CLASSROOM BULLYING: WHAT DOES THE LECTURERS DO ABOUT IT?

THESIS

Submitted by:

Ira Muliana

The Student of English Language Education

Faculty of Tarbiyah and Teacher Training

Reg. No. 231324123

FACULTY OF TARBIYAH AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM – BANDA ACEH

2018

It has been defended in *Sidang Munaqasyah* in front of
the Council of Examiners for Working Paper and
has been accepted in Partial Fulfillment of
the Requirements for *Sarjana* Degree S-1
on Teacher Education

On:

Monday, $\frac{\text{January 29}^{th}, \ 2018 \ M}{\text{Jumadil awal 15}^{th}, \ 1439 \ H}$

Darussalam – Banda Aceh

Chairperson,

Safrul Muluk, MA.,M.Ed.,Ph.D

Secretary,

Chairul Iqbal Azis, S.Pd

Member,

Habiburrahim, M.com.,M.S.,Ph.D

Member,

Khairil Razali, S.Pd.I., MA.,M.S

Certified by:
The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University

Dr. Mujiburrahman, M. Ag
NIP. 19710908 2001121 001

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University, Darussalam Banda Aceh
In partial fulfillment of the requirements for Sarjana Degree (S-1)
On Teacher Education

By:
Ira Muliana
Classroom Bullying: What does the Lecturers do about it?
Reg. No: 231324123

Approved by:

Main Supervisor,   Co-Supervisor,

Safrul Muluk, MA., M.Ed., Ph.D   **Habiburrahim, M.Com., M.S., Ph.D**

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama	:	Ira Muliana
Nim	:	231324123
Tempat/Tanggal Lahir	:	Blang Pidie, 19 Agustus 1994
Alamat	:	Jln.Raya Krueng Neng no.49, Emperom, Kecamatan Jaya Baru, Kota Banda Aceh

Menyatakan bahwa sesungguhnya skripsi yang berjudul "Classroom Bullying: What does the Lecturers do about it?" adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Banda Aceh, 19 Januari 2018

Saya yang membuat pernyataan

Ira Muliana

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillah, praise be to Allah, God the Almighty; the Most Exalted; the Compassionate and the Merciful; the King who owns the power over all the creatures; He, who always blesses and gives the researcher health, strength and passion to accomplish her thesis. Peace and salutation might He always granted to the noble prophet Muhammad (peace be upon him) whom together with his family and companions has struggled wholeheartedly to guide his *ummah* to the right path.

The researcher dedicates her appreciation to her supervisors, Mr. Safrul Muluk, S.Ag., MA., M.Ed., Ph.D and Mr. Habiburrahim, M.Com., M.S., Ph.D for their valuable guidances and advices in completing this thesis entitled: **"Classroom Bullying: What does the Lecturers do about it?"** The meaning and the purpose of the written thesis is to fulfill the pre-requirement to achieve fresh graduate degree of Department of English Language Education, Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry

The researcher also would like to dedicate her debt of gratitude which is owned to her beloved parents, Mr. Azwar Daud *(Alm),* might Allah grant him *jannah*, and Mrs. Rusniah who always gives her love, encouragement, and motivation in finishing her study, without their love and du'a, this thesis would not have been possible.

Then she thanks to her uncle Mr.Amri, S.Pd who always supports and motivates her to finish the study, and thanks her adorable younger brother, Rozi Farizky who always cheers her up when she felt sad and down in finishing her study. Thanks a lot for his sacrifice, may Allah bless him.

Her special thanks directed to all staff of Department of English Language Education, all of the lecturers, the staff of Faculty of Tarbiyah and Teacher

Training UIN Ar-Raniry. She also thanks her academic Supervisor Mr. Safrul Muluk, S.Ag., MA., M.Ed., Ph.D who taught and encouraged her since the very beginning of the first semester.

Furthermore, the researcher gives the biggest appreciation to all of her friends both among institutional and other best friends. She appreciates her friends who always support and inspire her in any conditions and situations; they are Dini Tauhida, Ayu Radhiah MS, Wynes Pujiaty Mogan, Syarifah Salsabila, Indah Kemala Tawarnate, Nurkhalis and Habib Agus Farooq.

To conclude, the researcher would like to deeply thank all students who cooperate to make this study successful. Especially, for the students of Department of English Education, Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry year 2016 for kindly helping her during her research.

Banda Aceh,19th January 2018

Ira Muliana

CONTENT

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

APPENDICES

LIST OF TABLES

LIST OF APPENDICES

I.   Appointment letter of the supervisor

II.   The recommendation letter of conducting research from Faculty of Education and Teacher Training of Ar-Raniry State Islamic University

III.   The confirmation letter of conducting research from Department of English Language Education of Ar-Raniry State Islamic University

IV.   Open-Ended Questionnaire

V.   Interview questions

VI.   Autobiography

ABSTRACT

The purpose of this study is to explore the students' and lecturers' perceptions towards classroom bullying. To clearly explore students' and lecturers' perceptions, four research questions were set to lead the study; (1) What kinds of classroom bullying that happen in the second year batch of PBI UIN Ar-Raniry (2) What factors triggering students to bully others in the classroom (3) What are steps taken by lecturers to anticipate and prevent classroom bullying (4) What are the impacts of classroom bullying on students' achievement. The participants of this study were 20 sophomore students and 2 lecturers chosen by random sampling techniques. Open-ended questionnaire and interview were used to obtain the data. The data were analyzed by using Thematic Analysis of Miles and Huberman. The findings showed that sophomore students of English Department UIN Ar-Raniry committed bullying such as; Mocking, Name-calling, Exclusion, Disrespect and Underestimated. It was also supported by the interview results which revealed that exclusion and underestimated are the most common classroom bullying done by students. The questionnaire results indicated that Students acted bullying for some reasons; for revenge and for fun. However, lecturers noted that the students committed bullying due to superiority and relationship problem and suggested doing good classroom management and doing personal approach to control bullying in the classroom. Regarding the impact of classroom bullying on students' achievement, students have unclear perceptions about the correlation between bullying and low academic achievement.

Keywords: *Classroom Bullying, Students' Achievement.*

CHAPTER I

INTRODUCTION

A. Background of Study

Every student comes to school to receive knowledge and learn many things. They spent more time at school than home. Therefore, school is not only being a place for study, but also being a place for students to explore themselves freely. Make friends, give opinion, respect each other and express themselves are students' right at school. However, the situation has been changed now. Many problems are happening at school such as: mocks, teases, fights, disrespects and so on and so forth. Those bad activities are called as bullying which is the worst problem among students nowadays.

Bullying divided into three forms: physical, verbal, and emotional. According to National Association of Social Workers (2002a), physical bullying includes poking, pinching, biting, hitting, choking, and beating, while verbal bullying includes name-calling, threats and spreading rumors. Emotional bullying includes exclusion, defamation of character, and blackmail (As Cited in Dalheimer, 2004). Bullying takes place in all stages of education: kindergarten until doctoral degree. Many kindergarten students teas their friends in learning process, make noise in the classroom, and hit the other students. Physical bullying often happens in this grade. In junior and senior high school, all kinds of bullying may happens .They often engage in gang-fight, mocks, disrespects, defamation,

and threaten. Meanwhile, in University, verbal and emotional bullying is more common happen in the classroom than physical bullying. For example, laughing at someone's dialect when she is presenting in front of the class, gossiping friends, making name-calling for someone, blackmail and etc. Many people think those kinds of bullying are normal things to do.Indeed, they give big negative impact for students. Bulach, Fulbright, Williams (2003) believe that behaviors of bullying play important role which make the students do crimes at school, for example, in Georgia in 1998 when a student died caused by bullying attracted national attention. It also has been reported by The U.S. Department of Education (1997) that approximately three million serious crimes occur at schools annually, which means 16,000 each day. In Indonesia, the issue of bullying in the classroom leads for a child suicides, for example Riska an 14 years-old girl who tried to kill herself because her classmates call her 'fat girl'(Soeriaatmadja, 2011).

