EXPLORING TYPES OF BULLYING IN LANGUAGE LEARNING

THESIS

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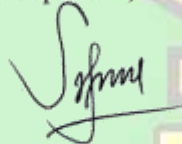Bachelor of Education in English Language Teaching

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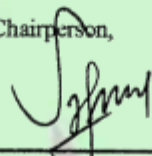for Bachelor Degree of Education in English Language Teaching
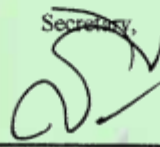
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمْ

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Finally, to Allah SWT I ask to be given ease and guidance. I realize that this thesis is not free from mistake and weakness, therefore, I sincerely accept criticism and suggestions from all parties to perfect it the future.

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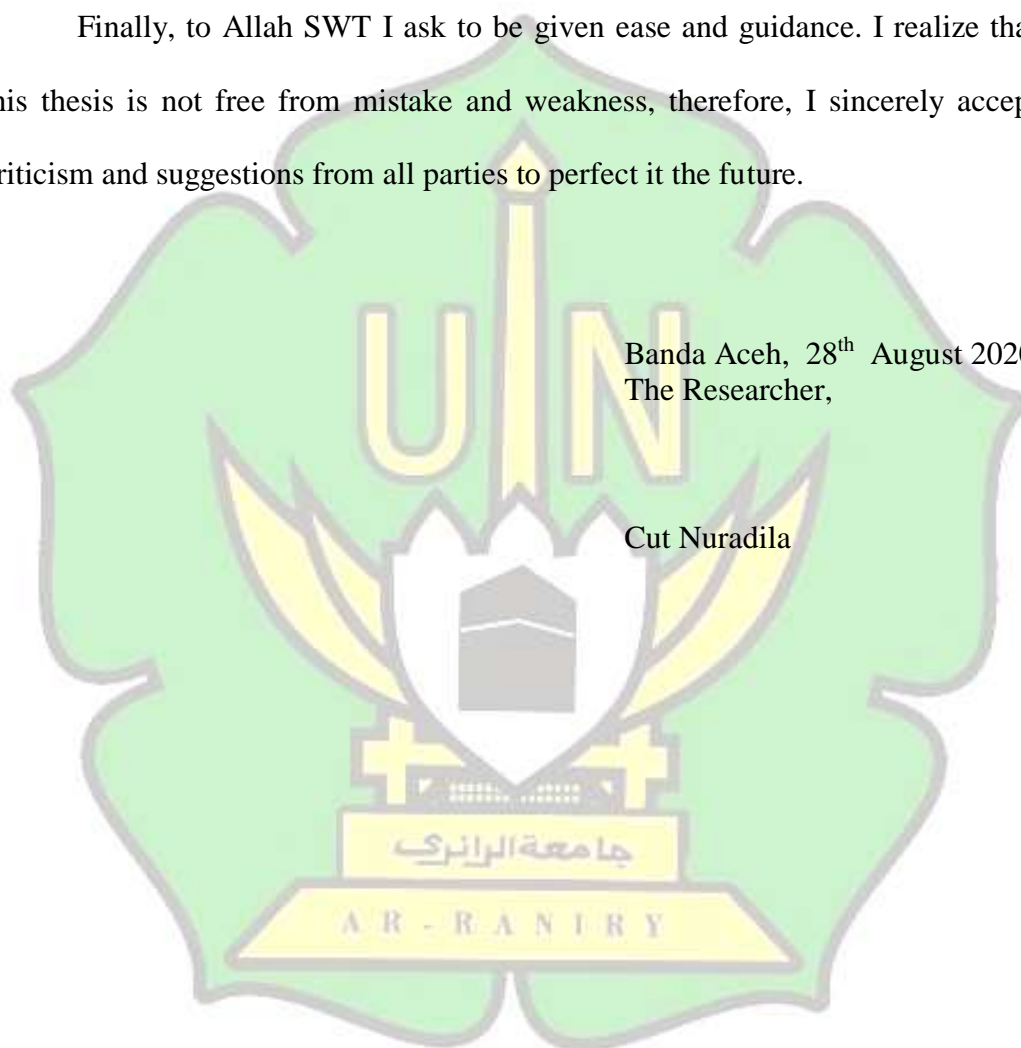
ABSTRACT

This research was exploring types of bullying in language learning. This research was exploring the types of bullying in language learning. It aims (1) to identify the types of bullying faced by students in the language learning process (2) to know the effects of bullying faced by students in the language learning process. The research was conducted at SMPN 3 Banda Aceh. This research used a qualitative descriptive and the data collected through an interview method. The participants were ten from class 2nd grade of SMPN 3 Banda Aceh. This research found that: (1) three types of the bullying encountered by students in the language learning process, such verbal bullying including mocked, laughed, physical bullying including hitting and pushing, and relational bullying including holding back friendships and socially excluding. (2) Effects of bullying faced by students in language processes such as low-psychological well-being including uncomfortable, low self-esteem, poor social adjustment including absenteeism.

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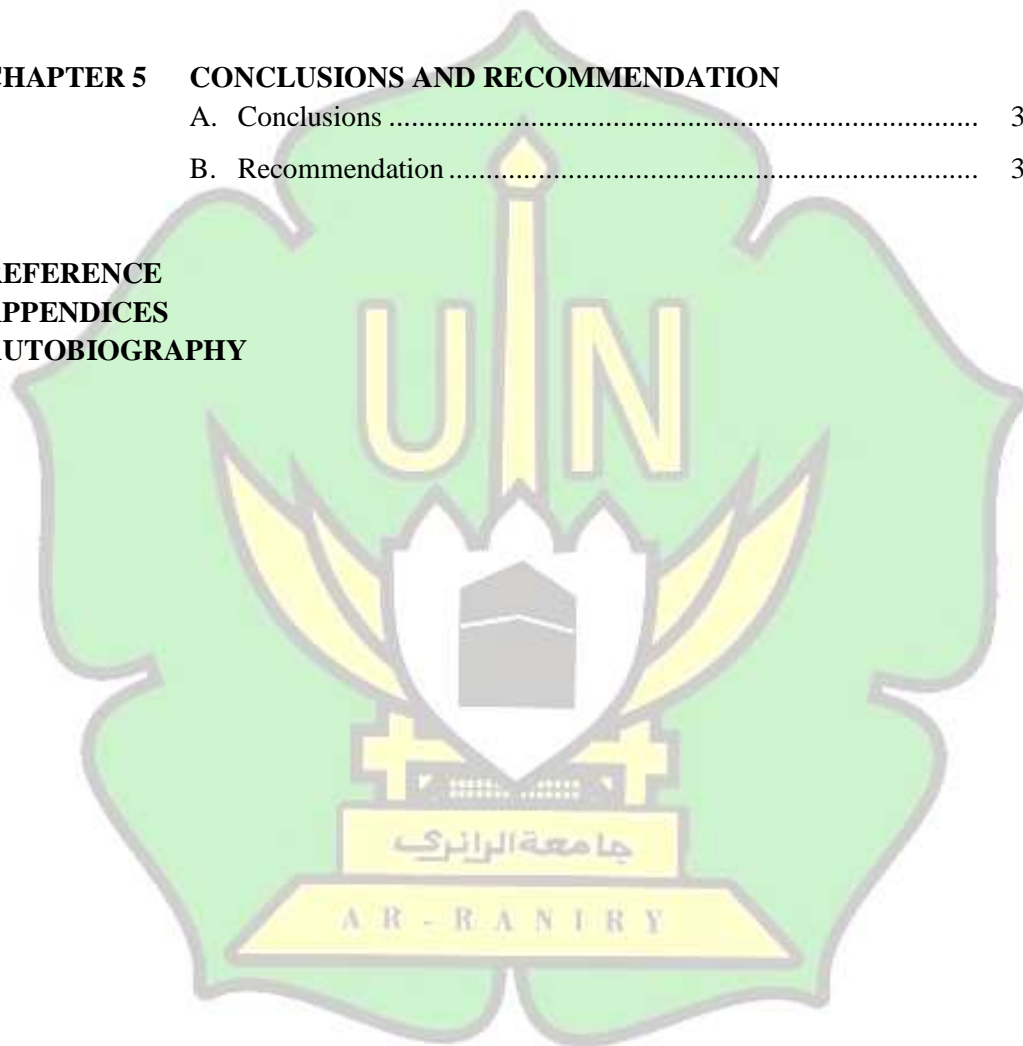
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CHAPTER I

INTRODUCTION

A. Background of Study

Education is the most important process in our lives. It is a process by which we can produce quality human resources in any specific field of learning (Henny, 2016). To carry out well education, a good system undoubtedly is required to be applied, in which all elements operate systematically and functionally. The education system has become a key to human resource takes place, achieving its academic successes and advancements from time to time.

According to Ki Hajar Dewantara, as cited by Muhsin (2016) education is an effort to guide the strength of nature in every child to grow and develop as humans and as members of society, who can achieve safety and happiness in their lives. Somehow, as time goes by, education continues to grow along with the influence of globalization and technology, as well as the behavior and students' attitude in which easily to accept or adopt negative behavior and positive behavior. Accroding to Souriyavangsa, Rany, Lai mei, and Abidin (2013) stated that education is an effort to develop individual skills, both in attitude and behavior in society.

