it properly and understandably (Bueno et al., 2006). It is difficult for foreign or second language learners to generate sentences without knowing the grammatical structures and having enough vocabulary knowledge.

Certain factors affect learning English, especially in speaking, such as students' lack of self-confidence to use English for fear of being wrong and embarrassed. Besides, students need to be more motivated, encouraged, and acquire strategies when learning English (Souriyavangsa et al., 2013). Several factors influence student learning motivation, including internal and external

influences. Internal factors include: abilities or skills, education level, attitudes and value systems adopted, past experiences, and future aspirations or expectations (Socio-cultural background or Individual perceptions). In comparison, External factors include the demands of family interests, group life, policies related to their work as students, and the social environment (Hutagalung, 2005).

The social environment can have a significant influence on students' learning motivation. A bad social environment also might affect bad social relations, such as upperclassmen who feel more senior than their juniors. Such poor social relationships are included in bullying behavior. Olweus (Krahé, 2020) defines *bullying* as "a negative action that is long enough and repeated by one or more people towards another person so that the victim is constantly in a state of anxiety and intimidation."

Bullying in schools has become a global problem that can have negative consequences for the public school's climate and the right of students to study in a safe environment without fear. Numerous forms of bullying could happen at school, such as; physical bullying, verbal bullying, sexual harassment, etc. However, according to the author's small observations in schools during PPL (Praktek Kerja Lapangan), verbal bullying occurs most often during the English learning process in class. Sullivan (2011) stated that, harsh calling, yapping, abusive and sensitive comments, hateful speech, threats, spite, and spreading unpleasant news were all examples of verbal bullying.

Moreover, verbal bullying occurs when individuals use spoken language (e.g., insults, teasing, etc.) to gain power over their peers. In the report of Coloroso (Viuni, 2019), verbal bullying or intimidation is the most common suppression among boys and girls, accounting for 70% of all cases. It happens because verbal intimidation can be both easy and difficult to detect since it does not leave physical marks hence the consequences are not visible.

Based on Susilo and Setiawati (2021), the effects of verbal bullying on victims include: shame if they are insulted, fear if they are threatened, low socialization ability, lack of initiative, and decreased academic value consequences of the abuse obtained from verbal bullying perpetrators. Verbal Bullying can also destroy students' enthusiasm, motivation and create an uncomfortable learning situation (Dewi, 2020). When students learning motivation becomes weak, the quality of learning achievement will be low, according to Biggs and Tefler (Dimiyati & Mudjiono, 2006).

Verbal bullying can be hard to notice because it's not always visible, making it difficult to identify. Additionally, it often occurs in private settings like classrooms or online platforms, which can make it less noticeable to teachers and other authority figures (Aprilia, 2015). Verbal bullying can possibly occur even while the learning process is ongoing. Language learners often experience verbal bullying during the learning process of learning a language. For examples, while practicing speaking English, some people might comment on our ability with unpleasant words that often make us lazy to practice English and affects our motivation and enthusiasm for learning. Long and Ahmadi (2017) stated that in

developing English-speaking skills, students have to practice confidently and it needs a welcoming as well as cooperative environment that can assist them in overcoming their oral performance challenges.

Therefore, in this study, the researchers want to discover whether there was a significant influence of verbal bullying on students learning motivation, types of verbal bullying students' have experienced, and also how they overcome it.

B. Research Question

Based on the above background of study, this study focused on the following research questions:

1. Is there any significant influence of verbal bullying on students' motivation level in speaking English?
2. What are the forms of verbal bullying that usually occur to students at schools?
3. What strategies do students employ to overcome verbal bullying so it will not affect their motivation in speaking English?

C. Research Aim

Based on the research questions above, the aims of this study are:

1. To find out the significant influence of verbal bullying on students' motivation level in speaking English.
2. To know the forms of verbal bullying that occur to students at schools
3. To find out the strategies students use to overcome verbal bullying, so it will not affect their motivation in speaking English.

D. Significance of Study

The finding of this study is expected to be beneficial for teachers and learners to be familiar with the kinds of verbal bullying that influence students' motivation in speaking English and, primarily, how to deal with it. The researcher's main idea is to make teachers aware of this problem and give them strategies to motivate students to boost their speaking skills. At the same time, students will know how to avoid being bullied and be encouraged to speak English confidently.

E. Terminology

1. Verbal Bullying

According to Dan Olweus (2010), bullying could be defined as Intentional, persistent negative (unpleasant or painful) behaviour directed towards a person who is unable to defend himself or herself. Bullying can come in many forms, involving physical, verbal, electronic, and relational/social (Olweus, 2010).

Verbal bullying can be defined as using language to embarrass, mock, or insult people. As Irwanto (2021) stated, verbal bullying is a method of gaining control over people's lives by using words negatively, such as humiliation, seduction, despair, etc. This study only focuses on the influence of verbal bullying on students' motivation to speak English.

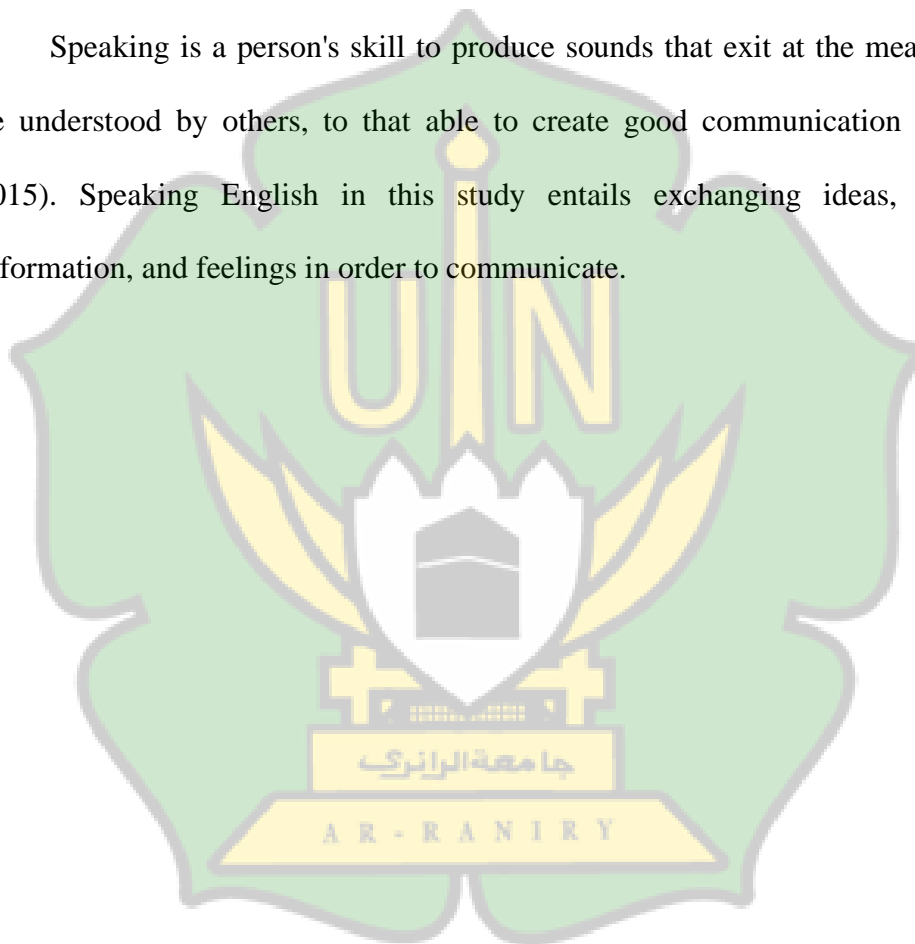
2. Motivation

Motivation is the process of influencing or pushing from outside on a person or workgroup so that they want to carry out something that has been determined (Samsudin, 2010). Ellis (2008) defines motivation as the effort that learners put

forth in acquiring a second language because they have a need or desire to do so. It is argued that the type of motivation is linked to factors such as cognition, feelings, emotions, and the surroundings. This study defines motivation as students' desire, interest, or enthusiasm for learning, especially speaking English.

3. Speaking English

Speaking is a person's skill to produce sounds that exit at the meaning and be understood by others, to that able to create good communication (Fulcher, 2015). Speaking English in this study entails exchanging ideas, requests, information, and feelings in order to communicate.



CHAPTER II

LITERATURE REVIEW

This chapter describes the theory used in the research. It briefly discusses the concept of bullying, the nature of verbal bullying, understanding of motivation, speaking English, and relevant studies.

A. Concept of Bullying

1. Definition of Bullying

According to Merriam-Webster Online Dictionary (2010), bullying can be interpreted into 2; first, "abuse and mistreatment of someone vulnerable by someone stronger," more powerful, etc: the actions and behavior of a bully. Second, "prone to or characterized by overbearing mistreatment and domination of others." Bullying, according to Olweus (1999), is a process in which a person is bullied when he or she is repeatedly and over time exposed to negative behaviors on the part of one or more other people and has difficulties defending oneself or herself living being who is driven to avoid such treatment.

Bullying is a pattern of negative behavior that is carried out repeatedly and has a negative purpose. The behavior leads directly from one child to another because of an imbalance of power. Tattum (Wiyani, 2012, p. 12) argues that *"bullying is the willful, conscious desire to hurt another and put him/her under stress"*. Bullying is a global problem that affects the emotional, social, and physical well-being of school-age children around the world (Alison, 2016).

According to Barbara Coloroso (2003), bullying can be defined as a specific type of aggression characterized by three key elements:

1. **Imbalance of Power:** Bullying involves an imbalance of power between the individuals involved. The person engaging in bullying behavior uses their power advantage to intimidate, control, or harm the target.
2. **Intent to Cause Harm:** Bullying is a deliberate behavior intended to cause harm, either physical or psychological, to the target. The individual engaging in bullying behavior consciously chooses to inflict pain or distress upon the other person.
3. **Repetition:** Coloroso (2003) highlights that bullying typically involves repeated incidents or a pattern of behavior rather than isolated occurrences. The repetitive nature of bullying differentiates it from occasional conflicts or disagreements.

Based on the explanations above, the researcher concluded that bullying is a condition where there has been an abuse of power by an individual or group repeatedly aims to hurt others. The strong abuse their power, not only physically but also mentally.

2. Types of Bullying

The forms of bullying behavior that occur from the social environment to the school environment are very diverse. Olweus (2003) divided bullying into three categories based on its form, namely verbal, physical, and relational/mental bullying. According to Riauskina et al., (2005), bullying is defined as aggressive behavior repeatedly by a person/group who has power towards other weaker people, intending to hurt that person. Additionally, the researchers further classified bullying behavior into five categories:

1. Direct physical contact (hitting, pushing, biting, grabbing, kicking, locking someone in a room, pinching, scratching, extorting, and damaging other people's belongings).
2. Direct verbal contact (threatening, humiliating, demeaning, harassing, name-calling), sarcasm, put-downs, criticizing, intimidating, cursing, spreading gossip).
3. Direct non-verbal behavior (looking sarcastically, sticking out tongue, making condescending, mocking, or threatening facial expressions; usually accompanied by physical or verbal bullying).
4. Indirect non-verbal behavior (silencing someone, manipulating friendships so that they become cracked, intentionally ostracizing or ignoring, sending anonymous letters).
5. Sexual harassment (sometimes categorized as physical or verbal aggressive behavior).