Bullying brings many implications for both the bullies and victims. The victims may be tend to suffer some emotional symptoms such as depression, crying and sadness (Malti, Perren, & Buchmann, 2010), lack interaction and being alone. They also tend to be afraid of going school, being passive in the class which affects their achievements. While the bullies, they tend to get risk of getting involved in crime. Therefore, it is crucial for teacher to do some prevention regarding bullying in the classroom for example guiding students, being a good model in the classroom, increases awareness of bullying situations, and understand the differences of bullying types (Newman, Horne, and Bartolomucci, 2000).

There have been a lot of studies that relevant to this research such as a study that was conducted by Dahlheimer (2004) from Master of Science Degree in Guidance and Counseling in University of Wisconsin-Stout. Theresearch is to gain knowledge of teachers' perceptions of bullying behaviors in a Midwestern school at the secondary level. The sample of participants consisted of 20 secondary teachers. Based on her study, most of teachers believe bullying is a problem in the school and their knowledge can be used to help prevent and reduce bullying behaviors at school.

Another research which is relevant to this study was conducted byAllen (2010) from University of Rochester. The research was to consider whether there is a link among three variables: classroom management, school bullying, and teacher practices. She stated that social structure and dynamics of schools and classrooms promote an environment that makes bullying and victimization possible.

Buch (2012) from Minnesota State University – Mankato also conducted a research about teachers' perspective on bullying. He interviewed 12 teachers from a middle school in the Midwest of the United States. The interviewer worked to uncover when, where, and how teachers intervene in bullying situations that they encounter during their school day.Hogue and Disbrow (2013) from Hanover College also have done a case study regarding Bullying at the Collegiate Level. They asked participants to answer close and open-ended questionnaire to examine the extent to which bullying occurs. They found that there was more reported

relational bullying than physical or cyber bullying in both open-ended and closed ended responses.

Having reviewed some related studies as elaborated, I have identified some gaps that enable this current research to be undertaken. To begin with, this study differs from the previous ones in terms of focus. This research is specifically focusing on the classroom bullying that commonly happens in the English Department classroom of UIN Ar-Raniry, what lecturers do to solve or to prevent it, and how it affects students' achievement. It can be a good starting as a reference for the future researchers from Department of English Language Education Students who will do the research in the psychological field. Different place and participants are also being my consideration to take this issue which may produce the different results. Moreover, the number of this kind of research is still limited, so it may contribute to reveal the perceptions of lecturers regarding classroom bullying issues and its impact on students' achievement in Acehnese context especially in UIN Ar-Raniry. Therefore, I would like to conduct a research under the title: "Classroom Bullying: What does the Lecturers do about it?"

B. Research Questions

Based on the background of the study above, the writer tried to answer the following questions:

1. What kinds of classroom bullying that happen in second year batch of PBI UIN Ar-Raniry?

2. What factors are triggering students to bully others in the classroom?

3. What are steps taken by lecturer to anticipate and prevent classroom bullying?

4. What are the impacts of classroom bullying on students' achievement?

C. Research Aim

The aims of this study are:

1. To know the kinds of classroom bullying that happen in second year batch of PBI UIN Ar-Raniry

2. To find out factors triggering students to bully others in the classroom.

3. To figure out the steps taken by lecturers to anticipate and prevent classroom bullying.

4. To discover the impacts of classroom bullying on students' achievement.

D. Research Significance

The findings of this study will touch upon to the benefit of society considering that bullying may occur among students from preschool until doctoral degree. Teachers and lecturers need to know why some students do bullying; they also need to do some prevention regarding this issue. Thus, some approach that derived from result of this study will be useful for teachers to cover up bullying in the classroom. Through this research, students also will gain the information about the impacts of bullying, so they will avoid it in school or university. The results of this study are expected to provide the information for parents to watch over their children's and to do cooperation with school in order to create best teaching-learning process. This research is also expected to give a contribution for

further researcher to uncover some critical issues that many previous researchers were not able to do it.

E. Operational Definitions

In order to avoid misunderstanding, I have defined the following operational definitions of this research as follows:

1. Classroom Bullying

Banks (1997) gives specific examples of what bullying is: Bullying is direct behaviors inclusive of teasing, taunting, threatening, hitting, and stealing which are initiated with the aid of one or more students against a sufferer. Bullying may also be more oblique by causing a pupil to be socially isolated via intentional exclusion.

Classroom bullying in this research includes every single verbal action and mocking between students in the classroom. So, this research only focuses on intentional exclusion between students in the classroom, for example mocking, name-calling, spreading rumors, laughing at classmates, and other disrespect actions.

2. Academic Achievement

Dornbusch et.al.(1990) stated that Academic achievement is defined as suffcient advancement towards meeting state content and performance standards.

In this case, students' achievement means students' grade average over the past year.

CHAPTER II

LITERATURE REVIEW

The literature provides insight into how bullying is defined, facts about bullying, the bullies' and victims' characteristics and the impact of bullying on students' academic performances.

A. Introduction to Bullying

Bullying is a common problem in school and communities which has anegative impacton student's right to learn in a safe environment. The pupil is being bullied whilst she or he is "exposed, repeatedly and over time," to abuse or harassment by one or more different pupils (Olweus, 1996). The purpose of the bully is to pick up control over different people and dominate other individuals, thus, bullies engage in frightful behavior against those who cannot protect themselves. There are three forms of bullying: physical (poking, pinching, biting, hitting, choking, and beating), verbal (name-calling, threats and spreading rumors) and emotional (exclusion, defamation of character, and blackmail) (National Association of Social Workers, 2002a, May, As Cited in Dahlheimer, 2004, p.4). People are usually inclined to consider bullying as something that only takes place with school students. In reality, bullying is not restricted to simply the school-aged setting; it is miles going on at later degrees of life, as Namie, G. and Namie,

R. (2009) who said that bullying is a global phenomenon and has come to be a critical problem in school and workplace.

B. Definitions of Bullying

The term bullying was first used as a research concept by Dan Olweus in 1978. Olweus defines bullying as the ruthless behavior over a prolonged period of time to negative activities doing by another or group of pupils (Carrera, DePalma, and Lameiras, (2011), as cited in Hogue and Disbrow, 2013). Another definition was from Thornberg, Rosenqvist, and Johansson (2012), they define bullying as repeated offensive and violencedirected at less powerful targets in their interactions with the bully or bullies. Coleyshaw (2010) also gives her own definition: Bullying is adversarial conduct that can be physical or psychological and is commonly continued or repeated within an imbalanced power relationship. Banks (1997) also gives specific examples of what bullying is; Bullying is direct behaviors inclusive of teasing, taunting, threatening, hitting, and stealing which are initiated with the aid of one or more students against a sufferer. Bullying may also be more oblique by causing a pupil to be socially isolated via intentional exclusion.

Smith et al.(2002) stated that there are two primary types of bullying: direct and indirect or verbal bullying. On this research, I only focused on indirect bullying which refers to actions that do not normally require physical contact. These are actions including repeated incidents of name-calling, teasing and verbal

threats which are directed at the ones who have less control over the social situation (Bauman and Del Rio, 2006). The harmful of peer relationships, as well as psychological assaults including gossip, taunting, rumors, writing notes, and social exclusion, also was included in the concept of indirect bullying in research by Raskauskas and Stoltz (2004). Definitions of indirect bullying were also used in research by Liepe-Leveinson and Levinson (2005), they noted that "gestures such as stares, eye-rolling, sighs, frowns, sneers, and other hostile body languages were also a significant component of the aggression" (p. 4). Val der Wal, De Wit and Hirasing (2003) also found that indirect bullying has a greater chance of going unnoticed by teachers than direct bullying. In this type of bullying that is the most damaging to self-esteem (Crick and Grotpeter, 1995). I have adopted the descriptions above as my research backdrop to build understanding on how lecturers intervene indirect bullying within the class and the impact of indirect bullying on students' achievement or academic performances.