Moreover, according to Dewey (2014) education is a process of renewal of the meaning of experience; it will occur in the ordinary intercourse or association with young adults, may also occur accidentally and instituted to produce social sustainability. This process involves the supervision and development of the

immature and the group in which he lives (Dewey, 2014). Whereas, according to Muhsin (2016) "school is a very strategic place for character education, because children from all walks of life will benefit edacity at school where the children spend most of their time in school" (p.5). Therefore, based on the definitions above, education is very important for the future and critical thinking.

Nevertheless, during the process of learning, several factors affected the students in the learning process. As stated by Mondal (2020), six factors may affect the learning process, such as learning factors, teacher factors, physical factors, mental factors, emotional, social mental and environmental factors. As psychological environmental factors play the most affected factor in learning, especially learning English (Mondal, 2020). As Souriyavangsa, Rany, Lai mei, and Abidin (2013) stated that there are factors affected in language English learning process, which are; students lack the confidence to use English because they are afraid of mistake and embarrassment, the English language is difficult to learn due to students are not-motivated, encouraged and gained learning strategy. Therefore, language learners often experience bullying when they are learning a language, especially in Indonesia, which has a mother tongue and various language accents and tribes, which are difficult to use English as a second language.

Bullying is an act of repeated aggressive behavior to intentionally hurt another person, which is physically or mentally (Beran, 2009). At the same time, Olweus (1999) defined bullying as a process in which a person is bullied by exposing the action repeatedly and over time. According to Olweus (2002) there

are "two forms of bullying; Direct bullying and Indirect bullying" (p.82). Direct bullying indicated by slapping, pushing, name-calling, swearing, and intimidating (Beran & Lupart, 2009). Furthermore, indirect bullying is indicated, such as menacing violent movements, staring, threatening face, growling, and threatening to pound or scare (Beran & Lupart, 2009). Based on the scholar's explanation above, it can be concluded that bullying is an act done by a person or a group to vent their anger or hurt someone physically or mentally. Moreover, bullying is one of the very negative behaviors that can damage the next generation, such as the loss of students' enthusiasm and motivation in learning, but it can also damage the students' psychology.

Unfortunately, bullying also occurs in the domain of education, as Alam (2017) stated that bullying is a serious problem at school and characterized by aggressive behavior, unequal power relationship, and the intention to cause physical, social or emotional harm to other. Although education nowadays has developed much better, bullies' behavior still happens in the world of education, especially in classrooms, which is usually in English class. Therefore, based on the background, this study will discuss exploring types of bullying in language learning.

Several studies about bullying cases happening in the educational environment have been conducted because they have become a social issue in education and psychology. Some researchers make it as learning goals. One of them is Alam's (2017) research entitled "Exploring Effects of Teacher Bullying on Secondary English Language Learning." This study discusses the different types

of bullying in classroom management conducted by a teacher to students, investigate the nature of bullying in a classroom that takes place in the context of a secondary school in Dhaka and to identify the types of bullying that exists in their English language classrooms as well as the implication that is inflicted upon the learners and the effect of bullying by conducted teachers. The writer's explanatory design uses the writer's research design, and the researcher used questionnaires and interviews for the instrument. This study's population, all the activities in a Bangla medium school in Dhaka city, and the sample of this research consists of 100 students and 4 English teachers.

Another study entitles "Early childhood: Language and Bullying in an English-medium School in China" have been done by Lehman (2017) in China. This study describes examining if a language is a factor in reporting bullying behavior by young English language learners enrolled in an early childhood program of an English-medium school in china. The researcher used interviews and written questionnaires of instruments. The participants of this study are eleven students, five were male, and six were female.

In addition, the previous studies above showed that bullying was a serious case in the realms of education, especially in the language learning process. Therefore, this study focuses on identifying the types of bullying in the language learning process. That aimed to prevent the case of bullying happen in the language learning process. This study conducted in SMPN 3 Banda Aceh. Based on the observation, the students still feel less confident and anxious when performing English in front of the class. There are must be bullying acts in the

class that make the students feel anxiety during the language learning process. Therefore, this study curious about the types of bullying acts in the learning language process that happens in SMPN 3 Banda Aceh.

B. Research Question

According to James and Kimberly (2011) research question is a question that will be answered through data collection at the end of study. Based on the background of the study in the preceding discussion, the research questions are formulated as follow.

1. What are the types of bullying encountered by students in language learning process?
2. What are the effects of bullying encountered by students in language learning process?

C. The Aim of Study

In accordance with the research question, the aim of research is:

1. To identify the types of bullying faced by students in language learning proces.
2. To find out the effects of bullying faced by students in language learning process.

D. The Significance of Study

The finding of this research is expected to share the information for teachers and learners about "types of bullying in language learning." This research is useful because it teaches teachers to know is characteristic of students and understand search attitude in education. They can find ways to solve teacher's problems in language learning activities, especially in English subjects, and to know how to avoid being bullied during the language learning process in English classrooms. They can find out an appropriate strategy or a technique in teaching in English. While for the students, they will be motivated to be confident in learning English. Because the teacher will build enthusiasm in learning English. Consequently, they will be motivated in the classroom

E. Terminology

1. Bullying

In dictionary.com reported that a person who threatens to hurt someone, often forcing that person to do something, moreover, in the oxford dictionary, that a person who uses their strength or power to frighten or hurt weaker people. Therefore bullying is a people who have a bad ability to disturbing each other.

Bullying is commonly defined as long-standing, negative behavior conducted by an individual or a group, and directed against a person who cannot defend her/himself in the actual situation (Owleus, 1999). Moreover, Alam (201) also stated that "bullying is an adolescent period that affects students socially and

learners have to face many challenges to overcome it" (p.12). This study focuses on exploring types and the effects of bullying in language learning.

2. language Learning

Language learning is broadly defined as developing the ability to communicate in the second or foreign language (Brown 2017).

According to Nuun (2016) language learning is an active process that begins at birth and continues throughout life. Also Halliday (2018) stated that learning both spoken and written language. They are developing use of complex grammatical structures and vocabulary, communicative competence (rules for the appropriate and effective use of language in a variety of social situations); comprehension of spoken and written language and ways to express themselves.

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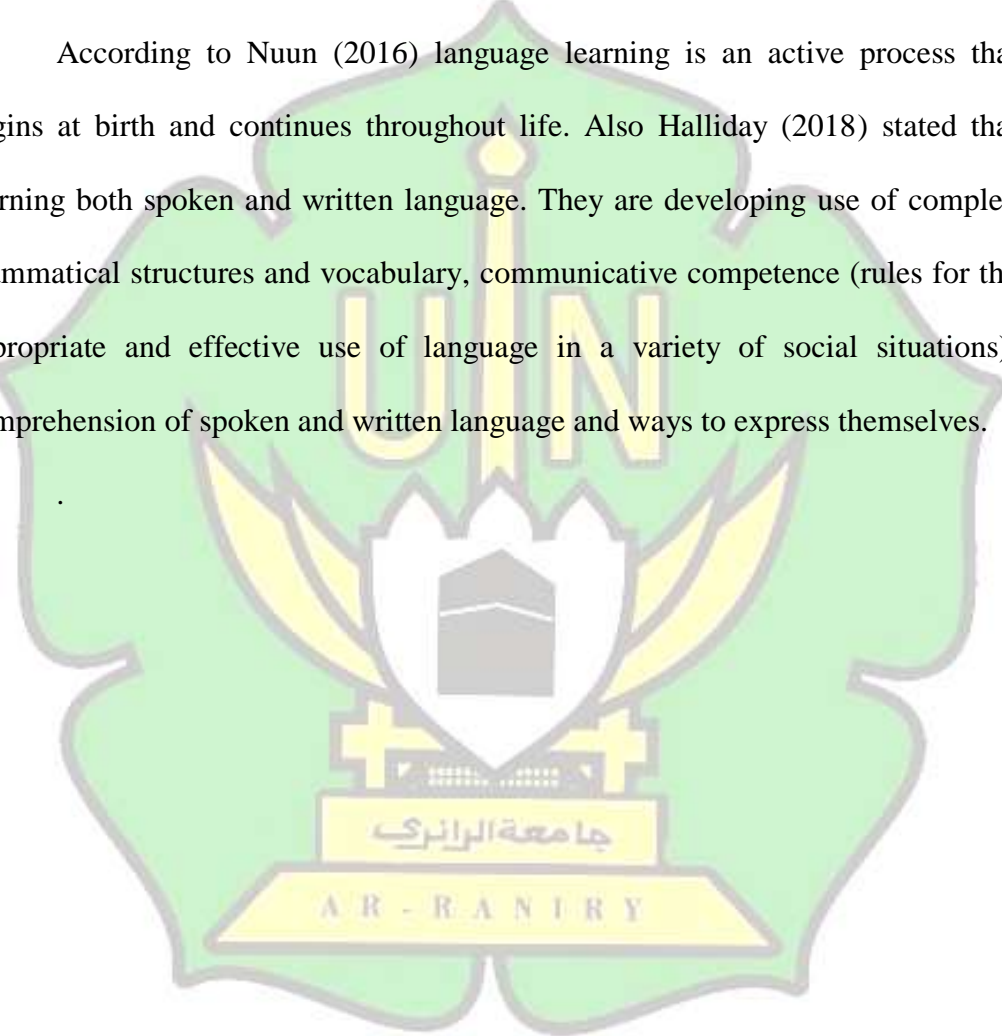
This chapter explains a brief overview about some important theories of the study. Based on the need of this study, this chapter begins with the conceptual meaning of bullying, types of bullying, effect bullying and cause of bullying toward language learning.

