

**AN INVESTIGATION OF STUDENTS' PERCEPTION OF BULLYING AT
THE ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA
UNIVERSITY**

A Thesis By

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Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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DECLARATION

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Certify that thesis entitled "An Investigation of Students' Perception of Bullying at the English Education Study Program Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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DEDICATION

I dedicated this thesis for:

My self who was already finishing writing this thesis, my parents (Sofyan Basri and Silvia Liwan), my annoying sister (Fifi Margaretha), and Liwan Basri Fams, who always supports me no matter what to finish what I started, my another supporter Agustina Sinta Erlina who always supports, motivates, teaches and helps me, and my best friends, Nadia Saraswati, Ananda Faishal R, Lebanus Bagonda Lubis, Viranny Veroricca, Sulathi Rahayu, M. Salman Alfarisyi, Muzaki, Hermansyah, Purboyo A, G V Chorena, the member of KM9Squad, and last but not least all of my friends that I cannot mention one by one, thank you so much for loving and supporting me until now.

MOTTO

Too much happiness will decrease your life quality. So, live your life with
“Sufficiently”

(Febe Valensia, English Education 2016)

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The writer, Febe Valensia

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ABSTRACT

Bullying is one of the biggest problems of aberrant behavior in the world nowadays. Since bullying in schools, educational institutes, and workplaces is known to exist, it was reasonable to assume that bullying may also exist at tertiary study level. This study was aimed to focus investigate the types and factors that caused bullying among peers at the English Education Study Program within Faculty of Teacher Training and Education of a state University in Indonesia. There were 224 students participated in this study. The data were collected by using a questionnaire and an interview. The result of the questionnaire revealed that 64 students (29%) admitted they had ever been bullied. The findings also showed that type of bully that mostly occurred in the participants' classroom was verbal bullying (67.7%), followed by relational bullying (32.3%). Next, the findings of the written interview with the 64 students showed that there were four factors that caused bullying: psychological, family-related, university-related, and socioeconomic factor. The Chi-Square analysis showed that (p -value 61.264 > critical value 3.325) there was a significant association between the types and the factors that caused bullying inside the English classroom.

***Keywords:** Bullying at university, type of bullying, factors of bullying, the English classroom.*

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CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1.1 Background of the study

One of the biggest problems of aberrant behavior in the world nowadays is bullying. It has been defined by many scholars. For example, Espelage (2002) defines bullying as a type of aggression that consists of behaviors intended to cause harm to another person or group of people. Other researchers (Doll et al., 2004) describe bullying as a special type of aggressive peer interaction in which a powerful student repeatedly intimidates, exploits, and victimizes weaker students. As Olweus (1993) the founding father of bullying research, states, "A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students". Bullying takes place because there is an imbalance of strength or power (Olweus, 1995).

McDougall and Vaillancourt (2015) define bullying as an action that has long been tolerated by many people as a ritual transition to adulthood. However, the definition of bullying, without a doubt, has a universally accepted concept of what is generally interpreted as intentionally aggressive behavior, mobbing, abuse, pestering, silent treatment, and ignoring the consequences of causing long-term pain or discomfort (Margevičiūtė, 2017). Bullying is increasingly recognized as a serious and avoidable public health concern with long-term repercussions (McDougall & Vaillancourt, 2015), owing to several social behaviors that connect directly or indirectly to the act of bullying.

Bullying occurs in several forms of action. According to Coloroso (2007), bullying is divided into three types. The first is physical bullying. Physical bullying is the most visible and identifiable type among other forms of bullying. 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. Last is relational Bullying. This kind of bullying is the most difficult to detect from the outside. Relational intimidation is the attenuation of the victim's self-esteem systematically through neglect, ex-communication, exception, or avoidance.

Bullying does not just happen among students for granted. Some factors can support bullying occur among students. As reported by Shams et. al. (2017) in their research, five factors related to bullying are identified. The first is the Psychological factor includes four sub-factors such as demand perfection, pride and arrogance, jealousy, and imposing will and opinions on others. The second is the Family factor includes four sub-factors such as family violence, wrong parenting, siblings' bullying behavior, and lack of character education taught by parents. The third is the School factor includes four sub-factors such as, the role of peers, the gap among students, lack of lecturer attention and control, and holding prejudice towards students. The fourth is the socioeconomic factor includes three sub-factors such as the lack of patience, neighbors' influence on our behaviors, and poverty. Then, the fifth factor is the influence of the media includes two sub-factors such as the influence of social media and the internet and violent video games.

Bullying can cause individuals to feel intimidated, but people still do it. According to the writer's perspective, this occurred due to a lack of public understanding of the meaning and consequence of bullying conduct on a person. Psychological work on bullying in school finds reasons for victimization in the attitudes of behavioral patterns of the perpetrators. Moreover, the writer cannot deny, there were still people out there who are unconscious that they commit acts of intimidation to others. The lack of character education received by students could be the reason why bullying still occurs among them.

Since bullying in schools, educational institutes, and workplaces is known to exist, it is reasonable to assume that universities cannot be excluded from it either (Sinkkonen, 2012). The research conducted by the American Educational Research Association (2013) states, "Structurally and culturally separate units across college campuses use different terms, definitions, and techniques to address

bullying". Sinkkonen (2012) found that bullying is more common at the bachelor's level. In the context of higher education, the motive for bullying may be occurred due to some reasons, for example, age, sexuality, ethnic origin, or some handicap (Ringrose & Renold, 2010).