C. Facts of Bullying

Bullying is the most common form of violence in our society. Research has discovered that approximately 30 percent of students in grades 6-10 are involved in bullying. In Canada, reported rates of bullying vary from about 15% to 25% of students being bullied (Beran, Hughes & Lupart, 2008). Recognition of the seriousness of bullying has led to the accumulation of a large body of research. Researcher from the National Institute of Child Health and Human Development (NICHD) report that 13 percent children say that they bully other students, 11

percent report being bullied, and 6 percent say they are both bullies and victims (Fight Crime: Invest in Kids, 2003). In addition, about eight percent of students say that they are victimized at least once a week (Northwest Regional Educational Laboratory, 2001).

Another fact is by Robers, Zhang, Truman, & Snyder in 2012 who found that approximately 28% of students ages 12 to 18 reported being bullied at school during the school year (Northwest Regional Educational Laboratory, 2013). Each boys and girls are involved in bullying, but the frequency of doing bullying depend on how bullying is defined (Northwest Regional Educational Laboratory, 2001). Boys used to do more physical bullying, while the girls commonly attack the form of verbal and emotional bullying (teasing and social exclusion) (Nansel Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt,, 2001).

From all the type of bullying, the most common form of bullying is verbal abuse and harassment, followed by social exclusion and insult comments about physical appearance (Shellard, 2002), for example,Riska an 14-year-old girl who tried to kill herself because her classmates call her 'fat girl' (Soeriaatmadja, 2011). Another situation elucidated by Hazler (2000), was the incident of Kelly, a thirteen-year-old girl who was frequently being bullied in verbal by her classmates. She told her mother that she was hurt of it. At the end, she decided to kill herself after being bullied by their peers.

D. Characteristics of victims

The characteristics of victims are usually passive, anxious, insecure, cautious, quiet, and sensitive. Mostly, they are weak or easily dominated (Shellard, 2002; Banks, 1997; Kreidler, 1996). Victims like to be closed to the teacher at school, avoid restroom, and make excuses to stay home from school as much as possible because they have no close friend to share with (Northwest Regional Educational Laboratory, 2001; Olweus, 1993). Victims tend to be unexcited in learning which causes the scholarly evaluations drop. Studies have found that male victims of harassing got low scholarly evaluations score than their friends. Nine out of 10 victims of harassing experienced a decline in scholastic evaluations (Ma, Stewin & Mah, 2001). Victims were going to stay away from school as the strategy to avoid any kind of exploitations which causes non-attendance and a poor scholastic evaluations (Brank, Hoetger & Hazen, 2012; Mishna, 2003).

E. Characteristics of Bullies

Bullies frequently engage in hurtful teasing, name-calling, or intimidation, against those who are smaller or weaker than themselves. Their superiority triggers them to dominate other students who are different. In addition, they also recruit other friends to bully the victims (Northwest Regional Educational Laboratory, 2001). Typical bullies can be described as "having an aggressive reaction pattern which, in the case of boys, is combined with physical strength" (Olweus, 1997, p.500).

Beane (2005) also identifies characteristics of bullies. Students who bully others love to be a winner and hate to be a loser. They always blame others for their mistakes and do not have responsibility for their deeds. Bullies only have a few friends, who agree with whatever they say; however, they are difficult to fit into other groups. Finally, bullies tend to abusing others to satisfy their willingness (Beane, 2005).

In addition, Coloroso (2003) identified seven different types of bullies and characteristics; confident bully, social bully, fully armed bully, hyperactive bully, bullied bully, bunch of bullies, gang of bullies.

- **The confident bully**: Has a big ego, feel superior, and has no empathy to the victims. Teachers and classmates might regard his personality but he has few close friends because of his big ego.

- **The Social Bully:** Rumor, gossip, verbal taunts and exclusion are the examples of social bully. Jealousy becomes the main factor to do this kind of bullying. She tends to be a hypocrite person to hide their games.

- **Fully Armored Bully:** The bullies have a flat emotion, they pretend to be harmful to the others but they are cruel to their victims of bullying.

- **Hyperactive Bully:** The bullies will begin the conflict with classmates to cover up their disability in the classroom.

- **The Bullied Bully:** It means that the bullies do bullying to the others who are weaker than him because he has been bullied by superior students. In other words, bullies are both bullies and victim.

- **The Bunch of Bullies:**It is done by group of nice kids. They bully others collectively yet not do it individually.

- **The Gang of Bullies:** The bullies are a group of allies who seek the power in particular places. Their loyalty enables them to neglect the painfulness of the victims.

F. Types of Bullying

Bullying can be divided verbally, physically, and emotionally.Physical bullying includes poking, pinching, biting, hitting, hair pulling, kicking, or beating (NASW, 2002a). Physical bullying usually takes place more frequently among school-age boys than school-age girls (Olweus, 1993). Verbal bullying consists of teasing, call calling, threats, and spreading rumors. Emotional bullying involves exclusion, extortion, defamation or blackmail (NASW, 2002a). NASW (2002a) additionally mentioned girls had been much more likely to be bullied with rumors than boys (As cited in Dalheimer, 2004).

Coloroso (2003) divides three different types of bullying: verbal, physical, and relational. The most common bullying involving boys and girls are verbal bullying which is up to 70%. This happens because verbal bullying is easy to carry out and difficult to detect. Verbal bullying includes racist slurs, name-calling, sexually abusive remarks, and belittling. The second is physical bullying including slapping, poking, kicking, and spitting. The frequency of this type of bullying is one-third of all the bullying types. Physical bullying is the most detectable contrasted with the other types. The third form of bullying is relational bullying including ignoring, isolating, shunning, snickers, and hostile body

language. This type is the most undetectable bullying and unnoticed (Coloroso, 2003).

Bullying also can be categorized into two forms. The first form is direct bullying including teasing, hitting, punching, stealing, etc. In other words, it is known as physical actions which most commonly done by boys. The second form is indirect bullying which commonly takes by girls. It includes spreading rumors or excluding an individual from social situations (Rowan, 2007).

G. Bullying in Collegiate Level

Bullying can and does happen in any stages of life. It does not only exist in school setting, but also in Colleges or Universities (Northwest Regional Educational Laboratory, 2013).

The form of bullying that mostly takes by university students are sexual harassment, hazing, violence, and cyberbullying. Robust national studies showed that:

- o Chapell et al., 2006 said that 70% of victims of bullying in university are also have been bullied when they were in primary or high school.
- o Hill & Silva, 2006 found that both of male (61%) and female (2%) university students report having been sexually harassed in their University.
- o Allan & Madden, 2008 stated that clubs, teams, and organizations experience hazingwere involved by most of college students (55%) (Northwest Regional Educational Laboratory, 2013).

Many researchers have conducted a bullying research at collegiate level, such as Marissa Disbrow and Katlyn Hogue who was explored how the bullying occurs on campus. They asked the students' perception about the existence of bullying in the campus. Some responses that they received were:

o "Picking out usually something someone can't help about themselves [and teasing them about it]"

o "Picking on someone's insecurities"

o "Imposing physical, mental, or verbal abuse on another person"

o "Gossip — I see lots of gossip."

o "We don't see it much, but we believe it's there."

o "Not so much physical but more verbal bullying"(Hogue&Disbrow, 2013, p. 4-5).

In Indonesia, bullying in the collegiate level is also existed, as quoted inJakarta post (Mon, July 17, 2017,| 03:28 pm), there were a bullying action at Gunadarma University involving three students. One of them tugging the backpack of an autistic student and joke him. The rest were laughing at him and throw the trash on his face. Unfortunately, the other students also laugh and do not defend the victim. The deputy rector of Gunadarma University said that the three students who attack the bullying would be punished.

H. Effects of Bullying

Bullying will affect bullies, victims, and bystanders in term of academic, physical, and emotional. The bullying also will bring the negative impact on the students' opportunity to study safely at school (Shellard and Turner, 2004; Lumsden, 2002). Victims are difficultto be focus on their school project and may experience a decrease in academic performance. They often absent and dropoutof the school, show signs of loneliness, difficult to do social interaction, difficulty making friends, and poor relationships with classmates. They also lose self-esteem and afraid of going to school. The impact offrequent bullying will stay along with victims into adulthood. It will be at higher risk of depression and other mental health problems (Shellard, 2002; Office of Juvenile Justice and Delinquency Prevention, 2001).