It's important to note that these categories are not mutually exclusive, and bullying incidents can involve a combination of different forms.

3. Contributing Factors of bullying

Bullying is a complex issue influenced by various contributing factors. Muluk et al. (2021) have identified several factors that are recognized as underlying causes of bullying. These factors include competition in both academic and social circles, disparities in thoughts and physical appearance, a lack of understanding regarding the definition of bullying, and inadequate regulatory measures. Swearer, et al., (2012) furthermore explores some of the key factors

that contribute to bullying, including individual characteristics, social dynamics, family influences, and school factors.

1. Certain individual characteristics can increase the likelihood of engaging in bullying. Individuals who have low levels of empathy, struggle with impulse control, display aggressive tendencies, or find it challenging to manage anger may be more inclined to engage in bullying behaviors.
2. The social context plays a significant role in the occurrence and perpetuation of bullying. Peer pressure, social hierarchies, and the norms within specific groups or communities can influence the prevalence of bullying. In environments where aggression and dominance are highly valued or where bullying is tolerated or even rewarded, the likelihood of engaging in bullying behaviors is heightened.
3. The family environment has a profound impact on the development of bullying behaviors. Children who observe or experience aggression, violence, or harsh discipline within their homes may internalize these behaviors and exhibit tendencies toward bullying. Inconsistent parental discipline, inadequate supervision, or a lack of positive role models can also contribute to the emergence of bullying behaviour (Rossen & Cowan, 2012).
4. Factors within the school setting can also contribute to the occurrence of bullying. Cultural attitudes that prioritize aggression, competition, and power imbalances can perpetuate bullying behaviors among students.

Bullying is influenced by various factors related to individuals, their social interactions, families, and schools. To effectively prevent and address bullying, it is crucial to identify and address these factors.

B. The Nature of Verbal Bullying

1. Definition of Verbal Bullying

Verbal bullying refers to the act of using words, tone, or language to intentionally harm, intimidate, or belittle another person. Olweus (1993), a prominent scholar specializing in the field of bullying research, defined verbal bullying as a form of aggressive behavior that is purposefully intended to inflict harm, intimidate, or demean an individual through the utilization of verbal means. This encompasses the act of employing derogatory, disparaging, or threatening language with the explicit aim of causing emotional or psychological injury to the targeted individual. Verbal bullying according to Sullivan (2011) involves employing harsh name-calling, persistent teasing, the use of severe and offensive language, exceptionally cruel speech, issuing threats, displaying malice, and spreading unfavorable information.

The National Association of School Psychologists (2019), defines verbal bullying as when someone says mean things on purpose to hurt or harm others. It can include name-calling, teasing, using offensive or rude words, making threats, or saying things to make someone feel bad about themselves. Moreover, verbal bullying can occur in various settings, including schools, workplaces, or online platforms. Irwanto (2019) claims that students in a school environment often

engage in behavioral verbal bullying, which includes actions such as making fun of others, insulting parents' names, ridiculing, and even degrading their victims.

Verbal bullying often involves the persistent and intentional use of hurtful language, name-calling, humiliation, or spreading rumors (Rigby, 2008). This form of bullying can have significant emotional and psychological effects on the targeted individual, leading to low self-esteem, anxiety, depression, and social withdrawal (Coloroso, 2008). It is essential to raise awareness about verbal bullying and foster respectful communication to create environments free from such harmful behavior.

2. Types of Verbal Bullying

Verbal bullying can manifest in various forms, each characterized by the specific ways in which hurtful words and language are used. Here are some common types of verbal bullying (Olweus, 1999; Coloroso, 2003; Furlong et al., 2010):

- Name-calling: The bully uses derogatory or offensive names to belittle and demean the victim.
- Insults and Put-Downs: The bully uses hurtful remarks, insults, or mocking statements to attack the victim's appearance, abilities, intelligence, or personal qualities.
- Teasing and Taunting: The bully engages in persistent teasing, mocking, or taunting, often targeting sensitive aspects of the victim's life or characteristics.
- Verbal Threats: The bully uses words to intimidate, scare, or make threats of physical harm towards the victim or their loved ones.

- Sarcasm: The bully employs sarcasm in a demeaning or hurtful manner to belittle the victim or make them feel foolish or inadequate.
- Verbal Exclusion: The bully purposefully excludes the victim from conversations, social activities, or group interactions, making them feel isolated and left out.
- Spreading Rumors and Gossip: The bully spreads false or damaging information about the victim, often aimed at tarnishing their reputation or causing social harm.
- Public Humiliation: The bully publicly embarrasses or humiliates the victim, either in person or online, to shame and degrade them in front of others.
- Cyberbullying: Verbal bullying can also occur through digital platforms, including social media, text messages, or online forums. This form of bullying involves using hurtful words, threats, or spreading rumors through online means.

These various forms of verbal bullying highlight the diverse ways hurtful words and language can be used to harm others. It can occur in various settings, from in-person interactions to online platforms.

3. Effect of Verbal Bullying

Verbal bullying is a type of bullying that involves using words to hurt, humiliate, or intimidate someone. According to Skues et al. (2005), students who were subjected to bullying by their peers at school tended to report lower levels of self-esteem, feeling less connected to their peers, teachers, and school. Consequently, their motivation to excel academically was also diminished. This

aligns with Viuni's research in 2019, which highlighted the detrimental effects of verbal bullying on academic performance. The study found that students who were bullied had lower grades than those who were not bullied. She also explained that students who are bullied may have low self-esteem and lack confidence in their abilities. When subjected to hurtful remarks, insults, or derogatory comments, they often feel unsafe and anxious in the learning environment.

Verbal bullying extends beyond damaging self-esteem; it can profoundly affect mental health. According to Kerlikowske (2003), students subjected to bullying face a heightened risk of depression and an increased likelihood of contemplating or attempting suicide. In some extreme cases, documented instances of teenage suicide are directly linked to persistent verbal harassment by peers. For instance, Riska, a 14-year-old girl who attempted suicide due to ceaseless name-calling by classmates, labeling her as 'fat' (Soeriaatmadja, 2011). Another heartbreaking story, as recounted by Hazler in 2000, involves Kelly, a thirteen-year-old who suffered ongoing verbal intimidation from peers. Despite confiding in her mother about the emotional distress caused by this mistreatment, Kelly tragically chose to end her life due to the relentless verbal bullying she endured.

Verbal bullying can create a toxic social dynamic within the classroom. The suppression that occurs in the classroom environment can lead to social ostracization of the victims, consequently impacting student attendance negatively (Kochenderfer & Ladd, 1996). Additionally, Pörhölä, et al., (2019) stated that

bullying can have a negative impact on students' confidence and anxiety levels in academic settings. It can foster an environment where students are afraid to speak up, express their opinions, or ask questions due to fear of ridicule or humiliation. This stifling of communication hampers the development of vital communication skills and inhibits the free exchange of ideas that is crucial for a productive learning environment. Making students decreased their academic achievement and school participation (Kerlikowske, 2003).

C. Understanding of Motivation

1. Definition of motivation

The word motivation comes from the Latin, namely *movere*; which means "to move." According to Sardiman (2010), learning motivation is a process that gives enthusiasm for learning, direction, and persistence in behavior. Motivated behavior is full of energy, directed, and lasts a long time. Motivation describes what makes people do something, keeps them doing it, and helps them complete tasks. It means that the concept of motivation is used to explain the desire to behave, the direction of behavior, the intensity of behavior (effort, sustainability), and the actual completion or achievement (Pintrich, 2003). Moreover, motivation is a complicated aspect of human psychology and behavior that affects the decisions people make about how they spend their time, the level of effort they put into tasks, their thoughts and emotions regarding those tasks, and how long they continue working on them (Bakar, 2014)

Ortega-Martín (cited in Filgona et al., 2020) described motivation as an inherent inclination of an individual to engage in task learning, which can be

influenced by both personal factors and external conditions. Winkel (2004) defines learning motivation as the overall driving force in students that causes activities and gives direction to learning activities. It not only motivates learners to initiate their activities but also instills a desire to persist and continue their learning journey over time. These motivations are subjective and vary in each individual's unique context, stemming from internal sources within the learners themselves or external stimuli that influence their drive to learn (Filgona et al., 2020).

Motivation is strongly linked to achievement and success. Students who are highly motivated possess specific qualities, like taking the lead, being hardworking, and actively participating in their learning. They are not easily pleased, are punctual and disciplined, and consistently strive for the best possible outcomes in their studies (Baron & Donn, 2000). Similarly, Bakar (2014) stated that motivation enhances learning performance by providing energy and a clear direction for learners. It boosts work speed and drives individuals to go above and beyond to achieve their objectives. As a result, motivation positively impacts student success in education by increasing their performance and productivity.

From the definition above, the researcher concluded that having motivations is crucial in the learning process. It is the cause or desire that drives a student's interest in learning to reach their goal without being pressured. Without motivation, we may lack the initiative to start learning in the first place.

2. Kinds of motivation

According to Borah's Self-Determination Theory (2021), motivation can

be broadly categorized into two types: extrinsic motivation and intrinsic motivation.

1. **Intrinsic Motivation** refers to an internal drive or desire to engage in an activity for its own sake or for the inherent satisfaction it provides. For instance, students studying for exams because they find joy in the subjects being tested. This type of motivation is sparked by an individual's internal factors, which can be biological, emotional, spiritual, or social in nature. It is driven by personal interest or enjoyment in a task and is not influenced by external factors (Borah, 2021). According to Matt and Dale (cited in Filgona et al., 2020), intrinsic motivation has the potential to be long-lasting and self-sustaining. Santrock (2018) suggests that creating a stimulating and engaging learning environment, promoting autonomy and choice, and tapping into students' natural curiosity and interests can foster intrinsic motivation. Intrinsic motivation plays a vital role in fostering sustained engagement and a deep understanding of the material being learned.
2. **Extrinsic Motivation** involves engaging in an activity with the aim of obtaining something external or achieving a specific goal. This could be in the form of receiving a monetary reward, seeking social approval, or gaining gratitude from others. Corresponding to Anjomshoa and Sadighi (2015), extrinsic motivation occurs when individuals are driven by external factors rather than their own internal desires, meaning that their motivation stems from external stimuli. Santrock (2018) also mentions that

extrinsic motivation is often influenced by external incentives such as rewards and punishments. For instance, a student might study diligently for a test to earn a good grade in the course. Although intrinsic motivation is typically considered a more powerful and enduring form of motivation, Santrock explains that extrinsic motivation still plays a role in promoting learning and achievement.