A. An Overview of The Bullying

Bullying is not a contemporary problem but has always been a part of life (Koo, 2007, p. 108). The first significant journal article which addressed bullying among young people was written by Burk in 1897, since then, there was a long gap before the issue taken up again. Then, Olweus in 1978 described the concept of bullying in his book entitled Aggression in The School: Bullies and Whipping Boys, and he mentioned a school in Norway that was strongly influenced by bullying (Alam, 2017). Moreover, in the 1980s, Olweus gave the first example of a national intervention campaign against bullying (Alam, 2017).

1. Definition of Bullying

Various literatures have similar definitions of bullying. Benitez & F (2012) defined bullying as a serious problem that academic setting in all parts of the world. Furthermore, Cambridge Dictionary (2016) gave a list of two definitions referring to the word 'bullying', which are; 1). Bullying is the behavior of a person who hurts or frightens someone smaller or less powerful, often forcing that person or something they do not know what to do; 2). Bullying is a problem

in many schools. In addition, there are two definitions which are defined by Merriam-Webster Online Dictionary (2010) as follows; 1) Abuse and mistreatment of someone vulnerable by some stronger, more playful; 2) Prone to or characterized by overbearing mistreatment and domination of other.

In brief definition, it can be concluded that bullying is bad or aggressive behavior, that carried out by someone to another person, who can experience psychiatric disorders, stress, pressure, and make herself/himself became a bullied.

Bullying is regarded as a form of aggression in which a person repeatedly harasses another person physically or psychologically (Roland & Idsoe, 2001, p.8). While, Baron (1977) as cited in Koo (2007) stated that "aggressive behavior as behavior that is directed towards the goal of harming or injuring another" (p.109).

Moreover, Owleus (1995) as cited in Beran (2009) described bullying as an act of repeated aggressive behavior in order to intentionally hurt another person, physically or mentally. While in another journal entitle "The Nature of School Bullying: A Cross-National Perspective" Olweus (1999) also defined bullying as a process when a person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons and he or she has difficulty defending himself or herself living being who is motivated to avoid such treatment. Therefore, bullying is a person's negative behavior that is carried out with harassment that aims to hurt others both physically and non-physically.

Bullying does not differentiate a person's place or educational background. Bullying can occur anywhere but generally happen in or around schools when the control is not available from the parents or the person who related to the bully.

2. Bullying at School

Many scholars agreed that school bullying is a serious problem since school is no longer the safest place after home (Alam, 2017). According to Alam (2017), School bullying is a serious problem in school and has a negative impact on the students. Furthermore, according to Wahyuni (2012) as cited by Septiyani (2014) school bullying is a form of aggressiveness between students that has the most negative impact on their victims. Moreover, according to Hughes (2014) bullying is "unwanted", aggressive behavior among school-aged children that involves a real or perceived power imbalance.

However, bullying phenomenon in school is a serious problem that makes a negative consequence for the school and violates the social rights of the students to learn in safe environment (Hughes, 2014). According to Smith and Sharp (1994) as cited in Alam (2017) stated that "bullying is a systemic abuse of power" (p.112). Therefore, it can be concluded that bullying is a problem that has bad behavior in school or the surrounding environment that gives a negative consequences to the victims.

Bullying at school tends to occur in secluded places such as in the classrooms, especially when there are no teachers to monitor the students (Tsai & Gomba, 2015, p.164). Teachers are responsible for ensuring the school environment with safety learning that reducing bullying behavior in their schools

(Tsai & Gomba, 2015). The best way to reduce bullying is to recognize that bullying can occur at all levels within the hierarchy of the school that is from kindergarten through high school (Tsai & Gomba, 2015). Most schools have adopted anti-bullying policies and made it clear that bullying is never acceptable (Thijs, &Verkuyten, 2008). Teachers must ensure that there is supervision within and outside the school environment and encourage positive relationships between friends in cooperative learning activities. Besides, teachers may emphasize the aspect of caring, respect, safety, and the consequences of hurting others (Thijs, &Verkuyten, 2008).

Van Lier's as cited by Alam (2017) classifies 4 types of bullying in the classrooms conducted by teacher ; they are:

a. The first types of classroom interaction happen when the educator controls neither the topic nor the activity. Here, teacher was unable to controls the topic and students contact with the teacher was totally absent in the classroom. However if students make noise in classroom, they could be harassed.

b. The second types of interaction occur when the teacher controls the topics but not the activity, like that teacher told students to write down something that had both good and bad impact. The teacher dominated the topic here, but the teacher did not understand he topic and was bullied by the students.

c. The third types of interaction occur when teachers controls both the topic and the activity. In the sector students are often harassed.

Example of this situation is if the educator has chosen a topic and guided the practice. It would also cause fear for the students.

d. Types four occurs when the teacher controls activity but not the topic. For example teacher controlled activity by using the lottery method to complete the assignment and distributed topic to different classes. In this case some students are unable to do this activity and they were emotionally abused by teacher.

B. Types of Bullying

There are various types of bullying, which occurs among young or teenager and the field of education, especially in schools conducted by person and groups. As Calyn G (2013) explained that there is a division of types of bullying. There are three points may be included;

1. Physical bullying.

Physical bullying includes acts including hitting, kicking, punching, and taking or damaging individually focused belongings. Fighting and shoving a student into the lockers is regarded as a physical act. This type of bullying is significantly easier to detect. It is easier for school staff and students to oppose and discontinue this behavior when observations can be made. Students tend to be most afraid of this type of bullying as it is what is portrayed in media outlets and focused on the prevention of anti-bullying.

2. Verbal bullying.

Verbal bullying is the outward attempt to tease or call an individual by name. Things such as calling someone use negative, stupid, terrible, or mentally retarded names are examples of verbal bullying. Seriousness will escalate to verbal threats to those individuals. These threats and uncomfortable social situations can make things socially difficult for students and be a major contributor to the withdrawal from school. Consequently, many students suffer from a lack of friendships and problems with their grade point average.

3. Relational bullying.

Relational bullying causes harm to individuals by damaging peer relations and social relationships. This type of bullying involves social networks' aggressive, purposeful abuse. This type of bullying involves spreading rumors, holding back friendships, and socially excluding others. This type of bullying is generally more common in females. Girls tend to prefer related bullying since it's less physical. It can also be done subtly, like inviting peers to a gathering in front of an isolated person. Another form of bullying appears to be ignored, as there is more protection against external bullying styles. Studies have shown that it is important to focus on relational bullying since bullying can be the most impactful and hurtful form.

Most schools have an established system of discipline set up for school violence or physical abuse, but the mechanism to deal with this type of bullying is very limited (p. 11). Typically boys use more physical forms of bullying, girls more indirect forms, and social exclusion.

C. The Causes of Bullying

To identify the causes of bullying among the students, several scholars identified the causes of bullying can be categorized into four factors:

1. Social Factor

Social factors are one of the key points of student bullying. Moreover, Asonibare (1998) stated that students who frequently abused by their teachers are ignored by their parents, family dysfunction, domestic or social violence, dismissal, alienation, exposure to violet movies (as cited in Fareo, 2015, p.439). Bullying has an academically and socially negative effect on the mind of students. Students who are always bullied in a dark and somber mood by their teachers because of the teacher's unsympathetic disposition, bullied students do not plan to attend the class regularly.

2. Biological factor

According to Jekayinfa (2004), it shown that some individuals behave unfavorably due to an imbalance in the body's hormone production. Aggressive behavior such as bullying can also be associated with poor mental health conditions (as cited in Fareo, 2015, p.439).

3. Peer Group Influence

Secondary school students spend a lot of their time with their peers relative to their parents and teachers. According to (Salawu, 2003, as cited in Fareo, 2015) students enjoy a free society it makes them more flexible in thinking and behaving. Students have the ability to overcome problems that

may conflict with the interests of adults in the English class, and they are afraid of being interrupted whenever they do not know the answer.

4. Environment Factors

Environmental factors, such as the mindset of teachers, play a crucial role in deciding to what degree issues can manifest in the classroom. In other words, bullying often occurs when there is little or no supervision such as school classroom or environment (Fareo, 2015, p.439).

Environmental factors, such as the teachers' mindset, play a crucial role in deciding to what degree issues can manifest in the classroom. Bullying often occurs when there is little or no supervision such as school classroom or environment (Fareo, 2015, p.439).

D. Bullying Effects toward Language Learning Students

Language learners often become the target of bullying (Haynes, 2014). Haynes, Berry (2014) argued that accented languages and different cultural habits often lead to language learners becoming victims of bullies. Bullying has been proven in classrooms since preschool age, and many bullying effects last a long time for the victims, especially in English language learning. Moreover, bullying children have low self-esteem and tend to be anxious and insecure (Haynes, 2014). They often feel lonely and depressed. Because of bullying, their social skills are usually lacking and makes them difficult to make friends (Nansel, 2001). Craig (2000) as cited by Alam (2014) intended that bullying is widespread and harmful for teachers, students, and school.

Additionally, Alam, (2017) stated that "bullying can have devastating effects on the students" (p.17). Students who are bullied go to school every day with a fear of being humiliated before others. It is very important for all potential teachers to realize that bullying is a problem (as cited in Fareo, 2015, p.439). According to Kerlikowske (2003), as cited in Alam (2017, p.17), four points may be included; a). Students who are bullied are more likely to be depressed; b). Students are more likely to be suicidal; c). Students are more likely to kill teachers; d). Decreased academic achievement and school participation; e).Increased anxiety, loneliness, self-esteem issues, poor academic achievement, fewer friends, school avoidance, and psychiatric problems.