Bullying also gives the negative effect on bullies. They are less popular in the schooland are more likely to involve in crime. Bullies tend to be antisocial, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and drug and alcohol use (Office of Juvenile Justice and Delinquency Prevention, 2001).

Bullying also has an effect on bystanders. The witness are more likely to sufferdepression, anxiety, anger, posttraumatic stress, alcohol use, and low scores (Shellard, 2002). Students who frequently witness bullying may afraid of being bullied in the future and teachers are unable to handle bullies' behavior (Shellard and Turner, 2004).

I. Classroom Bullying and Academic Performance

Swearer and Espelage (2004) take note of that Bronfenbrenner (1979) depicted natural frameworks hypothesis as implying that " all individuals are part of interrelated systems that locate the individual at the center and move out from the center to include all systems that affect the individual" (p. 3). Drawing upon Bronfenbrenner's environmental frameworks hypothesis (1979), Swearer and Espelage argue that "bullying has to be understood across individual, family, peer, school, and community contexts" (p. 1). Embracing this point of view accept that students-students and students-teacher are interconnected in the classroom. At the end, the activities of all participants from the classroom influence their habits (Allen, 2010).

Classroom bullying brings awful impact for students' academic performances, as mynardet. al. (1996) said that there is a negative relationship between victims and academic achievement. Many students lose their concentration on doing homework or schoolwork because of the fear of being bullied. Classroom bullying also causes the lack of social acceptance on victims which gives a negative impact on a student's attendance (Kochenderfer and Ladd 1996). This issue became the most damaging to self-esteem (Crick and Grotpeter 1995).

J. Intervenes and Preventions of Bullying

"Bullying is not a simple problem which occurs in relations between bully-student and bullied-student, but it is a complicated problem which must be solved by means of the development of the social environment of the class, school, home as well as society" (Kikkawa, 1987, p. 29). Looking at the effects of bullying, it is crucial for teachers and schools to do some prevention in order to create a safe learning environment. In order to be able to intervene bullying effectively, stakeholders have to know where, when and by whom bullying is most likely to occur. In addition, teachers' involvement is important in preventing bullying situations. As Newman, Horne, and Bartolomucci (2000) indicate some trick for teacher to intervene and reduce bullying in the classroom. Some of those tricks are: be a good model and guide students, understand any kinds of bullying, and observe students' behaviors in the classroom. Moreover, teacher who noticed bullying going on in their classroom has an obligations to do some preventions, as Peckham (2007) said that teachers should involve the whole students by choosing the appropriate method in teaching, hence no one will be ignored. Teachers and school members also should respect each other. By doing this, students will imitate them and integrate this action into their practices. (Peckham, 2007). Buch (2012) also had done research which seek the teachers' perceptions on reducing bullying, He found that Managing Peer Aggression through Positive Teacher-Student Relationships, Managing Peer Aggression in the Classroom are strategies that teacher used in reducing bullying in middle school in the Midwest of the United States.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the steps used in conducting this research, including a brief description of the research location, research design, participants, techniques of data collection, and techniques of data analysis.

A. Brief Description of Research Location

The research took place at Universitas Islam Negeri Ar-Raniry, Banda Aceh. Universitas Islam Negeri (UIN) Ar-Raniry (State Islamic University) is the Islamic University under the authority of Ministry of Religious Affairs. UIN Ar-Raniry was firstly established on October 5th 1963. It is located at Jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus) – Banda Aceh. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641. He gave a great contribution in developing Islamic thought in Southeast Asia, especially in Aceh (Panduan Akademik, 2015/2016).

UIN Ar-Raniry which is currently led by Prof. Farid Wajdi Ibrahim, MA as the rector, is an Islamic educational institution which has graduated thousands scholars and some professors. As an Islamic University, it does not only concern about Islamic affairs but also on general knowledge with some branches. There are nine faculties in UIN Ar-Raniry, including Faculty of Syari'ah and Law,

Faculty of Education and Teacher Training, Faculty of Ushuluddin and Philosophy, Faculty of Dakwah and Communication, Faculty of Adab and Humaniora, Faculty of Social Science and Government, Faculty of Psychology, Faculty of Business and Economic Islam, and Faculty of Science and Technology.

I specifically conducted the research about lecturers' responses toward classroom bullying and the impact of bullying on students' achievement of English Department of UIN Ar-Raniry.

Department of English Language Education which is known as *Pendidikan Bahasa Inggris* (PBI) was chosen because it represents my participants for the research. It is one of the leading and reputable departments that many students eagerly study in. As it was named, this department specializes in teaching English as foreign language and prepares its graduates to be a good English teacher at school or a professional in university. Department of English Language Department which is currently headed by Dr. T. Zulfikar, S.Ag., M.Ed, has a very good facility. It provides classes with standard quality. Besides, it also has one laboratory which often used for TOEFL test and learning activities.

B. Research Design

This study employed a qualitative research design. Qualitative research design would provide the multidimensional data about lecturers' perception towards classroom bullying and the steps that would lecturer takes in stopping classroom bullying, furthermore qualitative methods also would obtain the

information about the impact of classroom bullying on students' achievement from the students' response on open-ended questionnaire.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problems. As Creswell (2014) stated that qualitative research is "the process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher doing interpretations of the meaning of the data and the final written report has a flexible structure" (Creswell, 2014, p. 32).

According to Creswell (2014) "a popular and helpful categorization divided qualitative methods into five groups: ethnography, narrative, phenomenological, grounded theory, and case study" (Creswell, 2014, p. 32).

In this research, I used case study which involves a deep understanding through multiple types of data sources. "Case studies can be explanatory, exploratory, or describing an event" (Cresswell, 2014, p. 33).

C. Participants

The participants of this study were the second year batch English students, and lecturers of English Education Department of UIN Ar-Raniry. In this case, I chose random sampling, because it is the purest and the most straightforward probability sampling strategy. It is also the most popular method for choosing a sample among population for a wide range of purposes. In simple random

sampling each member of population is equally likely to be chosen as part of the sample. It has been stated that "the logic behind simple random sampling is that it removes bias from the selection procedure and should result in representative samples" (Gravetter, 2011, p. 146).

I chose random sampling methods due to the representativeness of sample group and less room for researcher bias compared to non-random sampling techniques by choosing 20 students and two lecturers which is one male lecturer and one female lecture of English Language Education Department of UIN Ar-Raniry, and it is considered as appropriate number in case study. This technique is free of classification error, suitable for my research and simplicity can be very helpful in data interpretation of this research.

D. Methods of Data Collection

The function of data is to determine the result of the research. In collecting data, there are some instruments that are used to collect data from participants of the study which are mainly used by researchers to collect reliable data which would be later be analyzed. Methods of qualitative research data collection are interviews, focus groups, observation, collection of documented material such as letters, diaries, photographs, collection of narrative, open-ended questions in questionnaires (Hancock, Ockleford, and Windridge, 1998).

In this research, I used two instruments:

- Questionnaire

  Questionnaire is list of a research or survey questions asked to respondents, and designed to extract specific information. The types of questionnaire can be classified into three types: close ended, open-ended, and contingency (Auriat & Siniscalco, 2005). "Close-ended questions limit the respondent to the set of alternatives being offered, while open- ended questions allow the respondent to express an opinion without being influenced by the researcher"(Foddy, 1993, p. 127). In this case, I used open-ended questionnaire consisting of 7 open-ended questions. The questions were related to bullying to gain the perspective of English students toward classroom bullying and its impact to the victim's and bullies' academic achievement. I distributed the questionnaire to the participants and guided them in answering the questions in order to avoid misunderstanding and misinterpretation and the participants were expected to answer the questionnaire honestly.