D. Speaking English

1. Definition of Speaking English

Speaking is a fundamental aspect of human communication, playing a crucial role in interpersonal interactions, public speaking, conversations, and various forms of verbal exchange. As per the Merriam-Webster dictionary, "speaking" refers to the act of using spoken language to communicate thoughts, opinions, or emotions. It involves verbally expressing ideas and information to others. Brown (2003) claimed that, speaking is a productive skill that can directly and empirically be observed; however, those observations are invariably colored by the accuracy and effectiveness of a test-listening taker's talent, which generally impacts the validity and reliability of an oral test.

Speaking skill is always related to communication. Ur (1996) explains that speaking English is a form of communication where we need to select suitable words, arrange sentences correctly, pronounce them clearly, and use the appropriate intonation and facial expressions. Furthermore, According to Nunan (1991), Speaking allows the learner not only to know how to generate some aspects of language such as syntax, pronunciation, or vocabulary ("linguistic

competence") but also to understand when, why, and how to produce language ("sociolinguistic competence").

Considering the preceding explanation, speaking English refers to the ability to communicate effectively in the English language. It involves using spoken English to express thoughts, ideas, and information, as well as engage in conversations and interactions with others who understand and speak English.

2. Importance of Speaking English

The significance of speaking English in today's interconnected world cannot be emphasized enough. According to Macaro (2006), speaking plays a vital role in language acquisition as it helps learners develop vocabulary, grammar, pronunciation, and overall language proficiency. Engaging in oral communication allows learners to practice and refine their language skills, resulting in improved fluency and accuracy. Gholami and Fareh (2015) also emphasize the importance of speaking skills for individuals planning to use English in real-life situations, such as travel, work, or higher education. Proficiency in speaking English provides individuals with access to global opportunities as English has emerged as the universal language of communication. It grants individuals the ability to connect and engage on an international scale. Additionally, Muhartoyo (2021) stated that speaking English allows individuals to tap into a vast array of knowledge, resources, and educational materials available in the English language. This proficiency facilitates conducting research, accessing academic journals, participating in

online courses, and staying informed about global advancements across different fields.

While it is important to recognize and value the diversity of languages worldwide, English has emerged as a global language that connects people from different backgrounds and enables effective communication in various domains. Therefore, mastering English speaking skills will be very beneficial not only for students but for everyone in general.

3. Problems in Speaking English

Students may encounter several challenges when they are learning to speak English because mastering English speaking skills is a complex process that involves a combination of linguistic knowledge, confidence-building, real-time processing, and cultural understanding. According to Chand (2021), the main challenges encountered by learners when speaking are categorized into four major areas: personal issues, linguistic problems, social obstacles, and environmental factors. Chand further mentioned that students commonly struggle with a lack of confidence, limited vocabulary skills, hesitation, anxiety towards speaking, fear of making mistakes, absence of a conducive English-speaking environment, and a lack of motivation from teachers while practicing English. Similarly, Sokip (2020) in his study discovered that university-level students in Indonesia faced significant challenges, primarily related to fear of making errors, anxiety, and low motivation.

Brown (2001) stated that the most common difficulties faced by English as a Foreign Language (EFL) learners in speaking include; lack of confidence,

limited vocabulary, and the inability to use grammatical patterns appropriately in different situations. In accordance with Juhana (2012), students encounter certain psychological factors when speaking in a classroom setting. These factors include the fear of making mistakes, anxiety, lack of confidence, and lack of motivation.

1. Fear of Making Mistakes

The fear of making mistakes is a significant factor that often prevents learners from attempting to speak in a foreign language (Ur, 1996). Many students feel self-conscious and afraid of making mistakes when speaking English. This fear can hinder their confidence and willingness to engage in conversations, leading to limited speaking practice and slower progress in developing their speaking skills.

2. Anxiety

Speaking in a second language, especially in public or formal settings, can cause nervousness and anxiety for students. This can result in hesitation, difficulties in finding words, and overall reduced fluency when speaking English.

3. Lack of Confidence

A lack of confidence can stem from various factors, such as limited proficiency in the language, fear of making mistakes, self-consciousness about pronunciation or grammar, and the pressure to communicate effectively. Some students are scared to make mistakes when speaking in front of their classmates. Those who struggle with speaking or lack confidence are especially worried about being made fun of by their peers (Fahira, 2022). When students lack confidence, they may hesitate to engage in conversations, participate in class discussions, or express their thoughts

and ideas. This lack of participation can hinder their progress in speaking skills as it limits opportunities for practice and feedback.

4. Lack of Motivation

Motivation plays a crucial role in language learning as it drives students to actively engage, practice, and persevere through difficulties. Raja and Selvi (2011) insisted that, students need to be motivated or teachers should develop a positive attitude towards the English language in learners' minds for better learning. External factors such as a monotonous or uninspiring learning environment, lack of engaging teaching methods, or limited exposure to authentic English materials can also contribute to a decrease in motivation. When motivation is lacking, students may find it challenging to maintain their focus, dedication, and enthusiasm for improving their speaking skills.

Creating a supportive learning environment that offers ample practice opportunities, exposure to authentic English conversations, and targeted instruction in vocabulary, grammar, pronunciation, and cultural aspects of the language is crucial in addressing these challenges. Such an environment enables students to overcome their shyness, fear of making mistakes, and gradually develop the confidence needed to express themselves effectively in English.

4. Motivation in Speaking English

Participating in English conversations can be challenging, especially without the support and encouragement of peers or teachers. Speaking requires a high level of self-confidence, which involves feeling assured and comfortable while expressing oneself in social situations (Sari, 2021). According to Harmer

(cited in Fahira, 2022), many students are hesitant to speak English because they are shy and not naturally inclined to express themselves in front of others. They may also fear making mistakes and appearing incompetent in front of their classmates.

Therefore, the role of motivation becomes crucial in learning to speak English effectively. Several studies have been conducted to analyze the level and type of motivation among English learners. The results show that motivation to speak English can be both intrinsic and extrinsic (Sedina, 2022). Developing an intrinsic motivation to speak English involves finding personal enjoyment, interest, or satisfaction in the language itself (Harmer, 2007). This can be driven by a desire to communicate with people from different cultures, a passion for language learning, or a love for English literature, music, or movies.

Additionally, external factors can also play a role in motivating English speaking. Huynh et al. (2023) explain that factors such as classroom environment, teacher support, and students' relationships in learning English speaking can influence motivation. These external motivators may include rewards, recognition, or positive feedback from others, such as praise from a teacher or successfully communicating with a native English speaker. When both intrinsic and extrinsic motivation can be fulfilled, individuals can possibly overcome their hesitation and build the necessary self-confidence to engage in English conversations.

5. The Influence of Verbal Bullying in Speaking English

Learning English as a foreign language is a rewarding experience that opens doors to new cultures and opportunities. However, the journey toward mastering a new language is not without its challenges, and one significant but often overlooked obstacle is the prevalence of bullying targeting language learners (Haynes, 2014). Verbal bullying within the context of learning a foreign language can manifest in various ways, including mockery of accents and pronunciation, as well as disparaging remarks about fluency. Such negative feedback can undermine learners' self-confidence, making them reluctant to practice and speak in the target language. This hesitancy is a common phenomenon described by Ur (1991), who noted that learners often feel inhibited when expressing themselves in a foreign language due to their fear of making mistakes and the apprehension of facing criticism. The fear of ridicule and embarrassment can have a paralyzing effect on language learners, severely impeding their ability to communicate effectively. For example, imagine a student attempting to learn English in a classroom where peers frequently make fun of their accent. This constant teasing can inflict emotional distress, leading to self-doubt and anxiety. Consequently, the student may withdraw from participating in speaking activities, hampering their language development.

Improving English speaking skills effectively depends on regular practice and interaction within an appropriate environment. Chand's (2021) study revealed that students often encountered challenges when speaking English because they lacked a supportive practice environment. The research highlighted a significant

issue: a lack of motivation from both teachers and peers. Participants in the study mentioned that friends would sometimes mock those trying to speak in English. Therefore, a student experiencing verbal bullying may become disheartened and lose motivation. This negative experience can have a domino effect, adversely affecting their overall academic performance.

By recognizing the issue, both educators and learners can be aware of the signs of verbal bullying and to take steps to prevent it from occurring in the classroom.

6. Relevant Studies

Many researchers have explored this particular research area, with several of them covering similar content and conducting analogous experiments on various subjects. One notable study in this area was conducted by Indah Viuni (2019) and is titled "A Case Study of School Bullying: Verbal Bullying and Its Impact on the Students' Academic Achievement." This research delved into the issue of verbal bullying among students and its repercussions on their academic performance. The data collection involved interviews with two bullied students and an open questionnaire. The research used descriptive qualitative methods for investigating verbal bullying, with data analyzed qualitatively through techniques like data reduction, data display, and data conclusion. The findings revealed that mocking, exclusion, and disrespect were the most common forms of verbal bullying, and it had a detrimental impact on the academic achievement of the bullied students, leading to lower grades.

Another similar study was conducted by Alisyah novia sari (2021) with the title "The Influence of Cyber-Bullying on Students' Self-Confidence Level in Speaking English at State Senior High School 12 Pekanbaru". The study used a quantitative approach and had two key variables: students' cyberbullying as the independent variable and students' self-confidence levels as the dependent variable. The research followed a correlational design, involving a sample of 33 students selected from a total population of 313. Data was collected through questionnaires and analyzed using descriptive statistics and the Linear Regression formula. The findings indicated that students' self-confidence levels were generally at a lower level. The results revealed a significant relationship between students' cyberbullying experiences and their self-confidence levels, with cyberbullying accounting for about 55.8% of the variation in self-confidence. This research confirmed that there is indeed a significant influence of students' cyberbullying experiences on their self-confidence.

Another study on how bullying impacts students' motivation was conducted by Young-Jones et al. (2015), titled "Bullying affects more than feelings: the long-term implications of victimization on academic motivation in higher education". This study examined differences in how bullying is perceived in high school versus college and how college students' experiences with bullying affect various factors related to academic success, such as their psychological needs, academic motivation, social support, and stress levels. The study involved 130 participants and they were asked to fill out several different questionnaires. These questionnaires included the Perceptions of Bullying Questionnaire, the

Basic Psychological Needs Scale (BPNS), the Academic Motivation Scale, the Multidimensional Scale of Perceived Social Support, and the Perceived Stress Scale. The findings revealed that participants who identified as current or past bullying victims had lower academic motivation compared to those who did not report being bullied. Current bullying victims also scored lower in two out of three psychological needs: autonomy and competence. These results indicate that students can still experience bullying in college, which can have adverse effects on their academic motivation and overall college experience. Additionally, past victimization can continue to impact college students' academic performance even after the bullying has stopped.

Similarly, Skues et al. (2005) conducted another study to explore how bullying impacts students' motivation. This research aimed to understand how bullying behaviors affect students' sense of belonging to the school, their motivation, and their self-esteem. The study used a questionnaire to measure motivation, and it was found to be a reliable tool with a score of .82. The results showed that students who reported being victims of bullying had lower levels of motivation compared to those who said they were occasionally or rarely bullied. When students experience bullying, they might start to feel like they're not good enough, which can make them worry about what their peers think of them and lead to a decline in their motivation.