On the other hand, Alam (2017) reported that students who experience bullying, whether as victims or bullies, face an increased risk of poor psychological health. Probably, the highest level of negative health outcomes are teens being humiliated and abused by others, often referred to as "bully-victims." One study three categories of negative health conditions in the victim and being bullying, they are;

1. Low-psychological well-being

    Including state of mind that are generally considered unpleasant but not acutely distressing, such as general unhappiness, uncomfortable, low self-esteem and feelings of anger and sadness, anxiety, depression and suicidal thinking.

2. Poor social adjustment

   Including feelings of aversion toward one's social environment, particularly dislike for school, isolation and absenteeism.

3. Physical un-wellness

   Including clear signs of physical disorder evident in medically-diagnosed illness and psychosomatic symptoms.

   Therefore, these effects showed the harmful of bullying is a serious problem and it is important to know the types of bullying in preventing the bullying in school.
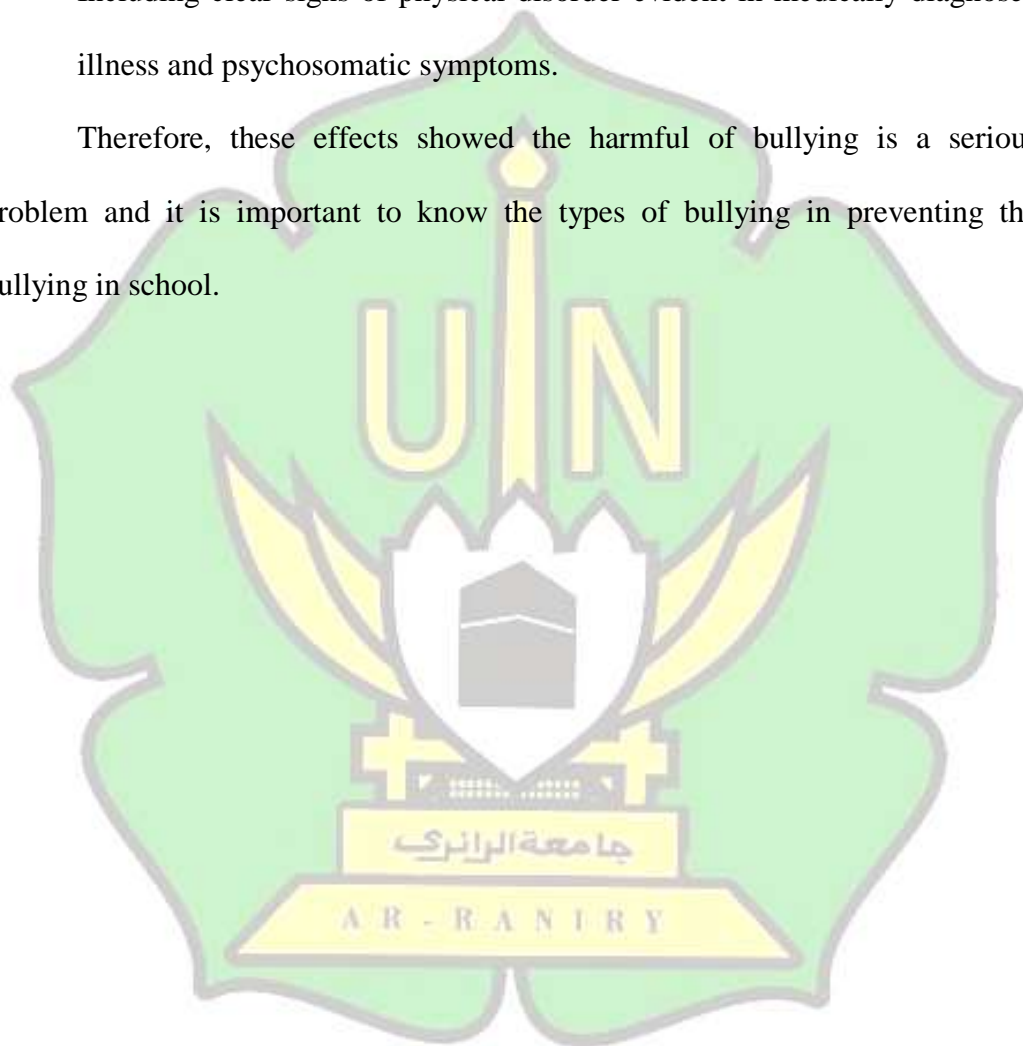
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a description of the research method used in this study. It includes research design, population, samples, and instruments of the study, the procedure of collecting data and the technique of collecting data.

A. Research Design

This study aims to identify types and effect of bullying in language learning. This research using a qualitative method which focuses on interview. According to Sukardi (2008) "descriptive research is the research method describing a researched object. It aims to describe the evidence systematically and the characteristics of the object, which is researched precisely" (p. 162). Creswell (2008) also stated that a descriptive qualitative study aims at investigating details of people, places, or events in a setting in a qualitative approach. Therefore, as this study aims to identify the types of bullying in language learning among the students, the researcher used the description and explanation to investigate the samples. However, the researcher needs the data from the samples through interviews them.

B. Brief Description of Research Location

This study takes place at SMPN 3 Banda Aceh, which is located on Nyak Adam Kamil 3 St., Neusu Jaya, Kota Banda Aceh. It has been established since 1

August 1956. The headmaster of SMPN 3 Banda Aceh is Rima Afriani and it has 51 teachers in total including 4 English teachers. There are several steps in conducting this research at SMPN 3 Banda Aceh. First, the researcher will meet one of English teacher and will ask an information conversations regarding to the bullying during English language learning. Second, the researcher will ask for the permission to conducting the research in SMPN 3 Banda Aceh. After having the permission, the researcher will interview the students. The researcher chooses the school SMPN 3 Banda Aceh because this school is one of the favorite schools, with good parents' income. In the middle of the city, with this background, the researcher wants to see if there is still bullying in school especially in language learning in English lesson.

C. Population and Sample

Choosing population and sample is very important step in conducting a research study. Before the sample was collected, the researcher had to determine the population. According to Arikunto (2010) population is the subject of research. Meanwhile, according to Ary (2002) a population is all members of any well-defined class off people, events or object.

Arikunto (2010) stated that "sample is a part of the population or representative of the population which will be analyzed" (p.147). Therefore, the sample taken from the population must be truly representative, because the sample represents the whole respondents. Although the sample is examined, the results and conclusions of the study effect to the population.

The population of this research is the students at SMPN 3 Banda Aceh, Neusu. The sample of this study is taken by using a purposive sampling method. According to Creswell and Clark (2013), Purposive sampling involves the identification and selection of individuals or groups who have special knowledge about experiences with interesting phenomena. Purposive sampling allows researchers to take samples by using their judgment to select the appropriate sample to collect the required data based on the information. It was chosen because those samples have the purpose of making the writer more comfortable to collect the data. However the researcher will choose 10 students of the 28 students in one class at 2nd grade of SMPN 3 Banda Aceh.

D. Data Collection

In this study, the researcher uses interview which was explained to collect the data. According to Mathers, Fox and Hunn (2002), interview is an important data gathering involving verbal communication between the researcher and the subject, and it is commonly used in survey design, exploratory and descriptive studies. This study uses interview to get information about types of bullying on language learning. Cresswell (2012) stated that the interview is a face to face conversation between the researcher and the participants which involves the transfer of information to the interviewer (p. 204). The interview uses to explore the detail information about types of bullying on language learning.

E. Data Analysis

Data analysis is the review process, sorting, and grouping data to formulate working hypotheses and lifted it then is lifted into conclusions or theories in the research findings (Bakri, 2003, p.162). To answer the research problems, the researcher analyze the data through qualitative data analysis. According to Joko (2004), data qualitative is data received that will be presented in the explanation section. Creswell (2008, p.37) said that qualitative analysis is an approach to exploring and understanding a central phenomenon. Central phenomenon is a concept or a process that is explored in depth in qualitative research. To understand the central phenomenon the researcher interviews the participants by asking general and rather broad questions.

The researcher will analyze the data; first, the participants will be interviewed using voice recorder through several questions. Second, after the conversation is recorded, the researcher will transcript the conversations and the data will be organized according to the questions so that it would be easy to analyze. Third, after analyzing the data, the researcher will explain it descriptively in the form of a written report. To analyze the result of the interview, the researcher will classify the students according to the types of bullying in language learning. This separation will make to help the researcher to analyze the data quickly. At last, the researchers re-observed the findings and draw conclusion of the study. In this step, the types and the effect of bullying in language learning from the whole part will be detected.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the finding of data interview analysis. The purposes of this study are to identify types of bullying encountered by students in language learning process and to know the effects of bullying faced by students in language learning process.

A. **Research Finding**.

The research findings were identified based on the research questions. The research questions were "what are the types of bullying encountered by students in language learning process?" and "what are the effects of bullying encountered by students in language learning process?"

The researcher used interview as the data collection to answer the research questions. The participants were ten students at 2nd grade of SMP 3 Banda Aceh. In order to simplify the data, the researcher used the initial name to each participant (SM, SD, EN, PM, NM, EN, RM, MA, SF, ZF).