- Interview

  After distributing the questionnaire to students, I interviewed lecturers to know the result of their perceptions toward classroom bullying and the steps that would be taken by them to stop bullying in the classroom. "There are five types of interview; they are structured interview, semi-structured interview, unstructured interview, informal interview, and focus group" (Warren & Karner, 2005, p. 307-312).

In this research, I used semi-structured interview which interviewee are free to answer the questions. In conducting interview, I would have previously prepared a schedule list of structured questions pertinently to the study before meeting respondents for their opinions on classroom bullying. I pose questions to the participants and the answers are recorded. Materials that could be used during interview period include tape recorder and paper. According to Aina (2004) and Popola (2011), "the major advantage of this method is that it produces high response rate. Besides, it tends to be representative of the study, and personal contact between researchers and participants enable the writer to explain confusing and ambiguous questions in detail" (Aina, 2004, p. 135 & Popola, 2011, p. 187). In conducting interview, I would have a brief dialogue with participants. The questions for interview were taken verbally. The participants are one female and one male lecturer of English Department of UIN Ar-Raniry which are interviewed at specified time according to their convenience and availability. All interviewee were in English and were tape-recorded, and the writer takes the note simultaneously. Each interview took about 10-15 minutes.

E. Data analysis

The data in this study was analyzed qualitatively by thematic analysis, it is a type of qualitative analysis. It is used to analyze classifications and present themes (patterns) that relate to the data. It illustrates the data in great detail and deals with

diverse subjects via interpretations (Boyatzis, 1998). The processed data can be displayed and classified according to its similarities and differences (Miles and Huberman, 1994). In order to achieve it, the process should include coding, categorization and noting patterns, i.e. different level of themes could be provide (Braun and Clarke, 2006).

In this case I used thematic analysis model from Miles and Huberman which are consist three link stages; data reduction, data display and data conclusion-drawing/verifying. Data reduction takes place through the process of coding. The data was carefully read, all statements relating to the research question were identified, and each was assigned a code, or category. Coded data may then be organized whereby the data units (statements, sentences, etc.) were clustered into common themes, so that similar units were grouped together into first order themes, and separated away from units with different meaning. The same process was then repeated with the first order themes, which were grouped together into second order themes. These codes can then be displayed or organized to allow the drawing of conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. FINDINGS

This chapter discussed the findings based on the data obtained from open-ended questionnaire and interview session regarding classroom bullying in second year batch of English Department UIN Ar-Raniry. I used thematic analysis technique by Miles and Huberman (1994) to analyze the data. This chapter is divided into two sections. Section one discusses the results of interviews regarding the classroom bullying and prevention efforts involving two lecturers. Section two reports the results of open-ended questionnaire, which involved only the sophomore students of the English Education Department.

Section 1: Interview results

This section examines lecturers' views about classroom bullying and the prevention of this issue. The lecturers were asked four set questions regarding classroom bullying. The results are based on analysis of tape-recorded interviews with the lecturers of English Department of UIN Ar-Raniry. The following table explains the themes identified from the transcripts of interviews. These themes and sub-themes are used to structure the reporting of these findings in this chapter.

Table 4.1. : Themes and sub-themes identified from transcripts

Themes	Subthemes
Types of Classroom Bullying in the Second Year Batch of PBI Uin Ar-Raniry	• Exclusion • Underestimated
Factors triggering students to bully others in the classroom	• Feeling superior • Relationship problem
Strategies to control classroom bullying	• Classroom management • Personal approach

1.1. Types of Classroom Bullying in the Second Year Batch of PBI Uin Ar-Raniry

This section details lecturers' views about kinds of classroom bullying that often happens in the second year batch of English Department UIN Ar-Raniry. The lecturers who shared their views were English female and male lecturers in who have been teaching for more than 5 years. Exclusion and underestimated were a common theme to emerge in the interview with lecturers. The lecturers regarded it as the common bullying that often happens in the classroom since they are teaching in English Education Department of UIN Ar-Raniry.

1.1.1. Exclusions

Lecturers' voice: Exclusion is a type of social rejection which means excluding someone or groups from social interaction. A lot of students were doing exclusion in the classroom. Sometimes students ignored their classmates and making group to gain power over someone. The groups could not integrate with the others. The participant shared his

opinion as noted: *"Normally female students used to study in a group which is good in my opinion, but they are making exclusive groups. This group is fix, they cannot integrated with other students" (Le.1)*

Participants also reported that during the class, some students are difficult to join with the others, they often complain when divided into group learning. As the following comment showed:

> *The students like to have their own groups. It commonly happens in our relationship in the classroom. When we are teaching, it can be seen sometimes students have their own friends and they would like to join that friends only. It is very difficult when dividing them into group in the class. Sometimes they complained about it. (Le.2)*

1.1.2. Underestimated

Students also tend to do underestimation to their classmates that mostly happen in presentation class. Lecturer 2 (Le2) raised the high concern about this kind of bullying during the interview. She stated that some students are laughing at the presenters who are doing mistakes. As the following excerpt from interview Le.2 illustrates: *"when students were presenting or the groups were presenting. we could see sometimes if there is mistake done by the groups, other groups or other students sometimes will laugh at them by sounding or by saying something"* (Le.2).

1.2. Factors triggering students to bully other students

This subsection discussed the lecturers' views regarding the factors of students bully their classmates. Bullying is not happen without any reasons,

there are several of reasons why students bully their classmates. Lecturers identified two factors that triggering students in doing bullying at their friends inside classroom.

1.2.1. Feeling superior

Students' main motivation for bullying simply boils down to having a big ego. Their arrogance has made themselves believe that they are the best thing since sliced bread. They tend to act like a boss in the class because they feel superior and do not need anyone else. As the result, they do exclusion to the inferior students. As elucidated in the following comment:

> *The students are making exclusive groups, female students tend to group themselves at four or five, this group is good in their academic performance and sometimes was higher than other groups, they are reluctant to share learning, or maybe they tend to avoid making contact for assignment (Le.1).*

It could be noticed that students in second year batch of PBI UIN Ar-Raniry tend to do this type of bullying toward their classmates due to their superiority.

1.2.2. Relationship Problem

Lecturers also argued that relationship problem among students also the important factor which causes classroom bullying. This could be happen between individuals or groups. There was a gap between them which triggered avoidance. It is clearly stated as:

> *Sometimes it can be seen like there is a gap between one student with another or one group with another group in*

the classroom, one of my students told me that she had a problem with her classmate, so she avoids to work with her friend (Le.2).

From the quotation above, I found that the gap between students push them to keep distance each other which referred to exclusion.

1.3. Lecturers' strategies to control classroom bullying

Classroom bullying is not a trivial thing. It should be stopped to achieve the effectiveness of teaching-learning process. Lecturers are facilitator in the class who play important role to prevent this phenomenon from happening in the classroom. The results of interviews with lecturers in English Education Department of UIN Ar-Raniry revealed that good classroom management and doing personal approach are the best way in preventing bullying in the classroom.

In this subsection, I discussed the bullying reduction strategies that lecturers shared during interview.

1.3.1. Classroom Management

Lecturer 1 and lecturer 2 both declared that classroom management included seating assigned and educating students is the key to control bullying behavior in the classroom. As indicated in the following interview excerpts:

Lecturer 1: "lecturer should treat students from different classes with different way of managing the class. Seating is one of them.

The way they sit, either in the formation of U or the formation of

V" (Le.1)

Lecturer 2:"implicitly sometimes lecturer try to encourage them to tell something motivating to motivate them and taught them proverb and values, also try to tell them a bit about moral message" (Le.2)

From the statement of lecturer 1 and 2 above, I noticed that lecturers believed changing the seating formation of students could reduce bullying behavior in the classroom, for instance, group exclusion. Moreover, in grouping students to do assignments, both lecturers also mix the students into different group. So, students have no opportunity to do discrimination to the other groups. Besides changing formation seating of students, participants also educate the students to decrease classroom bullying. For example, sending moral message through proverb, make them aware to respect and appreciate each other in the classroom. Lecturers believed that their task is not only teaching but also educating students.