Several previous studies on the same subject have centered around examining the impact of bullying in a broad sense and how it affects students' motivation or academic performance in general. However, this study takes a

different angle by focusing on the specific influence of verbal bullying on students' motivation when it comes to speaking English. Regarding how research is conducted, some relevant studies rely on a qualitative case study method, while others employ a quantitative approach to gather the data. In this particular study, the researcher used a combination of methods, including questionnaires and semi-structured interviews, to collect data.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology which consists of the research design, research location, research participants, techniques of data collection, and data analysis.

A. Research Design

According to Durrheim (2006), a research design is a strategic framework for action that bridges research questions and execution or implementation. It helps a researcher decide the right moves to attain the proper result of the research question. This study employs a mixed-methods approach. Mixed-method research is defined as an unfolding model in a natural setting and allows the researcher to build depth through active participation in the actual events (Creswell, 2009). Instead of confining or constraining researchers' options, mixed methods research attempts to legitimize the use of several approaches in answering research questions (Johnson & Onwuegbuzie, 2004)

Sequential mixed-methods strategy is used in this following research. According to Creswell (2009) sequential mixed-methods procedure is when the researcher tries to expand or elaborate on the findings from one method to the next. The technique could entail beginning with qualitative approaches, then moving on to quantitative methods and vice versa. This study would start with quantitative approaches first to evaluate a hypothesis or notion, then move on to qualitative methods to investigate multiple cases or individuals in depth.

B. Research Location

This research was conducted in two different high schools in Banda Aceh, namely State Senior High School 1 Banda Aceh for public and State Senior High School 10 Fajar Harapan for boarding school. State Senior High School 1 or in Indonesian commonly abbreviated as SMA 1 is located on Jl. Prof. A. Majid Ibrahim II No.1, Punge Jurong, Kec. Meuraxa, Banda Aceh City. It has a total of 25 classes which are divided into 3 grades. Currently, the total number of students recorded in the Kemendikbud (Ministry of Education and Culture) data is 852 students.

State Senior High School 10 Fajar Harapan (also known as Farhan) is an excellent boarding high school located on Jl. Fajar Harapan No.1, Ateuk Jawo, Kec. Baiturrahman, Banda Aceh City. There are 559 students enrolled at the school overall based on Kemendikbud data. It contains 17 classes in total, which are also split into 3 grades.

The researcher decided to conduct the study at SMA 1 and SMA 10 Farhan because both schools have an 'A' accreditation rating (Excellent). Besides, both schools are also known for being outstanding and are among the favorite schools in Aceh.

C. Research Participants

The population of this study were the second-grade students of State Senior High School 1 Banda Aceh and State Senior High School 10 Fajar Harapan, totalling 532 students.

Table 3.1 *Distribution of the Population*

School	Population
SMA 1 Banda Aceh	228
SMA 10 Fajar Harapan Banda Aceh	304
Total	532

Arikunto (2008), suggest that for population under 100, it is advisable to include the entire population for comprehensive study. For larger population, the sample size can range from 10% - 55% or more, depending on the research scope. Therefore, the researcher chose to utilize only 15% of the population as a sample, which amount to 77 students. The random sampling will be used for questionnaire distribution. Random sampling, as described by Sugiono (2015), involves randomly selecting samples from the population without further classifications.

Table 3.2 *Distribution of the Sample*

School	Sample
SMA 1 Banda Aceh	38
SMA 10 Fajar Harapan Banda Aceh	39
Total	77

Furthermore, six students (3 students from each school) will be selected using purposive sampling to be interviewed to investigate the problem in-depth. Purposive sampling is defined as the process of selecting respondents who are most likely to provide suitable and useful information (Kelly, 2014). The students are divided into several categories: (1) Three students who have experienced verbal bullying and have high level of motivation, (2) Three students who have experienced verbal bullying and have moderate level of motivation.

D. Data Collection

Data collection is a systematic and standard procedure to obtain the necessary data (Nazir, 2005). Questionnaires and interviews were employed to collect data for this study.

1. Questionnaire

A questionnaire is a technique used by researchers to collect research data that consist of a set of written questions intended to gather information from respondents. Sugiono (2015) stated that a questionnaire is a simple and efficient data collection tool if the researcher is certain about the variables to be measured and knows what to expect from the research participants. In this research, 2 questionnaires were handed out to measure the students' level of motivation and student's verbal bullying experiences.

1.1 The items of the students' verbal bullying questionnaire were adapted from the 'Revised Olweus Bully/Victim Questionnaire (OBVQ-R)' (Gaete et al., 2021), which is a validated instrument that assesses different aspects of bullying problems in schools. The original OBVQ-R has 42 multiple-choice questions, some with sub-questions. However, the researcher modified the questionnaire to focus solely on the verbal bullying dimension. A total of 20 items were selected and Five-point Likert scale used for describing participants opinion (Haueter, 2003):

Table 3.3 *5-points Likert Scale Model*

Never	Seldom/Sometimes	Often	Usually	Always
5	4	3	2	1

Table 3.4 *The Scale of Students' Verbal-bullying*

Pupil Response	Category
Never	Very good
Seldom	Good
2-3 times a month	Need solution
Weekly	Need attention
Daily	Need more attention

1.2 The students' motivation level questionnaire was adapted from a study conducted by Martina et al. (2021), but it was modified to suit this research specific purpose, context, and audience. A total of 20 items was selected and divided into two main sections: intrinsic motivation (items 1-10) and extrinsic motivation (items 11-20). The participants were asked to rate each item on a five-point likert scale, indicating their level of agreement:

Table 3.5 *5-points Likert Scale Model*

Strongly Disagree	Disagree	Sometimes	Agree	Strongly Agree
5	4	3	2	1

The scale is used in the questionnaire to determine the level of agreement or disagreement based on the following criteria:

Table 3.6 *The Scale of Students' Motivation Levels*

Mean Range	Interpretation
3.68 - 5.00	High Level of Motivation
2.34 - 3.67	Moderate Level of Motivation
1.00 - 2.33	Low Level of Motivation

2. Interview

According to Johnson and Christensen (2017), interviews are a data collection method that shows the researcher as the interviewer asking several questions to the participants as the subject being interviewed. Mcleod (2003)

stated, interviews are a flexible way to collect detailed and personal research data. Therefore, the researcher conducted interviews to obtain in-depth information about a participant's experiences, thoughts, and motivation on verbal bullying to speak English and how to deal with it.

Referring to Edwards and Holland (2013), there are three types of interviews; unstructured interviews, semi-structured interviews, and structured interviews. This study used semi-structured interviews method for the additional data collection. Griffiee (2012) defines a semi-structured interview as one in which the interviewer is free to ask extra questions from the list of predetermined questions in order to fully understand the candidate's response. The research interview took place after the questionnaire data on students' verbal bullying experiences and motivation to speak English was available. The interview takes approximately 8 to 15 minutes per student and is conducted in the Indonesian language to better grasp the information.

E. Data Analysis

Data analysis is the process of inspecting, cleaning, transforming, and modeling data to discover useful information, suggest conclusions, and support decision-making (Basudeb, 2013). The collected data may come from different sources such as survey, interviews, online sources, or documentation (Aaron, 2012). The data is processed and organized, often in a structured format, for further analysis using tools like spreadsheets or statistical software. The goal of data analysis is to highlight useful information, suggest conclusions, and support decision-making. In this particular study, data analysis is conducted on mixed

methods data, where quantitative data is initially analyzed, followed by the analysis of qualitative data.

1. Quantitative Data

Quantitative data will be analyzed using statistical formulas to determine whether there is no significant influence of verbal bullying on motivation level in speaking skills. In analyzing the data, the researcher used simple Regression analysis using the SPSS software. Simple regression is used when there is a need to estimate the relationship between a dependent variable and an explanatory variable in a linear form. It assumes a linear relationship between the variables, with the dependent variable being a function of the explanatory variable (Shrikant, 2018). The quantitative data would be analyzed as follow:

1. Define the dependent variable (Y) and independent variable (X). In this case, Y is the motivation level on speaking skills and X is the verbal bullying.
2. Collect the data score of the questionnaires for variables X and Y.
3. Conduct a normality test to assess whether the data used for analysis conforms to the assumption of normality.
4. Fit a simple linear regression equation to the data:

$$Y = a + bX$$

- Y represents motivation level for speaking skills.
- X represents verbal bullying experiences.
- a is the intercept (the expected motivation level when there is no verbal bullying).
- b is the slope (the change in motivation level for a one-unit change in verbal bullying experiences).

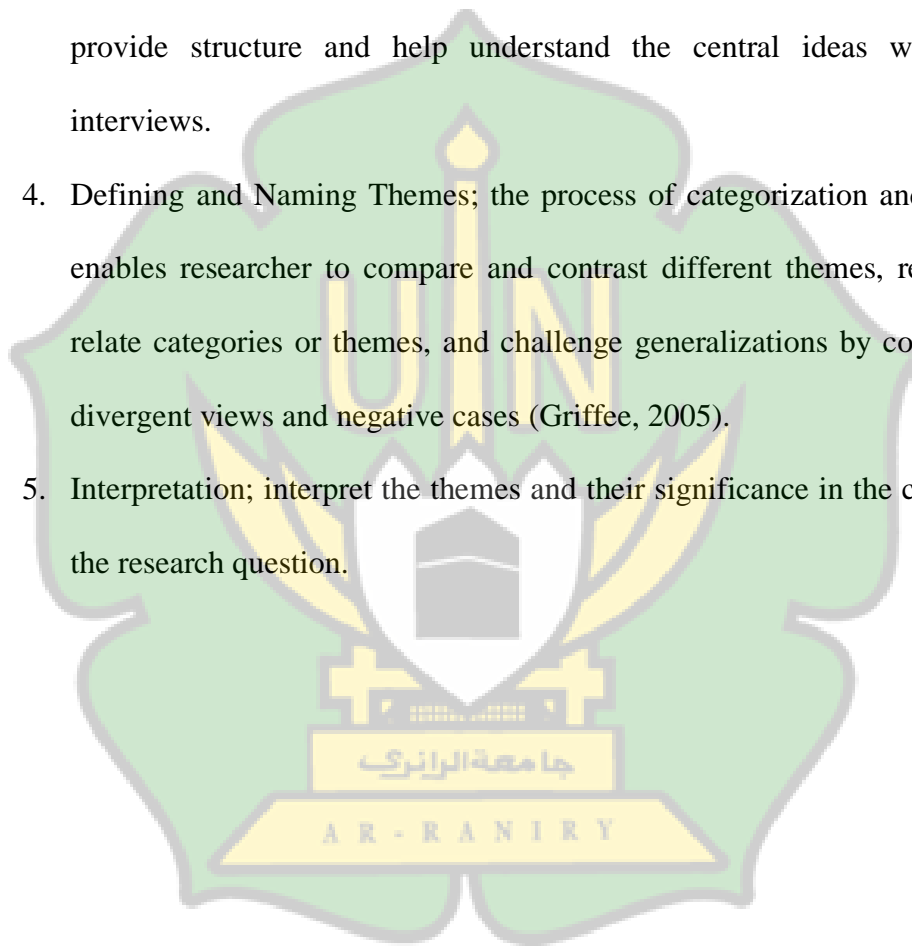
5. Perform hypothesis tests to determine if the relationship between X and Y is statistically significant. Hypotheses of this research are:
 - H_a : sig. value < 0.05
 - H_0 : sig. value > 0.05
 - H_a : There is a significant influence of verbal bullying on students' motivation level to speak English
 - H_0 : There is no significant influence of verbal bullying on students' motivation level to speak English
6. Lastly, interpreted the results of the regression analysis. If the p-value is less than your chosen significance level, it can conclude that there is a statistically significant influence of verbal bullying on motivation levels for speaking skills. If the p-value is greater than your chosen significance level, it would fail to reject the null hypothesis, suggesting that there is no significant influence.