1. ***The Types of Bullying Encountered by Students in Language Learning Process.***

    There were three main points of the types of bullying encountered by students in language learning based on the interviews, they were: verbal bullying, physical bullying and relational bullying.

    a. Verbal of Bullying

    Almost ten interviewed participants gave the similarly answers when they were questioned about the types of bullying encountered by students in the language learning process. Based on Calyn G 2013, the types of verbal bullying were teaser, laughed, mocked, and name-calling, teasing, and humiliate. The majority, seven of them said that the verbal type was bullying encountered by students in the language learning process. They said, in language learning, they often laughed and mocked to another student. As SD said:

    "I am not good at learning English, so, my friends often mock at me. For example, the pronunciation is wrong then the teacher fixes and then friends laugh at me".

    El continued:

    "Sometimes I don't know vocabulary in English, classmates often laugh at me".

    NM added:

"Usually, people like to misread or speak incorrectly and then they ridiculed or laughed by students in the class.

MA agreed:

"Usually I am often ridiculed or laughed by my friends when I wrong in pronouncing English and often it happen when the teacher asks "how is your opinion?" then I answer and my answer is different from other friends, then they laugh at me, so that makes me less confident to speak again".

SD, El, NM, and MA answered that type of bullying encountered by them was ridiculed and laughed at by another student. It is a little bit different with SD, EL, NM, and MA, EN often underestimated:

"Sometimes it happens to me. When the teacher unconsciously says "you cannot", when I answer the question wrongly and claim I cannot learn English, just because I cannot understand one of the learning materials in English. Whereas in other materials I understood and understood it so the teacher assumed that I was cheating in working in English questions".

As PM said:

"Sometimes I don't understand it's often laughed at by friends. For example when we misread or write in front of the class, like when I was in class 1 I was ridicule d for reading "anyone" so at that time I read "an-yon", and until now I was called by the vocabulary".

SF agreed:

" ….. And they often called negative names in English, like "black" and "giant".

MA added:

"Sometimes friends like to underestimate my answers so I don't dare to think in the future anymore".

Therefore, based on the opinion above, it can be concluded that verbal bullying was one type of bullying encountered by students in language learning were mocked, laughed, name-calling and underestimated.

b. Physical bullying

There were three from ten participants said that physical bullying was one of the encountered bullying in the English classroom. This type of bullying is generally more common in males than in females. As ZF said:

"Sometimes when I want to answer questions in groups, I get the wrong answer and my classmates often hitting and pushing at me".

PM added:

"…..And we were a class mixed with girls and boys, so it often happened like a push when we were a group with male friends.

SD continued:

"Sometimes friends often hit if we get the wrong answer even though he himself cannot".

From the explanation above, it can be concluded that physical bullying was one of the types of bullying encountered by students in the language learning process; there were hitting and pushing. This is in line as Calyn G (2013) statement that physical bullying includes acts including hitting, kicking, punching, and taking or damaging individual-focused belongings.

c. Relation bullying

Based on the interviews among ten participants, only two participants that answered related bullying often in language learning. Clayn G 2013 explained relational bullying causes harm to individuals by damaging peer relations and social relationships. This type of bullying involves spreading rumors, holding back friendships, and socially excluding others. As PM said:

"When the teacher divided us into groups, my classmates often picky. For example, when we are less ability in English language lessons, they become uncomfortable and cynical".

RS explained:

"Sometimes, smart friends, they will choose smart friends as well to make a group. The student who is less the ability in English lessons like me yaaaaa... with people less ability too. So if I am in the group with clever people, I like being separated or alone".

From the explanation above, relation bullying was one type of indirect bullying that occurred in the classroom, which is generally more common in females than in males.

In brief, there were 20 cases of bullying. These cases were classified into 3 types of bullying based on interviews. There were 15cases of verbal bullying, 3 cases of physical bullying, and 2 cases of relational bullying.

Tabel4.1
The Data of Types of Bullying in Language Learning Process

Name	Verbal	Physical	Relational
PM	- Mocked - Laughed	-	-
SD	- Ridicule	-	Picky friends
ZF	- Laughed	Hitting	
MA	- Mocked - Laughed - Name-calling	-	-
EL	- Mocked	-	
NM	- Mocked	pushing	-
EN	- Laughed - Ridicule	-	-
RM	- Mocked - Laughed	-	-
ST	- Mocked	-	Picky friends
SM	- Laughed	Hitting	-

2. *The effect of bullying encountered by students in language learning process.*

After interviewed the students about the effect of the bullying encountered the language learning process. There are two main points of the effect of bullying faced by students in the language learning process they are; low-psychological well-being, Poor social adjustment.

a. Low-psychological well-being

Ten interviewed participants gave similar answers when questioned about the effect of bullying in English class language learning. The majority, ten of them said that felt uncomfortable in the classroom. As SD said:

" And first uncomfortable, then lazy to ask and answer again".

SM added:

"We felt embarrassed and low self-esteem, and I do not want to perform in class".

EN continued:

"In my opinion, I feel low self-esteem and I do not continue study".

MN said:

"Feel anxious if I want to answer, afraid there is something wrong with my answers".

PM responded:

"Feel anxious about my own answer "right or wrong" and do not dare to give opinions again".

El continued:

" … And feel underestimated".

SF responded:

"….And feel depressed when English lesson".

From the explanation above, it can be concluded that the effect of bullying in language learning. They feel uncomfortable and low self-esteem. Based on Alam (2017) including state of mind that is generally considered unpleasant but not acutely distressing, such as general unhappiness, uncomfortable, low self-esteem and feelings of anger, sadness depression and anxieties.

b. Poor social adjustment

There were three participants from ten participants said that the absenteeism and isolation was one the effect of bullying in language learning. As P5 said:

"Sometimes I am often absent from the day of the lesson, and lazy to study again".

RM explained:

"The effect is that I am lazy to come to school for that lesson, and if it is also yes I only pay attention and don't want to ask anymore".

El added:

"Sometimes, for example, we do not have time to study groups or we are with other groups, we feel alone and avoided".

Regarding the participant answer above, it can be concluded that the effect of bullying in the learning language process. One of the effects of bullying was a poor social adjustment, such as absenteeism. Based on Alam (2017) including feelings of aversion toward one's social environment, particularly dislike for school, isolation, and absenteeism.

B. Discussion

This discussion is provided based on the findings of the research. The researcher explains some explanations about the research data which are obtained through the interview. The purposes of this research are to identify the types of bullying faced by students in the language learning process and to know the effects of bullying in the language learning process. The research questions were:

1. What are the types of bullying encountered by students in language learning process?

2. What are the effects of bullying encountered by students in language learning process?

The first discussion explains about types of bullying encountered by students in the language learning process. After the interview with the students, the researcher found that there are types of the bullying faced by students in the language learning process, such verbal bullying including mocked, laughed,name-calling, and ridicule, physical bullying including hitting and pushing, and relational bullying including holding back friendship. In English class, students often encounter bullying, which was carried out by their classmates, such as mocking and laughing when friends gave opinions or performed in front of the class

According to Alam (2017) on his research entitled *exploring effects of teacher bullying on secondary English language learning in Dhaka*, states that types of bullying which are often conducted by a teacher to students in the classroom are physical bullying and verbal bullying, this phenomenon showed students become the victim of scolding in the English language class.

The findings are similar with others, for example, Alam (2017) said that the most common bullying in the classroom are physical bullying and verbal bullying. However, Alam (2017) founds physical bullying conducted the teacher like punishment for students and verbal bullying conducted the teacher have insulted the students by calling them with a bad name or using the unnecessary word.

However, it is different from this study, which has finding in which students SMPN 3 Banda Aceh tends to get three types of bullying conducted

student to another student. a) Verbal bullying. Almost ten   interviewed participants gave a similar answer that one of the types of bullying often happened encountered by students in language learning, such as mocked and laughed, name-calling and humiliation. b) Physical bullying also often happened encountered by students in the classroom, such as hitting, pushing. c) Relational bullying was one of the types of bullying faced by students in the classroom usually these types often happened females such as damaging peer relationship and social connections such as withholding friendships, and excluding others socially.

In addition, this research also have similar result with lehman (2017 who found that the types of bullying reported by parents from their child had complained to them about being socially excluded, such as hit, pushed, or kicked, having something taken from them, called bad words, social exclusion. This is in line from what this research found that as hit, pushed, called bad words, social exclusion were the types of bullying encountered by some of students of SMPN 3 Banda Aceh.

The second discussion explains the effect of bullying faced by students in language processes such as low-psychological well-being, and poor social adjustment. The researcher argued that the effect of bullying influenced in the learning language process in SMP 3 Banda Aceh. When students started learning English, sometimes there were students who afraid, unconfident, low self-esteem, uncomfortable, depression, and anxiety in learning situations, because there is bullying in the classroom unconsciously and consciously. It is in line with Fareo

(2015) stated that youths who generally show higher levels of insecurity, anxiety, depression, loneliness, unhappiness, physical, and mental. Therefore, they said that the effect of bullying also could feel lazy when learned and absent from school.

There are some previous studies, as explained in chapter 2 effect bullying students. Haynes (2014) found that the effect of bullying children has self-esteem and tends to anxious and insecure. Nansel (2001) as cited in Fareo (2015) found they often feel lonely and depressed. Because of bullying, their social skills are usually lacking and make them difficult to make friends. Craig (2000) said intended that bullying is widespread and harmful for teachers, students, and schools.