The previous study on bullying conducted by Knudson (2015) who got involved the students of Minnesota University in the United States found that most of the students who describe bullying according to their experiences explain that bullying occurs when they were in, such as a student group, on-campus job, class workgroup, and residence hall. Bullying occurs within groups of people with established relationships, rather than individuals who do not know each other. Knudson (2015) also discovered that college students generally describe a mild experience of bullying. Students reflecting on the experiences of bullying thought the actions were more likely to occur among women and more is about a social and emotional nature rather than physical (Knudson, 2015). He also found that most of the bullying problems encounter in the university environment is relational bullying. Students were often surprised to experience negative behaviors from student groups in which they thought there would be accepted (Kim, 2004).

In terms of bullying in the context of foreign and language learning, Peker (2016) found that there were cases of bullying that happen among language learners who try to communicate with native speakers, moreover, this research investigated the effect of bullying on English language learners. The learners face a variety of outcomes that may affect their personal and academic life because they are being bullied. Unlike Knudson's study, in Peker's research bullying took place in the language class. The motive of why bullying occurs among language learners could be the different levels of intelligence between students (Ringrose & Renold, 2010).

Peker (2015) stated that "Language learners are generally bullied by either other language learners or native speakers because not knowing the target language (second language; L2) causes an imbalance of power. A language learner may bully another language learner if their L2 level is better than the

victim as a sign of showing strength because this learner may not do the same against a native speaker (Boulton, 1995 as site in Strohmeier et. al., 2011). Besides, the native speaker may intimidate a language learner by referring to the victim's race, ethnicity, skin color, or language, to show unearned privilege or higher status over the victim.

In Indonesia, English is a foreign language (EFL). The condition for learning English in Indonesia is different from where English is a second. English as a foreign language means English is not used for formal communication or everyday communication (Richards & Schmidt, 2002). As Dardjowidjojo (2003) states, "English in Indonesia has never been considered as an official language coexisting with the national language" and "English is the first foreign language". As the first foreign language in Indonesia, English is learned not only in the educational context but there are some instrumental reasons. Crystal (2012), for example, points out that the importance of English language is particularly important due to the broad role it plays in the following areas such as economics and business, international relations, the media, communications, and international travel and safety.

As a foreign language in Indonesia, English has brought a tremendous change in the educational policies of the country (Mappiasse & Sihes, 2014). Consequently, some pedagogy relating to English language teachings, such as the methodology, curriculum, and evaluation is given substantial attention to improving the competency of it is used in the county. English has entered the school curriculum and English courses are flourishing. For common people the better you can speak English correctly, the better your English will be.

English is rather difficult to be understood specifically on correct pronunciation. From the real experienced that the writer see in the English classroom situation, the difficulty of understanding a foreign language frequently makes students particularly English education students, who are experts in English in terms of good words and pronunciation, blame and even laugh at those who make mistakes on it. Even though they do it spontaneously when it goes on

repeatedly and the victim being laughed at cannot accept it moreover feel depressed about it implicitly, and then it is considered as bullying.

Monteverde (2019) who investigates bullying in the English speaking class, stated in her research that the bullies make victims feel bad, they laugh when their friends make mistakes and talk with bad pronunciation. Bullying could occur in the English class because they want perfection, in fact, no one is perfect and everyone can make mistakes. There were still many students who did not know laugh is part of bullying if it hurts and embarrasses someone feeling more than twice.

The writer was interested in the discussion about bullying because of personal experience and also the real situation that she has ever seen inside the class. Moreover, the discussion about bullying in the English class is also rare or hard to find, so the writer chose to investigate bullying inside the English classroom. In this study, the writer focused on the investigation of bullying among peers in the English Education Study Program classroom at Sriwijaya University. The writer selected the students of the English Education Study Program at Sriwijaya University because the participants of the study are easy to access during this Covid-19 pandemic. The research was conducted on third, fifth, and seventh-semester students because in that semester the students fully learn directly in the classroom. This research also carried out at the Indralaya and Palembang Campuses to make the data being richer in the information.

1.2 Research Questions:

1. What types of bullying do the students perceive to get from their peers?
2. What factors cause the bullying which the students perceive to get from their peers?
3. Is there any significant association between the types of bullying and the factors that caused bullying?

1.3 Objectives of the Study

The objectives of this study are:

1. To find out the types of bullying do the students perceive to get from their peers.

2. To find out the factors that causes the bullying which the students perceive to get from their peers.
3. To find out the significant association between the types of bullying and the factors that caused bullying.

1.4 The Significance of the Study

1. For Lecturers

This research is expected to help the lecturers discover and analyze the existence of bullying in the English classroom and to learn the factors that might cause bullying inside the English classroom.

2. For Students

This research is expected to make the students understand and aware of bullying and also to remind the students to be more sensitive about the behavior of bullying.

3. For Researcher

This research is expected to be useful to provide relevant data that will be used for further research with the same close theme about bullying in the English classroom. This research could be a guide for prospective English teachers to be more understood about classroom conditions.

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