

**Bullying and English Academic Performance of the Eleventh-Grade
Students of Senior High School Nurul Iman Palembang**

A THESIS

by

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Magister Program in Language Education



FACULTY OF TEACHING TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2024

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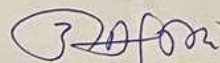
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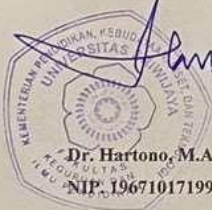


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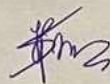
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Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 23rd 2024

The Undersigned,



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DEDICATION

This Thesis is sincerely dedicated to:

My beloved husband Austin Connell, My parents Firdaus and Darita, and My beloved sister Melya Azizah. Thank you for being a part of my life, always supporting and praying for me endlessly. I Love you guys

MOTTOS

When you like flower, you just pluck it. But when you love it, you water it daily.

Ezra Connell

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I am deeply grateful to the principals of SMA Nurul Iman Palembang. I sincerely appreciate the student examiners for their constructive suggestions that improved this thesis. Additionally, my beloved husband who always support me. Finally, I hope this thesis will be beneficial to students studying English and contribute to the advancement of science, technology, and arts.

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The Writer,

A handwritten signature in black ink, appearing to read 'Nurfitasari', written in a cursive style.

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Bullying and English Academic Performance of the Eleventh-Grade Students of Senior High School Nurul Iman Palembang

ABSTRACT

Bullying is an act that aims to destroy, disturb, or endanger that is done intentionally by someone or a group of people. English academic performance is simply how well someone does in school subjects where they learn English. This includes things like reading, writing, speaking, and listening. This study was aimed to focus issues with bullied especially in English students' performance in SMA Nurul Iman Palembang. There were 83 students, 1 Vice principal and 1 English teacher participated in this study. *The research utilized a combination of quantitative and qualitative methods.* The data were collected by using a questionnaire, an interview and document review. The result of the questionnaire revealed that 83 students (43.37%) admitted they had ever been bullied. The findings also showed that type of bully that mostly occurred in the participants' classroom was 52.9% of students have Verbal bullying behavior, followed by Rational bullying (39.8%) and 65.0% of students have less category in English academic performance. Next, the findings of the written interview with the 83 students showed that psychologig with a poor climate may have a higher rate of bullying. Simple regression analysis showed that ($p = 0,000 < \alpha 0,05$ and r value is -0.766) there was a significant negative correlation between the types and the factors that caused bullying and English academic performance in the classroom.

Keywords: Bullying, English academic performance, types of bullying, factors of bullying, the English classroom, senior high school.

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CHAPTER I

INTRODUCTION

This section presents (1) the background of the study, (2) the research questions, (3) the objective of the study, and (4) the significance of the study.

1.1 Background of the study

Bullying may take a direct form, such as physical or verbal aggression, which is often the most common form of direct Bullying and involves insults, threats, and name-calling. Indirect Bullying involves manipulation of social relationships, such as gossip and social exclusion. A study reports that many students know about the phenomenon of Bullying in their school environment. However, some students do not report this to their teachers or parents because they fear becoming victims or think they do not need to report to intervene (Ortega, 2012). According to Maliki et al. (2009), Bullying is generally acknowledged as a frequent form of violence in educational settings. Bullying, according to multiple stories, puts students at risk in schools, and the idea that kids are not even safe is still prevalent. Shahria et al. (2015) highlight that Bullying is viewed as a significant academic distraction and has a negative impact on school achievement around the world. Women are more prone than men to become victims of Bullying.

The problem of bullying is a worldwide phenomenon with consequences that extend beyond the immediate period during which the acts are carried out. One of the problems in education is the high level of bullying in the school environment. Bullying has been defined as a specific form of aggressive behavior or intentional harm to which an individual is exposed repeatedly in a relationship characterized by an imbalance of power (Olweus,1994). Coloroso (2007) said that bullying is divided into three types. The first is physical bullying. Physical bullying is the most visible and identifiable type among other forms. Physical bullying is violence that uses the victim's body and

physical acts to assert control over others. The second is verbal bullying. This type of bullying is the most commonly used form of bullying, both by girls and boys. Verbal bullying is when a person uses verbal language, such as threatening and mocking, to gain control over others. Relational (or social) bullying: This type of bullying involves harming someone's social relationships or reputation. This can include spreading rumours, deliberately excluding someone from a group or manipulating friendships to control others. Coloroso emphasizes that while physical bullying is the most visible, verbal and relational bullying can be just as damaging and often have long-term psychological effects. Bullying might make people feel afraid, yet it still happens. From the author's point of view, this happened because the general population was unaware of the significance of bullying behavior and its effects on an individual. The beliefs and behavioral patterns of the bullies are factors for victimization, according to psychological research on bullying in schools. Furthermore, the author cannot deny that there are still individuals out there who intimidate others without realizing they are doing so. Bullying may still occur among pupils since they do not receive enough character education. According to Black, P., & William, D. (2020), the terms "performances," "academic achievement," and "outcomes" are commonly having different meaning. He states that, performance is usually focused on the observable aspects of students' work. It might include the quality of responses to specific questions, problem-solving abilities, or the demonstration of certain skills. This means that performance assesses the aspects of behavior that may be seen during a given time. For academic achievement evaluates how well students have met predefined educational standards or learning goals. It is a more comprehensive measure of their overall success and understanding, and Outcomes are broader and can be long-term, reflecting the cumulative impact of education on students' lives beyond immediate assessments or grades. According to Simpson and Weiner (1989), the terms "performances," "academic achievement," and "outcomes" are commonly used differently by researchers and sometimes used interchangeably. Performance is defined