Additionally, Fareo (2015) got bullying can have devastating effects on the students. Students who are bullied go to school every day with a fear of being humiliated. Kerlikowske's (2003) offered five points may be included; a) students who are bullied are more likely to be depressed. b) students are more likely to be suicidal. c) decreased academic achievement and school participation, e) increased anxiety, loneliness, self-esteem, poor academic achievement, fewer friends, school avoidance, and psychiatric problems. Alam (2017) also got three categories of negative health conditions in the victim and being bullying: a) low-physiological well-being. b) poor social adjustment. c) physical un-wellness. However, the effect of bullying showed the harmful of bullying is a serious problem for the

student, they uncomfortable in the classroom and inhibit the development of students' talents.

However, it is similarly from this study which has finding in which students SMPN 3 Banda Aceh to get the effect of bullying conducted student to another student such as several students argued that the effect of bullying influenced in the language learning process when the student began to start English lesson, sometimes there were afraid, unconfident, low self-esteem, uncomfortable, depression, absent on class, and anxiety in the learning situation.

It is a little bit different findings entitled *exploring effects of teacher bullying on secondary English language learning in Dhaka have been done*. Alam (2017) stated that the effect of teacher bullying, such as a) low-psychological well-being such as; 1) Humiliating the studentsfor example that teachers from the English classroom of secondary level insulted the students by calling them bad names and 2) Failure in the examination for example afraid of English learning and it has happened due to lack of proper guidance in the class. b)Physical un-well such as punishment for example to control the class teacher sometimes rebukes and screams in the class. teacher usually gives physical punishment to control. c) Poor social adjustment such as; 1) Drop out of school for example students tend to miss the bullying teacher's classes, and many students did not come to school because of the fear of being bullied in the class. 2) Teacher centered classroom for example English classrooms of secondary level are completely teachers centered; the teacher and students hear silently to their teacher, there is hardly any chance to

share the ideas of the learners such as; whenever an English teacher entered the classroom, students remained silent and did not ask anything, whether they understood and 3) The teacher-student relationship for example the learners' academic performance depends a lot on the teacher-student relationship. However, those students who have close, positive and supportive relations with their teachers will attain higher levels of achievement.

Based on the discussion above, this study can be used as a reference to the study of bullying. This research will benefit the student concerned with identifying students' characteristics that influence response to bullying and aggressive behaviors. In conclusion, bullying is bad behavior to hurt students to another student. Bullying can cause an arrangement of problems or issue for the victim, bully and the impact of bullying can be academic, physical, emotional, and other unidentified issue.
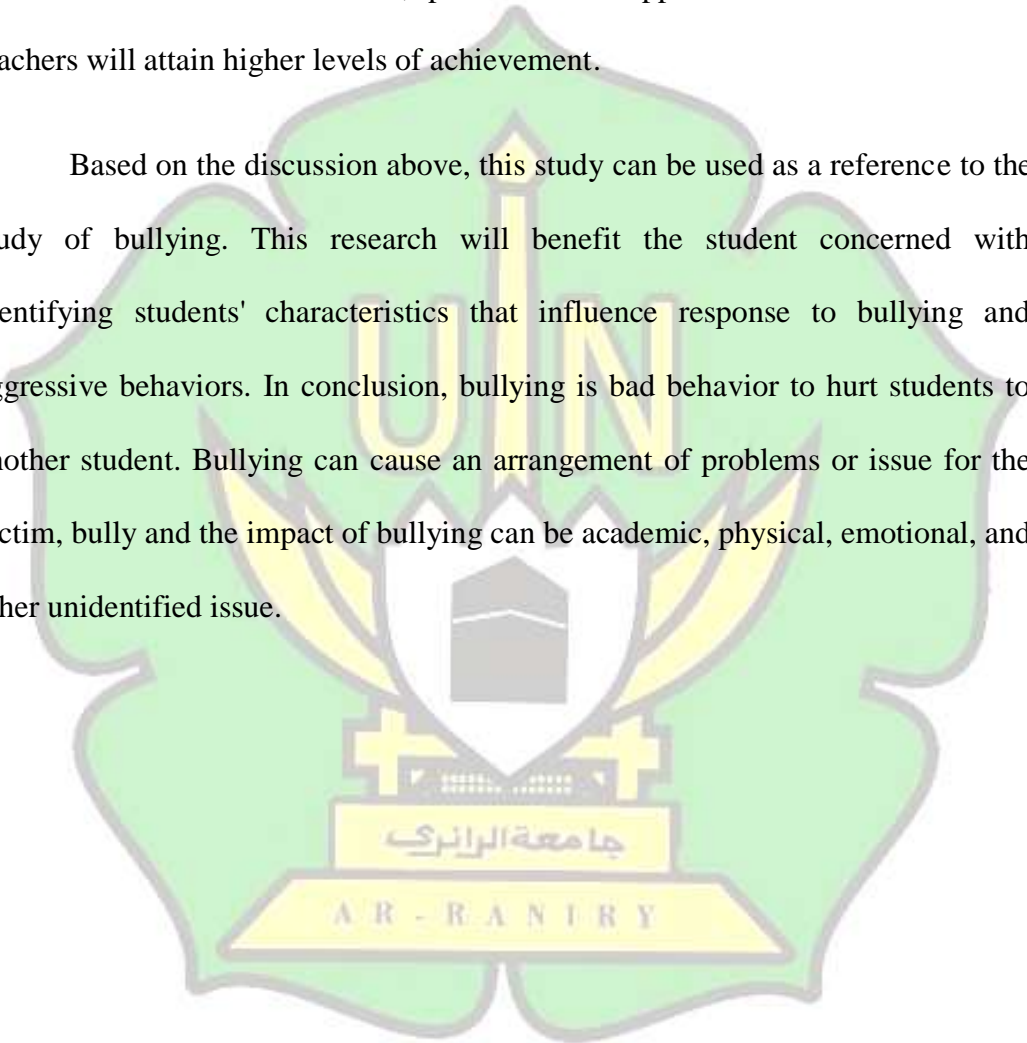
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings of the research and discussions in the previous chapter, the researcher would like to state some conclusions about types of bullying in the language learning process; the conclusions are as follows:

Types of the bullying encountered by students in a language learning process that there were four such verbal bullying including mocked, laughed, name-calling. physical bullying including hitting and pushing, and relation bullying including holding back friendships and socially excluding. In English class, students often encounter bullying, which was carried out by their classmates, such as teasing and laughing when friends gave opinions or performed in front of the class.

Effect of bullying faced by students in language process such as low-psychological well-being included general unhappiness, uncomfortable, low self-esteem included suicidal thinking. poor social adjustment included absenteeism and isolation.

B.   Suggestions

After conducting this study, the researcher would like to present some suggestions.

1. The teachers should be aware of bullying cases and explain to the students regarding bullying. According to the study results, the students who are the object of mocked, laughed, and other bullying acts feel uncomfortable and anxious in the class during the language learning process. Therefore, this case makes the students feel less confident and it effected to their scores.

2. The students need to know what the types of bullying are and what their effects. Therefore, it can reduce the bullying happen in the class.
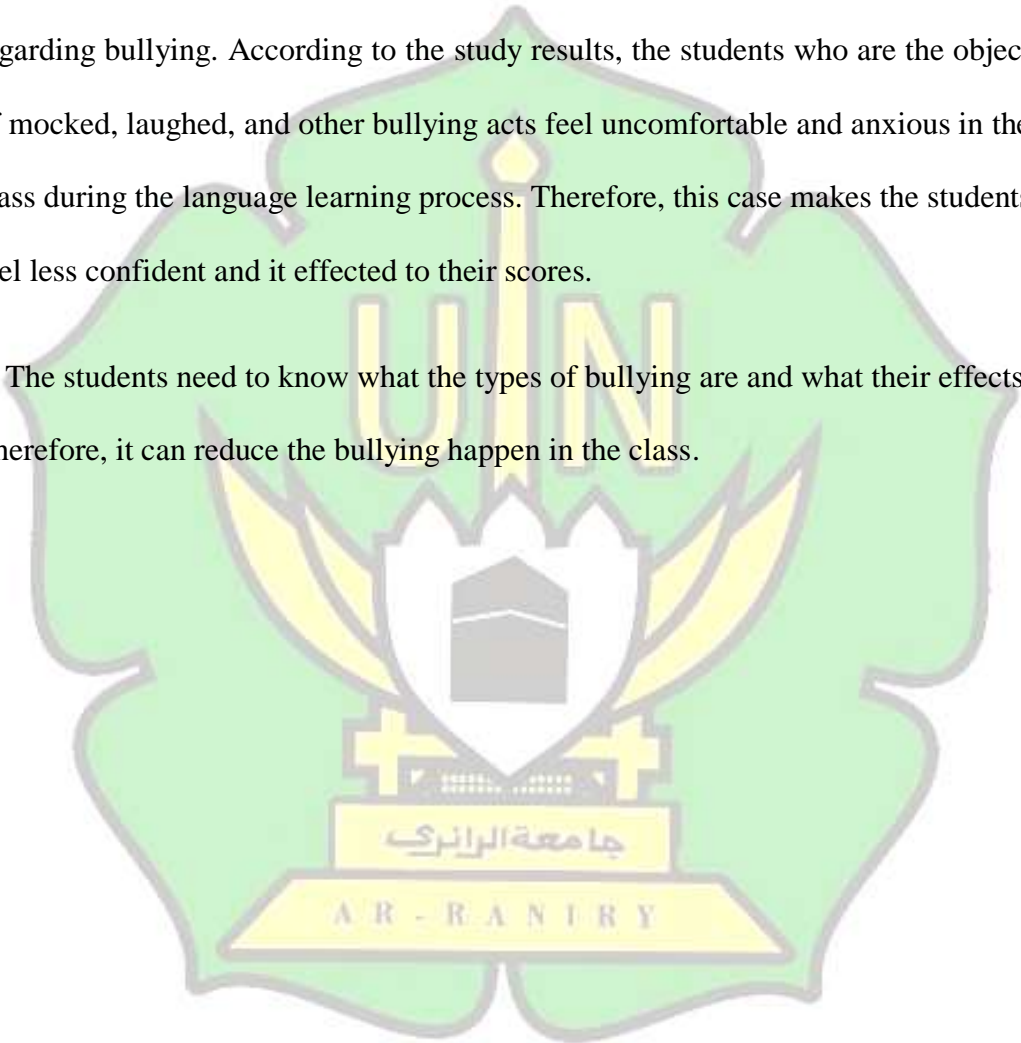
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TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang   :   a.   bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b.   bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat   :   1.   Undang-undangNomor 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 Pemerintah 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 RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7.   Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8.   Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9.   Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10.   Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11.   Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan   :   Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2019