2. Qualitative Data

The qualitative data in this study was collected from the interview data. The researcher followed five key steps commonly used in qualitative data analysis, as outlined by Berg & Lune (2004).

1. Transcribe the interviews; involves the process of converting audio or video recordings of interviews into written text. This is typically done manually by listening to the recordings and transcribing the spoken words (Ayer, 2021). Transcribing helped the researcher to become familiar with the data and prepare it for further analysis.

2. Coding; involves analyzing interview transcripts to identify patterns and make sense of the material (Geerson, 2020). It entails systematically identifying and labeling segments of text that represent concepts, ideas, or themes relevant to the research question.
3. Theme Development; group related codes into broader themes. Themes provide structure and help understand the central ideas within the interviews.
4. Defining and Naming Themes; the process of categorization and naming enables researcher to compare and contrast different themes, refine and relate categories or themes, and challenge generalizations by considering divergent views and negative cases (Griffee, 2005).
5. Interpretation; interpret the themes and their significance in the context of the research question.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study obtained through questionnaire and interview. The first research questions were addressed through the utilization of a questionnaire, while interviews were employed to further explore the second and third research questions.

A. Findings

1. Research question one: Is there any significant influence of verbal bullying on students' motivation level in speaking English?

To address the initial research question, two variables are pertinent: the first is students' verbal-bullying (X), and the second is students' motivation level (Y). A total of 77 second-grade students from State Senior High School 1 and Fajar Harapan Banda Aceh responded to the questionnaire.

a. Students' verbal-bullying

The researcher obtained data on students' verbal bullying by extracting information from the questionnaire responses. The corresponding details are presented in the table below.

Table 4.1 *Students' Verbal-bullying Scores*

Participant	Score	Participant	Score	Participant	Score
Student 1	62	Student 27	84	Student 53	79
Student 2	53	Student 28	76	Student 54	75
Student 3	60	Student 29	89	Student 55	92
Student 4	64	Student 30	89	Student 56	67
Student 5	60	Student 31	79	Student 57	59
Student 6	61	Student 32	77	Student 58	61

Student 7	60	Student 33	40	Student 59	55
Student 8	66	Student 34	90	Student 60	52
Student 9	58	Student 35	89	Student 61	61
Student 10	62	Student 36	89	Student 62	61
Student 11	59	Student 37	35	Student 63	64
Student 12	63	Student 38	43	Student 64	58
Student 13	59	Student 39	40	Student 65	53
Student 14	64	Student 40	90	Student 66	62
Student 15	56	Student 41	90	Student 67	61
Student 16	58	Student 42	89	Student 68	61
Student 17	66	Student 43	80	Student 69	58
Student 18	50	Student 44	89	Student 70	60
Student 19	66	Student 45	36	Student 71	64
Student 20	65	Student 46	82	Student 72	62
Student 21	62	Student 47	36	Student 73	63
Student 22	85	Student 48	42	Student 74	60
Student 23	41	Student 49	85	Student 75	55
Student 24	38	Student 50	83	Student 76	65
Student 25	87	Student 51	78	Student 77	55
Student 26	85	Student 54	82	Total Score	5055
				Mean	65.65

According to the information provided in the table, there were a total of 77 students. The combined sum of the students' test scores amounted to 5055. Additionally, the average score was determined to be 65.65.

b. Students' Motivation level

To gather information on students' motivation levels, the researcher utilized responses from the questionnaire, as illustrated in the table below.

Table 4.2 *Students' Motivation level Scores*

Participant	Score	Participant	Score	Participant	Score
Student 1	59	Student 27	43	Student 53	44
Student 2	61	Student 28	51	Student 54	54
Student 3	60	Student 29	40	Student 55	59
Student 4	62	Student 30	40	Student 56	59
Student 5	58	Student 31	49	Student 57	65
Student 6	56	Student 32	51	Student 58	67
Student 7	61	Student 33	84	Student 59	64
Student 8	56	Student 34	40	Student 60	68
Student 9	59	Student 35	41	Student 61	63
Student 10	53	Student 36	41	Student 62	59
Student 11	68	Student 37	89	Student 63	59
Student 12	58	Student 38	82	Student 64	61
Student 13	61	Student 39	85	Student 65	60
Student 14	64	Student 40	41	Student 66	53
Student 15	53	Student 41	41	Student 67	63
Student 16	64	Student 42	42	Student 68	62
Student 17	69	Student 43	50	Student 69	57
Student 18	61	Student 44	43	Student 70	62
Student 19	63	Student 45	90	Student 71	62
Student 20	69	Student 46	50	Student 72	59
Student 21	59	Student 47	91	Student 73	59
Student 22	41	Student 48	86	Student 74	55
Student 23	80	Student 49	48	Student 75	62
Student 24	83	Student 50	50	Student 76	44
Student 25	40	Student 51	55	Student 77	54
Student 26	42	Student 54	52	Total Score	4525
				Mean	58.77

Based on the Table 4.2 above, there were a total of 77 students. The combined sum of the students' test scores was 4525, and the mean score was

58.77. It is also found that the highest score is 91 and the lowest score is 40. The table below summarizes the findings of the Students' Motivation level.

Table 4.3 *Descriptive Statistics on Students' Motivation*

Descriptive Statistics						
	Minimum	Maximum	Total Score	Mean	Std. Deviation	Category
Motivation	40	91	4525	58.77	12.739	Moderate
Valid N (listwise)						

The table above explains that the total score was 4525, the standard deviation was 12.739 and the mean score was 58.77. Based on the mean score, it can be interpreted that the students' level of motivation falls within the Moderate category.

c. Normality of the data

Prior to performing Linear Regression analysis, it is essential to evaluate the data's normality. To accomplish this, the researcher employed the P Plot Normality test (Probability Plot), calculated using SPSS. The basis of decision-making using the normal probability plot analysis is as follows (Imam Ghozali, 2009):

- 1) If the data spread around the diagonal line and follow the direction of the diagonal line, or if the histogram pattern indicates a normal distribution, then the regression model meets the normality assumption.
- 2) If the data spread far from the diagonal line and/or do not follow the direction of the diagonal line, or if the histogram does not show a

	(Constant)	108.723	2.568		42.332	.000		
1	X	-.761	.038	-.917	- 19.970	.000	1.000	1.000

a. Dependent Variable: Y

The finding revealed a compelling negative correlation. With a Constant value (a) of 108.723 and a Thrust value (b) of -0.761, the specific regression can be expressed as follows:

$$Y = a + bX$$

$$Y = 108.723 - 0.761X$$

Here, Y represents the dependent variable (Motivation level), and X represents the independent variable (Verbal bullying). The linear regression analysis indicated that as verbal bullying increased, students' motivation to speak English decreased significantly. The Coefficients table also provides insights into determining the significant influence of variable x on variable y. The testing criteria and hypotheses are as follows:

- If Probabilities < 0.05, Ha is accepted
- If Probabilities > 0.05, Ho is accepted.
- Ho: There is no significant influence of verbal bullying on students' motivation level to speak English.
- Ha: There is a significant influence of verbal bullying on students' motivation level to speak English.

The output reveals a sig. value of 0.000, indicating that $0.000 < 0.05$. Therefore, the null hypothesis (Ho) is rejected, while the alternative hypothesis

(Ha) is accepted. Consequently, it can be concluded that there is a significant influence of verbal bullying on student's motivation level.

2. Research question two: What are the forms of verbal bullying that usually occur to students at schools?

The researcher used interviews for data collection to address the second research question. The participants were six second-grade students from State Senior High School 1 and Fajar Harapan Banda Aceh. To simplify the data, the six participants were identified by their initials: (AA, RA, PA, RS, RW, MA).

In this study, the researcher undertook various procedures, such as transcribing interviews, categorizing responses according to the interview outcomes, and subsequently organizing each response into a thematic category. After completing these steps, the study identified three main types of bullying experienced by students in school, including incidents during English Speaking class as revealed in the interviews: Name-calling, Mocking physical characteristics, and Hurtful comments on English proficiency.

a. Name-calling

Almost six interviewed participants provided similar answers when questioned about the types of bullying they had experienced. Some mentioned being called mean names or given names with negative connotations that they disliked. As MA said:

*"In my personal experience, my name is Mulia (*not the real name), but I was called "Munjeng" (an abbreviation of "Mulia Anjeng," where "Mulia" is the name and "Anjeng" is*

a derogatory term for a dog). Such name-calling is very rude, isn't it miss?"

Another student, PR added:

"My seatmate was called by a name she didn't like. For instance, let's say her name is Laura, but she is referred to by the name of an animal, like a cow. My friend mentioned it might intended as a joke, but it can be annoying, especially when she is called out in front of a teacher or a crowd of people."

AA Said:

"... my name has been played with (pun/spoofed) like that too. It's okay to make fun of it, but I was a bit angry because it was played in a negative direction."

The results showed that all participants had been teased or seen their friends being teased by calling parent names. As RW said:

*"For example, like, hmm... my name is rosa wardani (*not the real name) but I'm being called Udin (*not the real name), that's my father's name. I've gotten used to it actually but, but it becomes bothersome if it happens frequently..."*

RS continued:

"...They usually like to use someone's father's name when they make fun of them."

RA added:

"When I was in middle school, people were usually called by their parents' names. I really didn't like it because that's not polite, right? It's rude"

In short, the six participants in the interviews shared a common problem—they've all been teased by name-calling. It went from hurtful nicknames to making fun of parents' names. MA and PR explained how this name-calling is not just impolite but also emotionally hurtful, especially when it happens in front of others. AA was upset that some jokes turned negative. RW and RS pointed out that teasing often involves using parents' names, and even though RW is used to it, it still bothers them. RA wrapped it up by saying it's just not polite to mock people using their parents' names, stressing the need for respectful communication.

b. Mocking Physical Characteristics

Based on the results of interviews, four out of 6 participants had experienced being mocked because of certain physical characteristics. As PR said:

"...in the past, I was often called 'beruang' (bear) because of my physique... Things said about my physique often hurt me. I've tried dieting and so on, but it wasn't easy, you know..."