as the observable or measurable behavior of a person or an animal in a particular situation, usually an experimental situation. This means that performance assesses the aspects of behavior that may be seen during a given time. According to Hattie, J., & Yates, G. C. R. (2024), Performance is viewed as the manifestation of students' ability to apply their knowledge and skills in specific contexts. Hattie and Yates discuss performance as a critical component of educational practice, particularly in relation to feedback and instructional strategies.

English academic performance In Indonesia, the English curriculum has long been introduced as stated in the decree Number 060/U/1993 dated 25th February 1993 of the Minister of Education and Culture. Constitution on the System of National Education. It states that teaching English subjects at schools is the ultimate purpose of making students competent in English in this globalization era (Rachmajanti,2008). However, the aim of teaching English to fulfill the standards, as also confirmed in the Indonesian curriculum, still does not give satisfactory results. Research and teaching experiences have shown that even after many years of studying English, students tend to perform poorly, particularly in speaking the language. Some students pass the English test but still need to achieve the communicative purpose. Problems such as not speaking or giving their opinion in simple English correctly and having difficulty understanding the teachers in English are seen among the learners.

Bullying and academic performance in English also occurred in other schools. This is proven by the previous research of Cynthia (2014) titled "Effect of Bullying on Academic Achievement". Her study analyzed the effects of bullying on academic performance found that bullying had a stronger impact on younger students in the short term and no significant gender differences were found. However, the longitudinal perspective of the study was limited and the observed effects faded over time. This highlights the need for extended longitudinal studies to better understand how the effects of bullying develop with age and to determine whether gender differences may emerge over longer periods of time. Cynthia's focus on academic

achievement in English raises the need for research that examines the effects of bullying in different subjects to determine if certain subjects are more sensitive to the effects of bullying. However, Muluk, et.al. (2021), the titled is “The Impact of Bullying on EFL Students’ Academic Achievement at State Islamic Universities in Indonesia”. His study was investigated the effects of bullying on EFL students in Islamic universities in Indonesia, identifying different forms of bullying and their negative relationship with academic performance. Although this study provides valuable insights, it could be improved by examining in more detail the types of bullying and their specific effects in different educational contexts. Psychological consequences of bullying, such as increased stress, anxiety and depression, have also been discussed, but further research is needed to determine how these psychological factors affect academic support systems and interventions. Finally, Muluk et al. Briefly discussed preventive measures but did not evaluate their effectiveness in depth. Future research should examine different intervention strategies and their effectiveness in reducing bullying and improving academic achievement. Comparative cultural studies are also important to understand how bullying and its effects vary across regions and educational institutions, which can lead to more nuanced and effective solutions.

The writer became interested in discussing bullying because of both personal experience and a real-life situation he saw in the classroom. In addition, discussion of bullying in the English classroom is also rare or difficult to find, so the author decided to investigate bullying in the English classroom. In this study, the author focused on bullying and English learning of eleventh grade students at Nurul Iman High School in Palembang. The author chose the eleventh-grade students of Nurul Iman Palembang High School because it is easy for the participants to do the research. The study was conducted with students in the second semester, because in this semester students study completely directly in the classroom. Therefore, the participants is not only the students, English teachers and school principals will be the participants of this research because there are issues with bullying, especially in English students' performance. The

writer chose Eleventh-Grade students because need to know whether there is bullying in English academic performance in the class. This is based on the information and the consideration of the teacher who teaches English in that class. To the above descriptions, I am interested in researching “**Bullying and English Academic Performance of the Eleventh Grade Students of Senior High School Nurul Iman Palembang**”

1.2 Research Questions

1. What types of bullying do the students receive at SMA Nurul Iman Palembang?
2. What are the bullying factors experienced by students at SMA Nurul Iman Palembang?
3. What are the effects of bullying that students receive in SMA Nurul Iman Palembang?
4. Is there any significant relationship between bullying and English academic performance of the eleventh-grade students of SMA Nurul Iman Palembang?

1.3 Objectives of the Study

1. To find out the types of bullying that students receive at SMA Nurul Iman Palembang
2. To find out bullying factors experienced by students at SMA Nurul Iman Palembang?
3. To find out the effects of bullying that students receive at SMA Nurul Iman Palembang
4. To find out the significant relationship between bullying and the English academic performance of the eleventh-grade students of SMA Nurul Iman Palembang

1.4 Significance of the Study

This study is expected to give some positive contributions to English language learning and will be beneficial for students, teachers, and the writer.

To the students, the result of this study hopefully will be useful for the students at Nurul Iman Palembang and can make the students aware of bullying in the classroom.

To the Teachers must know the difficulties the students that they face and contributor to them in improving and enriching their knowledge about bullying and its effect on the student's performance.

For future research it will be helpful and make great research. And hope this research will be always in up-date by the other researcher.

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