MEMUTUSKAN

Menetapkan   :

PERTAMA   Menunjuk Saudara:

1. Dr. Saiful Muluk, M. Ed   Sebagai Pembimbing Pertama
2. Alfiatunnur, M. Ed   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama   :   **Cut Nuradila**
NIM   :   150203209
Program Studi :   **Pendidikan Bahasa Inggris**
Judul Skripsi :   **Exploring Types of Bullying in Language Learning**

KEDUA   :   Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA   :   Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

KEEMPAT   :   Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 31 Juli 2019
An. Rektor
Dekan,

Muslim Razali

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor   : B-7412/Un.08/FTK.1/TL.00/08/2020
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala SMPN 3 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **CUT NURADILA / 150203209**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl.T. Chik Dipineng VII No.5 GP. Pineung Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Types of Bullying in Language Learning*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Agustus 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 08 Juni 2021   M. Chalis, M.Ag.

SURAT KETERANGAN
Nomor : 074/011/2020

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Nomor : B-7412/Un.08/FTK.1/TL.00/08/2020 tanggal 6 Agustus 2020, dengan ini menerangkan bahwa :

n a m a	:	Cut Nuradila
NIM	:	150203209
jurusan/prodi	:	Pendidikan Bahasa Inggris

Telah melakukan penelitian/mengumpulkan data untuk penyelesaian skripsi dengan judul *"EXPLORING TYPES OF BULLYING IN LANGUAGE LEARNING"*.

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 7 Agustus 2020
Kepala Sekolah,

Rima Ardani, S. Pd., M. Pd
Pembina Tk. I
NIP. 19720519 199701 2 002

Appendix B

Interview Guideline

1. In your opinion, what does it means of bullying?

2. Is there bullying in the classroom during teaching learning process?

3. What kind of bullying often occurs during the process of learning English?

4. Have you ever been disturbed by friends in the class while they are doing the bully?

5. In your opinion, what are effects of bullying in teaching learning process?
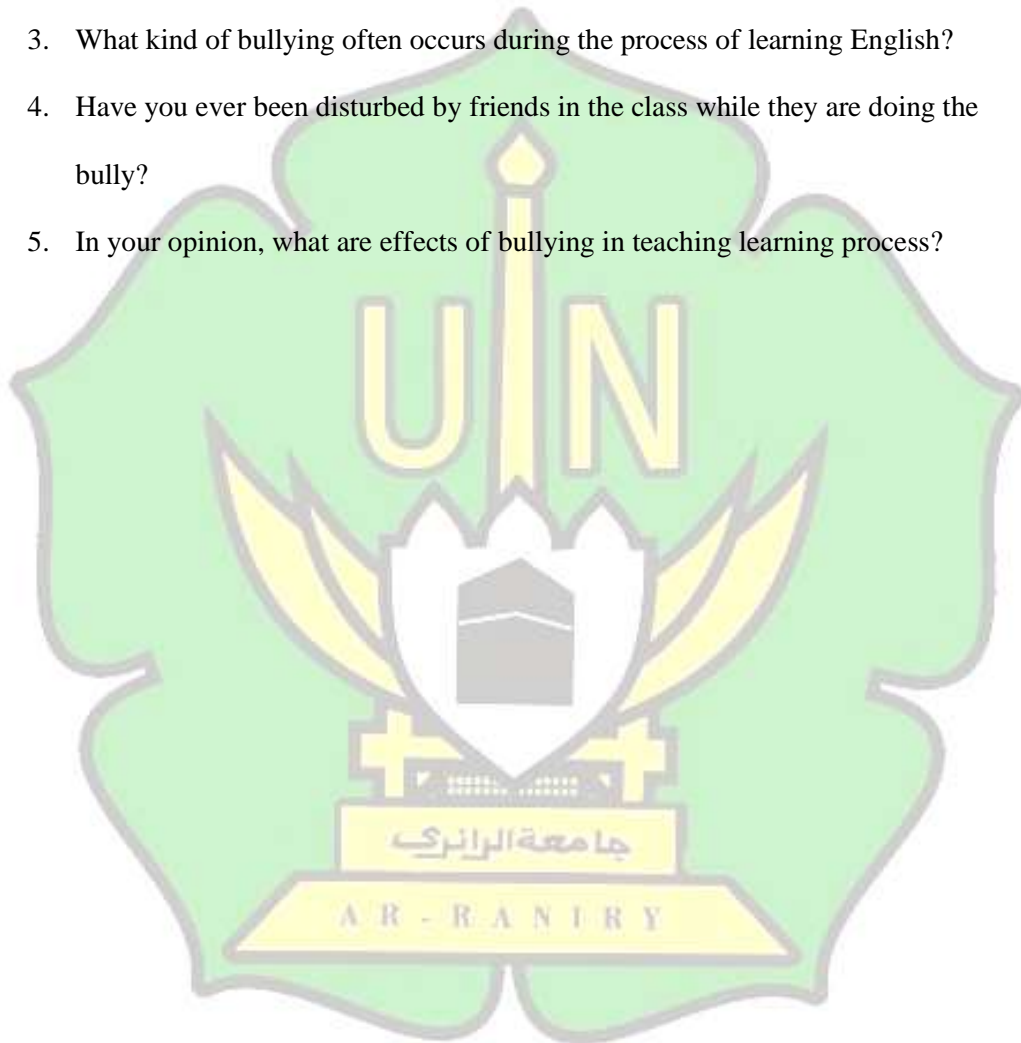
Appendix C

Students Interview Transcripts

Interview Result 1

Initial Name: SM

Researcher : Assalamu'alikum dek. Boleh kami pinjam waktunya?

SM : Boleh kak

Researcher : menurut adk apa yang di maksud bully?

SM : Menurut saya bullying itu kayak penindasan, menghina mungkin lewat tatapan dan ngomong.

Researcher : apakah ketika dalam proses belajar, pernah terjadi bully?

SM : Secara tidak langsung iya.

Researcher : jenis bullyi apa yang sering terjadi dalam proses belajar, khususnya bahasa inggris?

SM :ketika menjawab soal atau mngajukan pertanyaan biasa kk. Waktu saya tanyak, bahsa inggris salah atau cara ucapnya salah, atau pas mau bertanya salah, gak bisa jawab kawan-kawan tertawa.

Researcher :menurut kamu, ketika ada kawan yang melakukan bully itu tergangu, tidak?

SM : sangat tergangu kak.

Researcher : menurut kamu, apa sih efek dari bully tersebut?

SM : menurut saya, saya jadi malas bertanya aja, takut salah.

Researcher : terikmaasih waktunya ya

Interview Result 2

Initial Name: SD

Researcher : Assalamu'alikum dek. Boleh kami pinjam waktunya?

SD : Boleh kak

Researcher	: menurut adk apa yang di maksud bully?
SD	: Menurut saya bulli itu, mengangu dan penindasan.
Researcher	: apakah ketika dalam proses belajar, pernah terjadi bully?
SD	: Sering.
Researcher	: jenis bullyi apa yang sering terjadi dalam proses belajar, khususnya bahasa inggris?
SD	:diketawain sama teman ketika slah, dan sering di ejek-ejek . dan terkadang kawan suka pukul-pukul sih kak. Dan suka buat grup sendiri-sendiri.
Researcher	:menurut kamu, ketika ada kawan yang melakukan bully itu tergangu, tidak?
SD	: gangu sih
Researcher	: menurut kamu, apa sih efek dari bully tersebut?
SM	: menurut saya, saya jadi malu gak berani lagi maju ke depan dan ngesa gak nyama, kesal.
Researcher	: terikmaasih waktunya ya

Interview Result 3

Initial Name: EL

Researcher	: Assalamu'alikum dek. Boleh kami pinjam waktunya?
EL	: Boleh kak
Researcher	: menurut adk apa yang di maksud bully?
EL	: Menurutsya bulli sadalah mengangu.
Researcher	: apakah ketika dalam proses belajar, pernah terjadi bully?
EL	: ada juga kk.
Researcher	: jenis bullyi apa yang sering terjadi dalam proses belajar, khususnya bahasa inggris?
EL	:ketika bejar suka ada ngejek, ketawain kok slah da nada juga lempar-lempar gitu kk. Kok anak cawok suka kali teriak-teriak kok kita slah yuhoooo gitu kak, jadi malu