Similarly, AA explained:

"...there was someone who mocked me and said I was 'item' (black; negative connotation). At that time, I was offended. Well, we can't choose the kind of skin we are born with"

RS added:

"I am kinda deaf, miss; my hearing is impaired since I was a child. Sometimes it hurts so I always need to take medication. And back then, I used to be teased a lot because of it"

RW mentioned:

"I have a physical condition (skin problems; acne), so there are people who make insinuations like that. It's just sarcastic but never physical... this person was talking to another friend who was next to me but was discussing problems like, 'What skincare are you using? why do we get acne like that?' she was talking about it to her friend who didn't have any skin problems right beside me, and her voice was so loud, so I felt insulted. It cannot be a coincident because it happened not only once"

In summary, four out of six participants have experienced mockery based on specific physical characteristics, resulting in emotional distress. PR faced comments about their physique, AA dealt with insensitive remarks about skin color, RS encountered challenges due to impaired hearing, and RW experienced mocking comments about their skin issues delivered in a sarcastic manner.

c. Hurtful Comments on English Proficiency

The findings from the interviews indicated that most of the participants have received hurtful comments or derogatory statements about their abilities, especially while they were practicing speaking English. As RA said:

"When I was in middle school, our school had an English day, a day when we had to use English. However, teachers would often corrected us with inappropriate words, making us feel uncomfortable and hesitant to speak again"

PR Added:

"I once pronounced a word incorrectly or differently, such as the pronunciation of 'Wifi' – it should be pronounced as 'wi-fi.' Then, there's this friend who enjoys correcting or

commenting what people say during conversations. She was like 'its wi-fi, not wifi' (sarcastically) cutting off the conversation. The way it was communicated was truly unsettling"

RW revealed:

"I can speak English, but I still stutter when it comes to pronunciation. I'm not very confident about it. When I'm practicing, people would say something like 'that's enough, don't talk, let someone else do it' or 'I'm tired of you talking, I don't understand.' People are supposed to understand, but because I'm stuttering and lack confidence, others just say 'just stop talking' like that. It definitely made me down"

RS stated:

"...the worst thing was that there is this friend of mine who said 'stupid, how can you not know English' to me. It happened in my old school long time ago but the words still sting"

Three out of 6 students have been ridiculed or laughed at in English learning classes. As AA stated:

"I was once asked to give a presentation in English about the zoo; this happened when I was in the 7th grade of junior high school. At that time, I mispronounced something and was ridiculed by the class. It really didn't feel good... it should have been corrected nicely, there's no need to yell and say things like 'Hey, that's wrong! That's wrong!'"

AA continued:

"Because of that, I'm afraid to go to the front of the class again; in fact, we happened to have something called English Day in our school back then. So, when it came to English Day, I wouldn't even speak at all because I was afraid of making mistakes."

MA Added:

"...when I said something incorrectly, then I might be mocked with 'ngomong apa ko' (what are you saying) like that."

RS said:

"In my old school, I was teased about my accent while practicing speaking English. Because during presentations or going to the front class, I'm often afraid and nervous that others won't understand what I'm saying"

Based on the data above, the majority of participants received derogatory remarks while practicing English. RA noted uncomfortable corrections by teachers during English Day, PR experienced unsettling corrections from a friend, RW faced discouragement for stuttering, and RS endured hurtful comments. Three out of six students also faced laughter in English classes, affecting their confidence. AA, MA, and RS shared examples of ridicule during presentations, contributing to anxiety in English-speaking situations.

3. Research question three: How do students overcome verbal bullying so it will not affect their motivation in speaking English?

After interviewing the students about their strategies to overcome verbal bullying and ensure it does not affect their motivation in speaking English, four

main points were identified. These strategies include: Ignoring and avoiding, seeking support, focusing on personal growth, and finding purpose or goals.

a. Ignore and Avoid

Four out of 6 interview participants suggest ignore and avoid as their first strategy to cope with verbal bullying. As MA stated:

"I think sometimes people mock us just to see our reaction, right miss...? so we just ignore them, don't give them what they want."

RA said:

"It depends, miss. If the issue isn't serious or can still be handled, we just stay silent and don't respond..."

AA mentioned:

"Be patient, don't pay it any mind. Just stay away from people who like to bully like that, avoid friendships that are toxic like that."

RS added:

"emm.. for me, just be patient, ignore them...."

The interviews showed that most participants deal with verbal bullying by ignoring and avoiding it. Four out of six participants said this is their main strategy. MA mentioned that not reacting to bullies takes away the satisfaction they seek in our reactions. RA said it depends on the situation, and sometimes staying quiet is the best response. AA and RS stressed the need to be patient and

stay away from people who are not good for us. These shared ideas highlight how avoiding and ignoring can be effective in handling verbal bullying.

b. Seek Support

Fifty percent of the respondents believe that reaching out for support from people they trust is effective when dealing with verbal bullying. As PR mentioned:

"Tell our story/experience to people we feel comfortable with or those we trust. Personally, I always share with my parents because they happen to be very supportive of me. You can also talk to the school counselor; oh, by the way, this school counselor is really nice and supportive, so it's good to talk to. Or at least share your problem with your close friends."

Moreover, RW said that:

"If I want to practice speaking English, I now look for friends who also want to learn...so that i don't get judge by people anymore"

Similarly, RA then added:

"Then, miss, in my opinion, the most important thing is to find friends or an environment that, um.... surrounds us in a supportive way... like, immerse ourselves in an environment that supports us, you know, miss... for example, if we want to learn English, well, we should have more friends who also want to learn English, so that we can learn together, you know..."

In conclusion, half of the respondents believe that seeking support from trusted people is helpful in dealing with verbal bullying. PR, for instance, prefers sharing with supportive parents and a friendly school counselor. RW finds practicing English easier with friends who share the same learning goal. RA emphasizes the importance of surrounding oneself with supportive friends and environments, especially when learning new things.

c. Focus on Personal Growth

All interviewees agree that dealing with verbal bullying involves focusing on their personal growth. As RA explained:

"....consider them as motivation for our learning, develop ourselves so that, we prove to them that we're not as low as they think."

AA also shared a similar comment:

"Don't listen to what people say, then if possible, we should learn as much as we can to prove to those who insult us that we can even be better than what they say."

MA then said:

"Just keep learning and don't bother about what others say."

RW added:

"If we're being teased (verbal bullied), it's better to stay silent and just focus on studying so we can be better at english"

Furthermore, RS mentioned:

"I exercise, develop myself so that others are afraid, others hesitate to disturb us again... and also just keep learning, read more books to improve fluency."

PR stated:

"Just focus on ourselves. Develop ourselves by reading more books for example, because I'm often motivated every time I finish reading a book."

All interviewees agree that addressing verbal bullying involves focusing on personal growth. RA and AA view such experiences as motivation to prove themselves. MA stresses continuous learning, disregarding opinions. RW suggests silence and studying for improvement. RS combines exercise and learning, while PR promotes self-focus through reading. These shared strategies indicate that personal development is important in overcoming verbal bullying.

d. Find Purpose or Goals

Based on the interview results, three out of six participants stated that they maintain their motivation to learn to speak English even after their getting verbal bullied because they have specific purposes or goals they want to achieve. As RS said:

"Because I want to join the police force, my grades need improvement. Since I'm not very proficient in English yet, it's a must to learn, especially for something like the police academy where English proficiency is required."

RW Revealed:

“My aspiration is related to English, so I have to be enthusiastic and motivated. I want to be a chef, miss. Every job requires it (English proficiency) now, isn't it?”

Lastly, RA expressed:

“Having goals... like big goals. Even when people say anything, we just break through because we have goals to achieve. Like, for example, I wanted to enter the KAIST (Korea Advanced Institute of Science & Technology) where English proficiency is crucial. So, I keep studying, practicing English every day. If I can't do it (learn English) alone, now we can do it online.”

Three out of six participants shared that despite facing verbal bullying, they stay motivated to learn English due to specific goals. RS, aspiring to join the police force, acknowledges the importance of English proficiency for the police academy. RW's enthusiasm is fueled by the aspiration to become a chef, recognizing the current demand for English in various professions. RA emphasizes the power of having big goals, breaking through challenges, and continuing to learn English for aspirations like entering KAIST.

B. Discussion

In this section, the researcher thoroughly discusses the research questions by revisiting and comparing them with findings from previous studies. This analysis aims to highlight connections, distinctions, and the unique contributions of the current study within the context of existing literature.

1. Is there any significant influence of verbal bullying on students' motivation level in speaking English?

This research question is answered by using the findings from the questionnaire. The data analysis applied a Linear Regression model, revealing a substantial negative impact of verbal bullying on students' motivation levels (sig. value = $0.000 < 0.05$). Consequently, the null hypothesis was dismissed, confirming that verbal bullying does indeed have a significant effect on students' motivation in speaking English.

This finding aligns with a previous study carried out by Skues et al. (2005), which indicate that students reporting victimization from bullying tend to have lower motivation levels compared to those facing occasional or rare instances of bullying. Another relevant study conducted by Young-Jones et al. (2015), titled "Bullying affects more than feelings: the long-term implications of victimization on academic motivation in higher education," explored the impact of bullying on students' motivation. The results shown that students who were currently or had been bullied before had less motivation for academics compared to those who hadn't been bullied. The students facing current bullying also felt less independent and capable in two out of three aspects of their psychological needs.

According to Badriah (2021), a person's learning motivation is influenced by two factors: intrinsic and extrinsic. Intrinsic factors stem from within an individual, driven by the enjoyment of the learning process or the desire for personal improvement (Harmer, 2007). On the other hand, extrinsic factors

include aspects like the school environment, family support, and available learning facilities. Importantly, when individuals experience verbal teasing, it can affect both their internal enjoyment of learning and the external factors that drive their motivation. This illustrates how both internal and external aspects can be influenced by verbal bullying experiences, considerably impacting how individuals learn and develop.

2. What are the forms of verbal bullying that usually occur to students at schools?

The second discussion explains the types of verbal bullying experienced by students in school, especially during the English learning process. According to the research results, students encounter three types of verbal bullying at schools: Name-calling, Mocking physical characteristic, and Hurtful comments on English proficiency. Name-calling involved mean nicknames and teasing using parents' names, affecting students emotionally. Mocking physical characteristics includes making fun of physical attributes and body features, leading to a decline in confidence. Hurtful comments comprised derogatory remarks on language skills, making students uncomfortable in activities like presentations.

Similarly, a study done by Nuradila (2020), identified verbal bullying, including; mocking, laughing, name-calling, and ridicule, as one of the types of bullying experienced by students in the language learning process. The study further stated that students frequently face bullying during English class, perpetrated by their classmates, such as mockery and laughter when friends express their opinions or present in front of the class. According to Anatoliy

(2022), verbal bullying at school includes name-calling, teasing, harsh criticism, defamation, ridicule, aggressive remarks, notes threatening violence, spreading false accusations, hostile rumors, and gossip.