1.3.2. Personal Approach

The lecturer 2 suggested that doing personal approach is also an effective way to reduce bullying in the classroom. Lecturers tend to do it behind the classroom, for example when students reported to the lecturer if they have problem with their classmates, and did not want to join group with one of their classmates. In this case, the lecturer would like to

motivate student who has internal problem with their friends, try to talk to them and advise directly to them. It is expected that it can make students aware about the importance of good relationship in the classroom, so bullying behavior in the classroom would be reduced and be banned. As the following comment noted during interview:

> *Sometimes, there is a student seems like to be alone, she wants to walks quickly out of the classroom, when we finish our class and while other students sit in their groups and another one would like to go out earlier than other friends. As a Lecturer, we should try to talk personally with the students by asking do you have any problem with your friends (Le 2)*

Section 2: Students' open-ended questionnaire results

The purpose of this section is to verify the previous data collected using interview approach. The results of this survey have the potential to serve as a comprehensive guide to recommendations for students and lectures to increase the awareness of classroom bullying. It is also expected to diminish bullying issue inside the classroom.

The participants of this open-ended questionnaire is 20 sophomore students of English Department UIN Ar-Raniry. Each student completed 7 open-ended questionnaires. Any information that could identify the respondents was excluded. Therefore, respondents' names, addresses, and contact numbers were not requested. Findings are reported based on research question of this study (see chapter 1). The following table show theme emerges based on students' answer of open-ended questions:

Table 4.2. Themes and sub-themes identified from open-ended questionnaire

Theme	Subtheme
Types of Classroom Bullying in the Second Year Batch of PBI Uin Ar-Raniry	• Mocking • Name-calling • Exclusion • Disrespect • Underestimated
Factors triggering students to bully others in the classroom	• For revenge • For fun
Impact classroom bullying on students' achievement	• Get a lower grade

In this section discussed about students' perceptions and their experiences of classroom bullying and its impact to their achievements.

2.1. Types of Classroom Bullying in the Second Year Batch of PBI Uin Ar-Raniry

Verbal bullying is a means of using words in negative way such as insult, teasing, mocking, name calling and put down to gain power over someone else. The reason why this action happens is because of the differences of victim's physical and appearance. For instance the differences of skin color, size of body, dress style, the way of talking, and so on. While emotional bullying is action that includes psichological assaults.

According to the students' answer on open-ended questionnaire, it is found that both of bullying is existed in the second year batch of UIN Ar-Raniry. As reflected in the following themes:

2.1.1. Mocking

Students used to mock their friend who has big body by word "fat", *"they often called me fat" (S.2).* In contrast, someone who has small body was called "small", *"They called me small" (S.14).* Students also mock their classmates because of weird appearances. As be seen from students 10 statement, she has been mocked by their classmates because of her style of using scarf looks weird, *"when I wore my scarf, my friend asked me whether I used helmet" (S.10).*

2.1.2. Name-calling

Students like to do name-calling by changing their friend's name. *"We call our friends with bad name sometimes" (S.1).* Students change their friend's name into animal names such as "elephant" and "chicken". As noticed in the students' answer below:

"We mock someone that she is like a chicken" (S.5)

> *Or*

"All of my friends call me Gajah because they think my body is fat" (S.6).

2.1.3. Exclusion

Students were doing exclusion especially to transfer student. Students consider the transfer student as a stranger in the classroom. Thus, they are reluctant interacting with her. As reflected in the following excerpt: *"Some of my new friends did not like me because I was a transfer student, so they hate me and bullied me" (S.17).*

2.1.4. Disrespect

Disrespect also happened in the second year batch of PBI UIN Ar-Raniry. Students tend to do this in the presentation class. They showed disrespect to the presenter by ignoring them and using earphone because the explanation is boring. As admitted by student 16 in their answer: *"sometimes if my classmates doing presentation in the class, I just don't hear what they said, I do it because the explanation is bored"* (S.16).

2.1.5. Underestimated

Student 11 experienced this kind of bullying. She was laughed by her friends, and she said that it was hurt her feeling. As indicated in her statement: *"my close friend likes to laugh at me, make fun and underestimate me. It is too often and hurt my feeling."* (S.11)

2.2. Factors triggering students to bully others in the classroom.

In this section, I discussed about the factor that triggered students to bully their classmates based on their answer in open-ended questionnaire.

2.2.1. For revenge

Some students who have been bullied by their peers tend to be bullies in the future. This happened because they feel sad and cannot accept their peers' behavior. They resist their peers by doing the same deed. For example, if their peers mock at them, they will mock them back. As indicated in student's 11 statements: *"I feel mad and it hurts my feeling, sometimes I bullied them back".* (S.11)

2.2.2. For fun

Students give the same answer when I asked them about their feeling after bullying someone. They answer:

"I did bullying because I like it, I feel happy after doing that" (S.19)

Or

"I feel happy, I did bullying, it is just for fun, I think it's not too over" (S.20)

Students claim this factor as the main reason of doing bullying in the classroom. They assume their behavior are trivial things and are not a big issue. They do joke at their classmates excessively and continually without feeling guilty. They admit that they like to do the bullying and feel happy when doing it.

2.3. Impact classroom bullying on students achievements

The following table showed students' Grade Point Average (GPA) and their opinion about the impact of classroom bullying and students' achievement based on open-ended questionnaire results.

Table 4.3. Students' GPA and their perceptions of the bullying impact

Students	GPA	Opinions
S 1	3,30	*I think that can make someone depressed*
S 2	3,25	*It can make children do bad behavior*
S 3	3,56	*Trauma, being unconfident, depressed, think to commit suicide*
S 4	3,25	*Bullying can make students lazy to go to class, make them feel not confident and not focus in learning*
S 5	3,48	*The victims will get depressed and loose confident, they are afraid of being bullied again*
S 6	3,66	*Can be introvert, being shy, afraid of doing mistakes*
S 7	3,40	*I think the victims will feel down in study, so their achievement will get low.*
S 8	3,55	*The victims will be lazy to come to the class and their achievement will be decreased*
S 9	3,26	*I've ever get bullied, and because of that, I don't have any friend*
S 10	3,87	*It has two sides, it can be bad for the victims and make them depressed, and sometimes it could be good if someone are being bullied because of she or he is unable to do something in class, it will motivate the victim to get excellent score.*
S 11	3,74	*The victims will get good achievement*
S 12	3,42	*Students who are being bullied will get afraid and feel stress, so their achievement will be down*
S 13	3,48	*Bullyig can meke GPA down and trigger to kill himself*
S 14	3,52	*If bullying just for joking and victims didn't get hurt, it can't give bad impact for the but if victims get hurt of it, it will bring bad impact for their achievement and mental*
S 15	3,38	*Victims will be become an introvert*
S 16	3,34	*I think the impact of bullying to the victims os really serious, she will loose confident and try to avoid the bullies by not showing her face anymore, and sometimes the victim will try to suicide*
S 17	3,48	*They feel isolated from people and will get depressed, at the end, it influences their achievement*
S 18	3,41	*Victims will feel down and lazy to go to school because they are afraid of the bullies. So, they cannot achieve their purpose in the college*
S 19	3,00	*Bullying in classroom just mocking, so I've never seen the serious impact about bullying*
S 20	3,13	*I think the victims will get traumatic and feel unaccepted in social life*

Based on the table above, it could be inferred that students have unclear perception about the impact of classroom bullying and academic achievement. Some students believe that bullying is damaging to the self-esteem and academic achievement, and the rest believe that bullying can motivate the victims to get excellent score. However, all of participants have high score which is up to 3,00 even they were being bullied by their classmates. The previous subsection showed that S2, S6, S10, S11, S14, and S17 are the victims of bullying. They were being bullied verbally and psichologically. But they got good score and proved that bullying was not affected to the low academic achievement.