Researcher	:menurut kamu, ketika ada kawan yang melakukan bully itu tergangu, tidak?
SM	: sangat tergangu kak.
Researcher	: menurut kamu, apa sih efek dari bully tersebut?
SM	: menurut saya, pertama kak kan kita malu gak berani ke depan lagi, jadinya malas dan suka libur di jam pelajar tersebut.
Researcher	: terikmaasih waktunya ya

Interview Result 4

Initial Name: PM

Researcher	: Assalamu'alikum dek. Boleh kami pinjam waktunya?
PM	: Boleh kak
Researcher	: menurut adk apa yang di maksud bully?
PM	:sering di gangu sma kawan dan penindasan yang dilakukan kawan.
Researcher	: apakah ketika dalam proses belajar, pernah terjadi bully?
PM	: Sering, apalagi kami sekelas sama anak cowok.
Researcher	: jenis bullyi apa yang sering terjadi dalam proses belajar, khususnya bahasa inggris?
PM	:seerti pangillan nama dan sering di ejek-ejek kak. Dan di ketawain kok slah baca atau salah kita tulis ke depan kelas kak.
Researcher	:menurut kamu, ketika ada kawan yang melakukan bully itu tergangu, tidak?
PM	: sangat tergangu kak.
Researcher	: menurut kamu, apa sih efek dari bully tersebut?
PM	: menurut saya , efeknya ke mental aja, merasa malu, minder dan menyendiri, kesal dan malas belajar di pelajaran tersebut.
Researcher	: terikmaasih waktunya ya

Interview Result 5

Initial Name: EV

Researcher : Assalamu'alikum dek. Boleh kami pinjam waktunya?

EV : Boleh kak

Researcher : menurut adk apa yang di maksud bully?

EV : Menurut saya bullyi suka mengejek kita, contohnya fisik

Researcher : apakah ketika dalam proses belajar, pernah terjadi bully?

EV : Secara tidak langsung ada.

Researcher : jenis bullyi apa yang sering terjadi dalam proses belajar, khususnya bahasa inggris?

EV :bullying seperti, emm, siguru mungkin tidak sayar, kayak ngeremeh kita kk. Misalnya kk kan dulu saya"sering guru kayak ngomong "kamu bisa gak" dan sering kayak geremeh kami krna dulu kami ada peljaran yang slah, jadi guru distu mengklam bahwa sya gak bisa. Padahal saya Cuma di baguan pelajaran situ aja kak, dan sering juga kawan-kawan ngomong ke saya Black, big..

Researcher :menurut kamu, ketika ada kawan yang melakukan bully itu tergangu, tidak?

EV : sangat tergangu kak.

Researcher : menurut kamu, apa sih efek dari bully tersebut?

EV : menurut saya, kok guru saya lebih ke mental dan mlas gak mw ngomomg lagi dan tidak nyama tertekan aja dan depresi teringat-ingat kak.

Researcher : terikmaasih waktunya ya

Interview Result 6

Initial Name: NM

Researcher : Assalamu'alikum dek. Boleh kami pinjam waktunya?

NM : Boleh kak

Researcher : menurut adk apa yang di maksud bully?

NM	: Menurut saya bullying itu kayak penindasan, menghina
Researcher	: apakah ketika dalam proses belajar, pernah terjadi bully?
NM	: Secara tidak langsung ada kak
Researcher	: jenis bullyi apa yang sering terjadi dalam proses belajar, khususnya bahasa inggris?
NM	:sering kali kak, kayak di ketawain kok kita salah ngomong gitu kak. Dan sering kawan ngejek dan suka kayak ngeredahin kita kak kalau dalam grop belajar. "Ehh emng ke bisa ?" padahl blom kita coba.
Researcher	:menurut kamu, ketika ada kawan yang melakukan bully itu tergangu, tidak?
NM	: sangat tergangu kak.
Researcher	: menurut kamu, apa sih efek dari bully tersebut?
NM	: menurut saya, saya jadi malas bertanya aja, takut salah dan malas belajar lagi kk apalagi kalau satu kelpok sama org pinta kita kayak di hindari gitu. Jadinya malas lagi.
Researcher	: terikmaasih waktunya ya

Interview Result 7

Initial Name: SF

Researcher	: Assalamu'alikum dek. Boleh kami pinjam waktunya?
SF	: Boleh kak
Researcher	: menurut adk apa yang di maksud bully?
SF	: Menurut saya bullying itu kayak penindasan, yang dilakukan kawan dan kadang oleh org lebih besar.
Researcher	: apakah ketika dalam proses belajar, pernah terjadi bully?
SF	: ada juga.
Researcher	: jenis bullyi apa yang sering terjadi dalam proses belajar, khususnya bahasa inggris?
SF	:di ketawai kok salah, sering kali ngejek- ngejek dan ngerendahin kita. kadang kawan anak laki-laki suka tending –tendang meja gitu.

Researcher	:menurut kamu, ketika ada kawan yang melakukan bully itu tergangu, tidak?
SF	: sangat tergangu kak.
Researcher	: menurut kamu, apa sih efek dari bully tersebut?
SF	: malas, merasa tidak nyama dan kesal sih kak, dan seing gak ikut pelajaran tersebut kok pergi pun gak nyaman lagi bejar.
Researcher	: terikmaasih waktunya ya

Interview Result 8

Initial Name: ZF

Researcher	: Assalamu'alikum dek. Boleh kami pinjam waktunya?
ZF	: Boleh kak
Researcher	: menurut adk apa yang di maksud bully?
ZF	: Menurut saya bullying itu kayak penindasan, menghina dzn suka ngatai orang.
Researcher	: apakah ketika dalam proses belajar, pernah terjadi bully khususnya dalam pelajaran bahasa inggris?
ZF	: ada tu kak
Researcher	: jenis bullyi apa yang sering terjadi dalam proses belajar, khususnya bahasa inggris?
ZF	:ketika salah baca atau salah tulis sering di ketawai sama teman, kayak dulu kak kan saya kelas 1, saya disuruh baca sama guru yag ada di papan tulis, ada satu kata yang saya sala h ucap " anyone tapi say abaca a-yo-ne jadi kak kawan-kawan saya ketawa dan sampai sekarang saya dipanggil dengan nama itu(vocab yang salah) .
Researcher	:menurut kamu, ketika ada kawan yang melakukan bully itu tergangu, tidak?
ZF	: sangat tergangu kak.
Researcher	: menurut kamu, apa sih efek dari bully tersebut?
ZF	: merasa malu sekali padahal mareka pun gak bisa juga, gak nyaman dan mlas kita di kelas itu.

Researcher　　: terikmaasih waktunya ya

Interview Result 9

Initial Name: MA

Researcher　　: Assalamu'alikum dek. Boleh kami pinjam waktunya?

SM　　　　: Boleh kak

Researcher　　: menurut adk apa yang di maksud bully?

MA　　　　: Menurut saya bullying itu kayak penindasan.

Researcher　　: apakah ketika dalam proses belajar, pernah terjadi bully?

MA　　　　: Secara tidak langsung iya.

Researcher　　: jenis bullyi apa yang sering terjadi dalam proses belajar, khususnya bahasa inggris?

MA　　　　: ketika menjawab soal atau mngajukan pertanyaan biasa kk. Waktu saya tanyak bahasa inggris salah dan sering di katawain dan di ejek. Dan juga sering kawan milih-milih kawan, misalnya dalam sebuah pelajaran kawan yang pande milih yang pande dan yang kurang ya sama yg kurang, kalau gurunya pisah kita kayak di sendiriin gitu kak

Researcher　　: menurut kamu, ketika ada kawan yang melakukan bully itu tergangu, tidak?

MA　　　　: sangat tergangu kak.

Researcher　　: menurut kamu, apa sih efek dari bully tersebut?

MA　　　　: tidak nyaman dan mersa terasing habis tu kita malas belajar lagi

Researcher　　: terikmaasih waktunya ya

Interview Result 10

Initial Name: RM

Researcher　　: Assalamu'alikum dek. Boleh kami pinjam waktunya?

RM　　　　: Boleh kak

Researcher　　: menurut adk apa yang di maksud bully?

RM　　　　: Menurut saya bullying itu kayak menghina

Researcher : apakah ketika dalam proses belajar, pernah terjadi bully?

RM : ada kak

Researcher : jenis bullyi apa yang sering terjadi dalam proses belajar, khususnya bahasa inggris?

RM : sering di ketawain biasa dan di ejek, kok anak cowok suka tarik jelbab dan selalu teriak-teriak.

Researcher : menurut kamu, ketika ada kawan yang melakukan bully itu tergangu, tidak?

RM : tergangu

Researcher : menurut kamu, apa sih efek dari bully tersebut?

RM : menurut saya,gak nyaman dan gak suka sama pelajaran itu lagi, dan kesal di gituin juga

Researcher : terikmaasih waktunya ya

APPENDIX D

The Data of Types of Bullying in Language Learning Process

Name	Verbal	Physical	Relational
PM	- Mocked - Laughed	-	-
SD	- Ridicule	-	Picky friends
ZF	- Laughed	Hitting	
MA	- Mocked - Laughed - Name-calling	-	-
EL	- Mocked	-	
NM	- Mocked	pushing	-
EN	- Laughed - Ridicule	-	-
RM	- Mocked - Laughed	-	-
ST	- Mocked	-	Picky friends
SM	- Laughed	Hitting	-