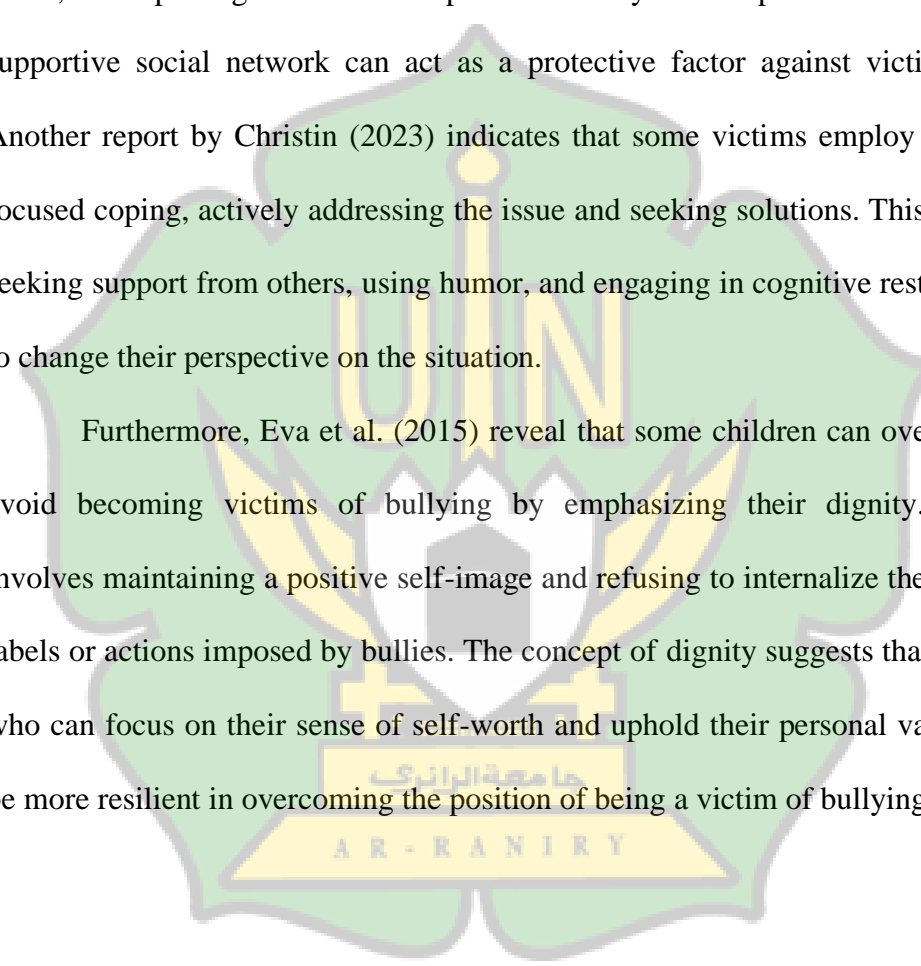
While verbal bullying may not always be immediately apparent, both educators and students acknowledge its presence in the classroom and school environment. This statement aligns with Muluk et al.'s (2021) study, which mentions that lecturers perceive verbal bullying as a common problem in classrooms. Viuni (2019) further asserts that students may engage in verbal bullying when teachers are not present. Based on Viuni's case study, three types of verbal bullying occurred to the two students who were bullied: mocking, exclusion, and disrespect.

3. How do students overcome verbal bullying so it will not affect their motivation in speaking English?

The interviews showed that interview participants have four main ways to handle verbal bullying and stay motivated in speaking English: ignoring and avoiding, seeking support, focusing on personal growth, and setting specific goals. The majority of them use the strategy of ignoring and avoiding, emphasizing the effectiveness of not reacting to bullies. Half of them find support from trusted people helpful. Everyone agrees that personal growth through continuous learning is vital. Additionally, three participants express that having specific purposes or goals, serves as a motivating factor to persist in learning English despite facing verbal bullying.

Bullying victims employ a range of coping mechanisms, utilizing various strategies and interventions to mitigate the negative impact of bullying. Sally et al. (2010), reported that victims of bullying adopt different strategies to stop bullying, such as fighting back, ignoring the bullying, confiding in an adult at home, and reporting the abuse to a peer. The study also emphasizes that having a supportive social network can act as a protective factor against victimization. Another report by Christin (2023) indicates that some victims employ problem-focused coping, actively addressing the issue and seeking solutions. This involves seeking support from others, using humor, and engaging in cognitive restructuring to change their perspective on the situation.

Furthermore, Eva et al. (2015) reveal that some children can overcome or avoid becoming victims of bullying by emphasizing their dignity. Dignity involves maintaining a positive self-image and refusing to internalize the negative labels or actions imposed by bullies. The concept of dignity suggests that children who can focus on their sense of self-worth and uphold their personal values may be more resilient in overcoming the position of being a victim of bullying.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections: the conclusions drawn from the study and suggestions for students, educators, and for further research within the context of the discussed topic.

A. Conclusions

After analyzing and discussing the findings, this study has arrived at several conclusions:

1. Verbal bullying indeed has a significant effect on students' motivation in speaking English. The analysis of questionnaire data using a Linear Regression model revealed a significant negative impact of verbal bullying on students' motivation levels in speaking English. The mean score for verbal bullying was 65.65, and for motivation, it was 58.77, falling within the "Moderate" category. The P Plot normality test confirmed the normal distribution of the data. The regression analysis supported the rejection of the null hypothesis, indicating a substantial influence of verbal bullying on students' motivation levels. As verbal bullying increased, motivation to speak English decreased.
2. There are three main types of verbal bullying experienced during English classes: Name-calling, Mocking physical characteristics, and Hurtful comments on English proficiency.
3. Participants revealed four main strategies to overcome verbal bullying and maintain motivation in speaking English: Ignoring and avoiding,

seeking support, focusing on personal growth, and setting specific goals.

B. Suggestions

Based on the findings of this study, the researcher offers some suggestions to hopefully reduce verbal bullying during the learning Speaking English process:

1. Considering the influence of student's verbal bullying and their motivation level, students should be aware of the types of verbal bullying around them and how to cope with them. It is also necessary for students to be mindful of their words and be respectful of each other so that the teaching-learning process can be more comfortable.
2. For educators, aside from being conscious of bullying cases, it is important to create supportive environments that boost confidence and discourage hurtful behaviors, especially in language learning. Moreover, educators should actively encourage and guide students to not only increase but also sustain their motivation in the process of learning to speak English.
3. Finally, this research can serve as a potential guide for future investigators conducting similar studies. It is recommended to conduct more extensive investigations considering the limited participant pool. Additionally, further research is suggested to discover improved strategies for preventing and intervening in the impact of verbal bullying.

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APPENDICES

Appendix A

Appointment Letter of Supervisors



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 12281/Un.08/FTK/Kp.07.6/11/2023

TENTANG:
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-11802/Un.08/FTK/Kp.07.6/09/2022
KEDUA : Menunjuk Saudara :

1. Prof. Habiburrahim, M.Com., MS, Ph.D Sebagai Pembimbing pertama
2. Syarifah Dahlana, M.Ed., Ph.D Sebagai Pembimbing kedua

Untuk membimbing Skripsi

Nama : Asy Syifa
NIM : 180203112
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Verbal Bullying on Students' Motivation in Speaking English

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023.

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 23 November 2023
Dekan,

Saiful Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip



Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

10/19/23, 2:33 PM

Penelitian Ilmiah Mahasiswa



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921

Nomor : B-11356/Un.8/FTK.1/TL.00/10/2023

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar
2. Kepala SMAN 1 Banda Aceh
3. Kepala SMAN 10 Fajar Harapan

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : ASY SYIFA / 180203112

Semester/Jurusan : XI / Pendidikan Bahasa Inggris

Alamat sekarang : Peuniti, Baiturahman, Banda Aceh.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **THE INFLUENCE OF VERBAL BULLYING ON STUDENTS' MOTIVATION IN SPEAKING ENGLISH** جامعة الرانيري

A R - Banda Aceh, 19 Oktober 2023

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

NIP. 197208062003121002

Berlaku sampai : 30 November 2023

Appendix C

Confirmation Letter from SMA 1 Banda Aceh and SMA 10 Fajar Harapan



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 KOTA BANDA ACEH**

Jalan Prof.A. Majid Ibrahim 1 No. 7, Kecamatan Meuraxa Banda Aceh 23231
Telepon/Faksimile (0651) 23225
Pos-el sma1bandaaceh@yahoo.com, Laman sma1bandaaceh.net

SURAT KETERANGAN

Nomor : 070 /700

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Banda Aceh, menerangkan bahwa,

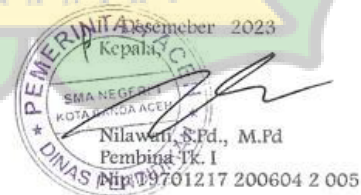
nama	: Asy Syifa
NIM	: 180203112
jurusan/p. studi	: XI / Pendidikan Bahasa Inggris
fakultas/universitas	: UIN Ar-Raniry Darussalam Banda Aceh
judul skripsi	: <i>THE INFLUENCE OF VERBAL BULLYING ON STUDENTS' MOTIVATION IN SPEAKING ENGLISH</i>

Telah melakukan penelitian pada SMA Negeri 1 Banda Aceh, tanggal 26 s.d. 30 Oktober 2023, untuk pengumpulan data penelitian ilmiah Mahasiswa sesuai dengan surat rekomendasi dari Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar Nomor : 421.3/3689 tanggal, 19 Oktober 2023.

Demikian surat keterangan ini untuk dapat dipergunakan seperlunya.

جامعة الرانيري

AR-RANIRY





PEMERINTAH ACEH
DINAS PENDIDIKAN
SMAN 10 FAJAR HARAPAN BANDA ACEH

Jalan Fajar Harapan Ateuk Ijawi 1e1/1 ax. 0651-7460433 Banda Aceh,
E-mail: Website: tahun: 2023

1 Desember 2023

nomor : 070/1210
hal : Telah mengumpulkan data

Yth. Wakil Dekan Bidang Akademik
dan Kelembagaan Uin Ar-Raniry
Jl. Syaikh Abdul Rauf Darussalam
Banda Aceh, 23111

Sehubungan dengan surat Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh nomor: B-11356/Un.8/FTK.1/TL.00/10/2023 tanggal 19 Oktober 2023 perihal: Izin Penelitian maka dengan ini kami sampaikan bahwa

nama : Asy Syifa
NIM : 180203112
jurusan : Pendidikan Bahasa Inggris
jenjang : S-1

telah mengadakan penelitian/ mengumpulkan data pada SMA Negeri 10 Fajar Harapan Banda Aceh mulai Tanggal. 26 s.d. 30 Oktober 2023 dalam rangka penulisan skripsi dengan judul "*The Influence Of Verbal Bullying On Students Motivation In Speaking English*".

Demikian surat ini di buat agar dapat dipergunakan seperlunya, atas kerja sama yang baik, kami ucapkan terima kasih.



Dr. Anwar S.Pd. M.Ed.

Pembina
NIP 197206211999031005

جامعة الرانيري

AR - RANIRY

Appendix D

Questionnaire

Identity of Respondent

Name:

Class:

Questionnaire 1

1. The questionnaire to determine the level of student motivation in Speaking English

2. The questionnaire does not have relation with your score at school.

Please cross (X) for the answer choices that best suit you. Use the following information scale to select the appropriate answer.