B. DISCUSSION

The data analysis has generated some important findings. In this section, the findings are discussed to answering the proposed research questions in turn. The first research question is what kinds of classroom bullying that happens in second year batch of PBI UIN Ar-Raniry. The answer to this research question can be seen from the findings of the first theme analysis which is obtained from open-ended questionnaire and interview session. There are two types of Classroom Bullying emerge from second year batch of PBI UIN Ar-Raniry; verbal and emotional bullying. Students used to grouping themselves permanently in every activity, underestimated, and giving negative comment about physical appearance. These two kinds of bullying are categorized as indirect bullying. This finding is line of Rowan (2007) which stated that spreading rumors or excluding an individual from social situations are included as indirect bullying.

The second research question is what factors triggering students to bully others in the classroom. The answer to this research question can be seen from the findings of the second theme analysis which is also obtained from open-ended questionnaire and interview session. Students usually bully their friends due to superiority, revenge, fun, and relationship problems. First reason why students bully others is superiority. It is categorized as confident bully. These students tend to have a big ego and feel superior to others. The second reason is for revenge, it means that the bullies are both a bully and a victim. They strike out against those that are weaker than themselves. The third reason is for fun, students bully their classmates just for fun, they like joking and mocking their friend in the classroom and feel innocent after doing that. The last reason is relationship problems, students tend to avoid their friends and doing exclusion in the classroom due to a personal problem between them. It is relevant to study by Coloroso (2003) who identified seven different types of bullies and characteristics; confident bully, social bully, fully armed bully, hyperactive bully, bullied bully, bunch of bullies, gang of bullies. However, in this research, I only found three of seven characteristics above which are confident bully, social bully and bullied bully.

The next research question is what steps taken by lecturer to anticipate and prevent classroom bullying. The answer of this research question can be seen from the findings of the third theme analysis which is obtained from interview session. I interviewed two lecturers of PBI UIN Ar-Raniry to obtain the information about their perception toward strategies in controlling classroom bullying. During the interview process, I noticed that the informants were aware the existence of

bullying in their classroom. Both of them believed that good classroom management and personal approach are the effective ways to control and reduce bullying in the classroom. This finding is similar to the research which has done by Buch (2012). He found that Managing Peer Aggression through Positive Teacher-Student Relationships, Managing Peer Aggression in the Classroom are strategies that teacher used in reducing bullying in middle school in the Midwest of the United States.

The last research question is what the impacts of classroom bullying on students' achievement. The answer of this research question can be seen from the findings of the last theme analysis which is obtained from open-ended questionnaire result. Students have unclear perception about the impact of bullying to poor academic achievement. Victims still got good score so do the bullies. So, it can be conclude that there is no correlation between classroom bullying and academic achievement in second year batch of English Department of UIN A-Raniry.

Again, the result showed that indirect bullying is often happens in the second year batch of PBI UIN Ar-Raniry. Sophomore students used to do bullying inside of classroom. Even though indirect bullying is difficult to identified, some lecturers are aware of its existence in their class. Lecturers believe that applying good classroom management and doing personal approach are the best way to reduce classroom bullying. In addition, classroom bullying was not affected to the poor academic achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. CONCLUSION

The following conclusions can be drawn from the present study. The first conclusion, verbal and emotional bullying mostly existed in second year batch students of PBI UIN Ar-Raniry as represented in this study through the first theme that derived from open-ended questionnaire and interview result. There are five subthemes that emerge in this first main theme; they are *mocking, name-calling, exclusion, disrespect and underestimation.*

Further, sophomore students in PBI UIN Ar-Raniry commit these kinds of bullying due to some reasons. *Feeling superior* come up as the first reason for students of PBI UIN Ar-Raniry do the bullying inside the classroom. *For fun* come to be the second, *revenge* come to be the third, and the last reason is the presence of *relationship problem* between them.

Regarding the existence of bullying inside classroom, lecturers in PBI UIN Ar-Raniry suggest two strategies in reducing this issue, first is good *classroom*

management which includes seating assigned and educating. The second strategies is doing *personal approach* to the students who have problem with classmates.

The last conclusion, it was found that classroom bullying and low academic achievement were not correlated.

B. SUGGESTION

Based on the findings of this study, there are a number of suggestions can be made to reduce bullying inside classroom. First, the lecturers should be more aware of the existance bullying in the classroom. It is necessary to raise lecturers' awareness since bullying affect students' achievement. As for students, it is important to be respectful each other so that teaching-learning process can be more comfortable. Additionally, I hope for the future researcher to interview more participants to gain deeper data. That way, more perceptions of lecturers and students towards classroom bullying hopefully will be exposed more suffucient. Further, future researcher should consider gender as variable in deriving different perceptions of participants on classroom bullying.

REFERENCES

Allen, K. P. (2010). Classroom management, bullying, and teacher practices. *The Professional Educator*, *34*(1), 1.

Banks, R. (1997). Bullying in Schools. ERIC Digests. Retrieved from http://www.ericdigests.org.

Bauman, S., & Del Rio, A. (2006). Preservice teachers' responses to bullying scenarios: Comparing physical, verbal, and relational bullying. *Journal of Educational Psychology, 98(1)*, 219–231.

Beane, Allan L.(2005) *The Bully Free Classroom*. Minnesota: Free Sprit Publishing Inc.

Beran, T. N., Hughes, G., & Lupart, J. (2008). A model of achievement and bullying: Analyses of the Canadian National Longitudinal Survey of Children and Youth data. *Educational Research*, *50*(1), 25-39.

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. sage.

Brank, E. M., Hoetger, L. A., & Hazen, K. P. (2012). Bullying. *Annual Review of Law and Social Science*, *8*, 213-230.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101.

Buch, R. (2012). *Teachers' Perspectives on Bullying: Understanding Educational Interventions* (Doctoral dissertation). Minnesota State University, Mankato.

Bulach, C., Fulbright, J. P., & Williams, R. (2003). Bullying behavior: What is the potential for violence at your school?. *Journal of instructional psychology*, *30*(2), 156.

Coleyshaw, L. (2010). The power of paradigms: A discussion of the absence of bullying research in the context of the university student experience. *Research in Post-Compulsory Education, 15*, 377-386.

Coloroso, Barbara. (2003) *The Bully, The Bullied, and the Bystander: From Pre-School to High School: How Parents and Teachers Can Help Break the Cycle of Violence.* New York: Harper Resource.

Creswell, J. W. (2014). *A concise introduction to mixed methods research.* Sage Publications.

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child development*, *66*(3), 710-722.

Dahlheimer, J. M. (2004). *Teachers' perceptions of bullying behavior.* (Unpublished doctoral dissertation). Madison, WI: University of Wisconsin.

Disbrow, M. & Hogue, K. (2013) Bullying at the Collegiate Level: A Case Study. Retrieved from https://psych.hanover.edu/research/Thesis13/papers/DisbrowHogueBullying%20t%20the%20Collegiate%20Level%20A%20Case%20Study.pdf

Dornbusch, S. M., Ritter, P. L., Mont-Reynaud, R., & Chen, Z. Y. (1990). Family decision making and academic performance in a diverse high school population. *Journal of Adolescent Research*, *5*(2), 143-160.

Espelage, D. L., Gutgsell, E. W., & Swearer, S. M. (Eds.). (2004). *Bullying in American schools: A social-ecological perspective on prevention and intervention.* routledge.

Fight Crime: Invest in Kids. (2003). Bullying Prevention Is Crime Prevention. Retrieved from http://www.fightcrime.org.

Foddy, W. (1993). Constructing questions for interviews. *Cambridge, United Kingdom*.

Hancock, B., Ockleford, E., & Windridge, K. (1998). *An introduction to qualitative research.* Nottingham: Trent focus group.

Hazler, R. J., & Carney, J. V. (2000). When victims turn aggressors: Factors in the development of deadly school violence. *Professional School Counseling*, *4*(2), 105.

Jakarta post (2017 July 17). *Gunadarma University admits students bully autistic classmate*. Retrieved from http://www.thejakartapost.com/news/2017/07/17/gunadarma-university-admits-students-bully-autistic-classmate.html

Kikkawa, M. 1987. Teachers' opinions and Treatments for Bully/Victim Problems among Students in Junior and Senior High Schools: Result of Fact Finding Survey. *Journal of Human Development 23(9)*

Kochenderfer, B. J., & Ladd, G. W. (1996). Peer victimization: Cause or consequence of school maladjustment?. *Child development*, *67*(4), 1305-1317.