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA:

Strongly Agree

NO	ITEMS	SD	D	N	A	SA
1	I voluntarily continued to improve my English-speaking skills beyond school hours. *Saya secara sukarela terus meningkatkan kemampuan berbicara dalam bahasa Inggris di luar jam sekolah.					
2	I didn't feel compelled when I was actively speaking in the English class. *Saya tidak merasa terpaksa ketika aktif berbicara dalam kelas bahasa Inggris.					
3	Whatever the material provided by the teacher in the speaking class, I always try to understand and ask questions if I don't understand so that I feel satisfied. * Apapun materi yang diberikan oleh guru di kelas berbicara, saya selalu berusaha memahaminya dan bertanya jika saya tidak mengerti agar merasa puas.					

4	<p>If there's an English class scheduled for tomorrow, I always prepare by studying the relevant materials beforehand.</p> <p>* Jika ada jadwal kelas bahasa Inggris besok, saya selalu mempersiapkan diri dengan belajar materi terkait terlebih dahulu.</p>					
5	<p>Every time I have homework or assignment in a speaking English class I always want to do it quickly.</p> <p>* Saya selalu ingin menyelesaikan pekerjaan rumah atau tugas di kelas berbicara bahasa Inggris dengan cepat.</p>					
6	<p>Sometimes, I found speaking class challenging.</p> <p>* Terkadang, saya merasa kelas berbicara agak menantang.</p>					
7	<p>I practiced speaking regularly to get my English-speaking skill better.</p> <p>* Saya rutin berlatih berbicara untuk meningkatkan kemampuan berbicara bahasa Inggris saya.</p>					
8	<p>I feel motivated when I have the chance to ask questions.</p> <p>* Saya merasa termotivasi ketika saya memiliki kesempatan untuk bertanya.</p>					
9	<p>During English lessons and speaking class, I proactively take notes without being asked.</p> <p>* Selama pelajaran bahasa Inggris dan kelas berbicara, saya secara proaktif mencatat tanpa diminta.</p>					
10	<p>I realize that being able to speak English is important for the future.</p> <p>* Saya menyadari bahwa kemampuan berbicara dalam bahasa Inggris penting untuk masa depan.</p>					
11	<p>Getting praise from the teacher motivates me to stay active in class.</p> <p>* Mendapat pujian dari guru memotivasi saya untuk tetap aktif di kelas.</p>					
12	<p>I get compliments from my parents and friends if I get good speaking scores.</p> <p>* Saya mendapat pujian dari orangtua dan teman-teman jika saya mendapatkan nilai berbicara yang baik.</p>					
13	<p>Interesting material made me speak actively in class.</p> <p>* Materi yang menarik membuat saya aktif berbicara di kelas.</p>					

14	I am actively speaking if I like the lecture. * Saya aktif berbicara jika saya menyukai pelajaran tersebut.					
15	Fun learning facilities made me engage and actively participate during English speaking class. * Fasilitas pembelajaran yang menyenangkan membuat saya berpartisipasi aktif dalam kelas berbicara bahasa Inggris.					
16	The encouragement and advice from my parents, teachers and friends drive me to study diligently. * Dukungan dan nasehat dari orangtua, guru, dan teman-teman memotivasi saya untuk belajar dengan tekun.					
17	I am actively talking to avoid punishment, and so my friends will know that I can. * Saya aktif berbicara untuk menghindari hukuman dan agar teman-teman tahu bahwa saya bisa.					
18	I am even more excited to achieve if I get a gift from my parents or teachers. * Saya lebih bersemangat untuk mencapai prestasi jika mendapatkan hadiah dari orangtua atau guru.					
19	I am active in class to get good grades. * Saya aktif di kelas untuk mendapatkan nilai yang baik.					
20	I always do my assignment on time to avoid being punished. * Saya selalu menyelesaikan tugas tepat waktu untuk menghindari hukuman.					

Identity of Respondent

Name:

Age:

Questionnaire 1

1. The questionnaire to collect the data of students' verbal bullying experiences

2. The questionnaire does not have relation with your score at school.

Please cross (X) for the answer choices that best suit you. Use the following information scale to select the appropriate answer.

N: Never, S: Seldom/Sometimes, O: Often, U: Usually,
A: Always

NO	ITEMS	N	S	O	U	A
1	How frequently have you experienced verbal bullying at school in the past few months? * Seberapa sering kamu mengalami verbal bullying disekolah dalam beberapa bulan terakhir?					
2	I was called mean names or given names I don't like. * Saya dipanggil dengan nama panggilan yang tidak saya suka					
3	I was called mean names, was made fun of, or teased in a hurtful way. * Saya dipanggil dengan panggilan kasar, diejek, atau dilecehkan secara verbal dengan cara yang menyakitkan.					
4	I was insulted because of a physical characteristic. * Saya dihina karena ciri fisik tertentu.					
5	People laughed at me and pointed fingers. * Orang-orang menertawakan saya dan menunjuk-nunjuk.					
6	Other pupils left me out of things on purpose, left me out from their group of friends, or completely ignored me * Siswa lain sengaja meninggalkan saya, mengeluarkan saya dari grup teman mereka, atau sepenuhnya					

	mengabaikan saya.					
7	I was threatened or forced to do things I didn't want to do. * Saya diancam atau dipaksa melakukan hal-hal yang tidak saya inginkan.					
8	Other students spread lies or rumors about me in an attempt to make others dislike me. * Siswa lain menyebarkan kebohongan atau rumor tentang saya untuk membuat orang lain tidak menyukai saya					
9	I received hurtful comments or derogatory remarks about my abilities, especially during English class. * Saya menerima komentar yang menyakitkan atau pernyataan yang merendahkan tentang kemampuan saya, terutama selama pelajaran bahasa Inggris.					
10	Somebody made fun of my accent during practicing speaking English. * Seseorang membuat candaan tentang aksen saya saat berlatih berbicara dalam bahasa Inggris.					
11	I have sought help from others when experiencing bullying at school. * Saya pernah mencari bantuan dari orang lain ketika mengalami verbal-bullying di sekolah.					
12	I ever talked with my teachers or other adults at school about my experiences with verbal bullying from other students at school. * Saya pernah berbicara (melaporkan) dengan guru atau orang dewasa di sekolah tentang pengalaman verbal-bullying yang saya alami dari siswa lain di sekolah.					
13	How often do teachers or other adults at school intervene when a student is being bullied? * Seberapa sering guru atau orang dewasa di sekolah campur tangan ketika seorang siswa di-bully?					
14	How often do fellow students try to stop verbal-bullying when they see it happening? * Seberapa sering teman sekelas mencoba menghentikan verbal-bullying ketika mereka melihatnya terjadi?					
15	How often are you afraid of being bullied by other pupils in your school? * Seberapa sering Anda merasa takut di-bully oleh siswa					

	lain di sekolah?					
16	I am not brave to speaking English in front of the class after got Verbal-bullying * Saya tidak berani berbicara dalam bahasa Inggris di depan kelas setelah mengalami verbal-bullying.					
17	I am afraid of being mocked by my friend when speaking English in front of the class after got verbal-bullying * Saya takut diejek oleh teman-teman saya ketika berbicara dalam bahasa Inggris di depan kelas setelah mengalami verbal-bullying.					
18	I am not confident in myself when speaking English in front of the class after got verbal-bullying * Saya tidak percaya diri ketika berbicara dalam bahasa Inggris di depan kelas setelah mengalami verbal-bullying.					
19	I ever feel afraid of being wrong when speaking English in front of the class after got verbal-bullying * Saya pernah merasa takut melakukan kesalahan ketika berbicara dalam bahasa Inggris di depan kelas setelah mengalami verbal-bullying.					
20	I feel unmotivated to speaking English in front of the class after got verbal-bullying * Saya kehilangan motivasi untuk berbicara dalam bahasa Inggris di depan kelas setelah mengalami verbal-bullying.					



Appendix E

Interview

Interview Questions

These are 7 semi-structured interview questions focusing on students' experiences with verbal bullying during the process of learning to speak English, the types they commonly encounter, and their strategies for overcoming it:

- 1. Can you describe an instance when you felt you were a target of verbal bullying while learning to speak English? What specifically was said or done, and how did it impact your English language learning experience?**

(Dapatkah Anda ceritakan sebuah kejadian ketika Anda merasa menjadi sasaran verbal Bullying saat belajar berbicara dalam Bahasa Inggris? Apa yang tepatnya yang dikatakan atau dilakukan, dan bagaimana itu memengaruhi pengalaman Anda dalam belajar Bahasa Inggris?)

- 2. What are some of the most common types of verbal bullying you have encountered or observed within the context of learning to speak English? Could you provide examples of these types?**

(Apa saja jenis verbal bullying yang paling umum yang pernah Anda alami atau perhatikan dalam konteks belajar berbicara dalam Bahasa Inggris? Bisakah Anda memberikan contoh-contoh jenis ini?)

- 3. In your opinion, how do negative comments or teasing related to English proficiency affect students' motivation and self-esteem in the language learning process?**

(Menurut Anda, bagaimana komentar negatif atau ejekan terkait dengan kemampuan berbahasa Inggris memengaruhi motivasi dan harga diri siswa dalam proses belajar bahasa tersebut?)

- 4. Have you ever sought support or assistance from teachers, peers, or others when facing verbal bullying connected to your English language learning journey? How did they respond, and did their support help you overcome the situation?**

(Pernahkah Anda mencari dukungan atau bantuan dari guru, teman sekelas, atau orang lain ketika menghadapi verbal bullying terkait perjalanan belajar Bahasa Inggris Anda? Bagaimana mereka merespons, dan apakah dukungan mereka membantu Anda mengatasi situasi tersebut?)

- 5. Are there specific strategies or techniques you have used to deal with verbal bullying while learning to speak English? Can you share any tactics that have proven to be effective for you?**

(Apakah ada strategi atau teknik tertentu yang pernah Anda gunakan untuk menghadapi verbal bullying saat belajar berbicara dalam Bahasa Inggris? Bisakah Anda berbagi taktik yang terbukti efektif bagi Anda?)

- 6. Can you recall a situation where you witnessed someone else experiencing verbal bullying due to their English-speaking abilities? Did you take any steps to support or help that person? If so, what did you do?**

(Bisakah Anda mengingat situasi ketika Anda menyaksikan seseorang lain mengalami verbal bullying karena kemampuan berbahasa Inggris mereka? Apakah Anda melakukan langkah-langkah untuk mendukung atau membantu orang tersebut? Jika ya, apa yang Anda lakukan?)

- 7. Based on your experiences, what advice would you offer to fellow students who may be encountering verbal bullying during their English language learning process? How can they effectively address and overcome such challenges?**

(Berdasarkan pengalaman Anda, apa saran yang akan Anda berikan kepada teman siswa yang mungkin menghadapi verbal bullying selama proses belajar bahasa Inggris mereka? Bagaimana cara mereka mengatasi dan mengatasi tantangan semacam itu secara efektif?)

Appendix F

Research Documentation

SMA 1



SMA 10



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