Liepe-Levinson, K., & Levinson, M. H. (2005). A general semantics approach to school-age bullying. *ETC: A Review of General Semantics*, *62*(1), 4-16.

Ma, X., Stewin, L. L., & Mah, D. L. (2001). Bullying in school: Nature, effects and remedies. *Research papers in education*, *16*(3), 247-270.

M. B. Miles, & Huberman, A. M. (1994). Qualtitative data analysis. Thousand Oaks: Sage Publications.

Malti, T., Perren, S., & Buchmann, M. (2010). Children's peer victimization, empathy, and emotional symptoms. *Child Psychiatry & Human Development*, *41*(1), 98.

Mynard, H., & Joseph, S. (1997). Bully/victim problems and their association with Eysenck's personality dimensions in 8 to 13 year-olds. *British Journal of Educational Psychology*, *67*(1), 51-54.

Namie, G., & Namie, R. (2009). U.S. Workplace bullying: Some basic considerations and consultation interventions. *Consulting Psychology Journal: Practice And Research*, *61(3),* 202-219. doi:10.1037/a0016670

Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Jama*, *285*(16), 2094-2100.

Newman-Carlson, D., Horne, A. M., & Bartolomucci, C. L. (2000). *Bully busters: A teacher's manual for helping bullies, victims, and bystanders*. Research Press.

Northwest Regional Educational Laboratory. (2001). Schoolwide Prevention of Bullying. Retrieved from http://www.nwrel.org.

Northwest Regional Educational Laboratory. (2013). Prevention of Bullying in Schools, Colleges, and Universities. Retrieved from http://www.nwrel.org.

N. R. Crick, & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. Child Development, 66(3), 710-722. doi: 10.1111/j.1467-8624.1995.tb00900.x

Office of Juvenile Justice and Delinquency Prevention. (2001). Addressing the Problem of Juvenile Bullying. OJJDP Fact Sheet (June 2001), #27. Retrieved from http:// www.ojjdp.ncjrs.org.

Olweus, D. (1996). Bully/Victim Problems at School: Facts and Effective Intervention. *Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems*, *5*(1), 15-22.

Olweus, D. (1997). Bully/victim problems in school: Facts and intervention. *European Journal of Psychology of Education* 12(4), 495-510.

Peckham, Susanne. (2007). Combating Bullying. The Education Digest, 73(1), 73-74.

Raskauskas, J., & Stoltz, A. D. (2004). Identifying and intervening in relational aggression. *The journal of school nursing*, *20*(4), 209-215.

Rowan, Leona Onderdonk. (2007) Making Classrooms Bully-Free Zones: Practical Suggestions for Educators. *Kappa Delta Pi Record, 43(4),* 182-183, 185.

Shellard, E. (2002). *Recognizing and Preventing Bullying. The Informed Educator Series.* Arlington, VA: Educational Research Service. Retrieved from the ERIC database. (ED478000)

Shellard, E., and Turner, J.R. (2004). Safe and Secure Schools. Arlington, VA: Educational Research Service.

Siniscalco, M. T., & Auriat, N. (2005). Questionnaire design. *Quantitative research methods in educational planning*, 1-92.

Smith, P.K., H.Cowie, R.F. Olafsson, and A.P.D.Liefooghe. 2002. Definitions of Bullying: A Comparison of Terms Used, and Age and Gender Differences, in a Fourteen-County International Comparison. *Child Development 73(4)* p.1119- 1133.

Soeriaatmadja (2011 June 25). Bullying in schools a worry in Indonesia. *JakartaGlobe*. Retrieved from http://jakartaglobe.id/archive/bullying-in-schools-a-worry-in-indonesia/

Thornberg, R., Rosenqvist, R., & Johansson, P. (2012). Older teenagers' explanations of bullying. *Child & Youth Care Forum*, *41(4),* 327-342. doi:10.1007/s10566-012-9171-0

Van der Wal, M. F., De Wit, C. A., & Hirasing, R. A. (2003). Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatrics*, *111*(6), 1312-1317.

Warren, C. A., & Karner, T. X. (2005). *Discovering qualitative methods: Field research, interviews, and analysis*. Roxbury.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/85/2017
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-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 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 Desember 2016

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Safrul Muluk, S.Ag.,MA.,M.Ed.,Ph.D   Sebagai Pembimbing Pertama
2. Habiburrahim, S.Ag. M.Com, MS, Ph.D   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : Ira Muliasia
NIM   : 231324123
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Classroom Bullying: What Does The Lecturers Do about It?

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

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: 10 Januari 2017
An. Rektor
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-10680 /Un.08/TU-FTK/ TL.00/11/2017   10 November 2017
Lamp : -
Hal   : **Mohon Izin Untuk Mengumpul Data**
        Menyusun Skripsi

Yth,

di-
   Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

    N a m a   : **Ira Muliana**
    N I M   : 231324123
    Prodi   : Pendidikan Bahasa Inggris (PBI)
    Semester   : IX
    A l a m a t   : JL Cut Nyak Dhien, No.5, Lamteumen Barat

Untuk mengumpulkan data pada:

Universitas Islam Negeri Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Classroom Bullying: What Does The Lecturers Do About It?

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

                                an. Dekan,
                                Kepala Bagian Tata Usaha,

                                M. Said Farzah Ali

Surat Keterangan
No: B-056/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-10680/Un.08/TU-FTK/TL.00/11/2017 tanggal 10 November 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	:	Ira Muliana
NIM	:	231 324 123
Prodi /Jurusan	:	Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Classroom Bullying: What Does the Lecturers Do about It?

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 23 Januari 2018
Ketua Prodi Pendidikan Bahasa Inggris

T. Zulfikar

50

Questionnaire

Do not write your name, so that your answers remain private and confidential. Please answer the questions honestly and to make you easier to answer these following questions read the definition bellow !

GPA :

Definitions of bullying : bullying is defined as the use of one's strenght or popularity to injure, threaten, or embarrass another person on purpose, it can be phisycal, verbal, or social.

For examples : saying "you are fat", laughing at someone, mocking, teasing someone, make a noise in the class, disrespect each other, underestimate someone, threatening, blackmail, defamation, exclusion etc.

1. Have you ever been bullied by your classmates? what did they do?
2. If you have ever been bullied, what did you feel? What did you do ?
3. Do you get any help if you are being bullied? If yes, by whom? What they do to help you?
4. Have you ever get involved in bullying someone in classroom? Why did you do it?
5. What did you feel after bullying someone?
6. If you witnessed someone who was being bullied , what would you do ?
7. What do you think about the impact of bullying in the classroom on victims and bulliers' achievements? Give some examples!

Interview guide

1. How long have you been teaching at PBI ?

2. While teaching, what kind of students' disruptive behavior that you encounter much in the classroom ?

3. What would you do if your students bullied their classmates during the class?

4. What would you do to your students who are being bullied by their classmates?

AUTOBIOGRAPHY

1. Name : Ira Muliana

2. Place/Date of Birth :Blang Pidie, August 19, 1994

3. Sex : Female

4. Religion : Islam

5. Nationality/ethnic : Indonesian/ Acehnese

6. Marital Status : Single

7. Address : Jln.Raya Krueng Neng no.49, Emperom,

   Kecamatan Jaya Baru, Kota Banda Aceh

8. Registration No. : 231 324 123

9. Parents
   a. Father's Name : (Alm) Azwar Daud
   b. Mother's Name : Rusniah

10. Education Background
    a. SD :SDN 1 Blang Pidie, Graduated in 2006
    b. SMP :SMPN 1 Susoh, Graduated in 2009
    c. SMA : MAN Blang Pidie, Graduated in 2013
    d. University : English Department, Faculty of Tarbiyah and
    Teacher Training, UIN Ar-Raniry 2013-2018

Banda Aceh, January 2018
The writer

Ira Muliana