Chapter One

Introduction

In this chapter, there are some points the researcher explains in the research. The first is researcher explains the background of the study. In this part, researcher explains the reason why researcher interests to do this research. After that the researcher discusses about the identification of problem in which it describes the problem of the research. Then, in the next part, the researcher describes the delimitation of study. In this chapter, the researcher also elaborates the research questions, purposes of study, and significance of the study.

Background of the Research

Bullying is one of the biggest issues happening in the world. Bullying was considerate as global problem that will conduct emotional, social, and physical wellbeing of school-age children worldwide (Boswell, 2016). It was the phenomenon often happened around us. Almost in newspaper and television news reported the new cases of bullying. Bullying was a negative action which conducted by someone or some people to hurt another people in an aggressive way repeatedly in long term (Olweus, Annotation: Bullying at school: Basic facts and effects of a school based intervention program, 1994). According to Mishna (2003), bullying is a form of aggression that mostly occurs in the context of the peer group which causes an imbalance of power between bullies and victims of bullying.

Bullying can happen to everyone. It can happen to children, adolescence, and even adult. However, bullying commonly happens to adolescence between 12-18 years old. As reported by National Center for Education (NCE), there was 3,2 million youth aged 12-18 got bullying experience, then 160,000 children have trauma because of the terror and makes them miss go to school every day (Dinkes, Cataldi, & Lin-Kelly, 2007). Bullying can also happen anytime in everywhere. It can happen at home, social environment, or school. Mostly, bullying often happens at school environment. Bullying is associated with certain symptoms

and school environment (Kshirsagar, Agarwal, & Bavdekar, 2007) . Undheim and Sund (2010) reported that bullying at school can occur by threatening, verbal cursing, teasing, physical attacks, or even exclusion. According to Hong & Espelage (2012), bullying at schools and peer victimization are the main social problems affecting children and adolescents in the worldwide. Nansel *et al* (2001) conducted a research and find that 15.000 students in America schools being victim of bullying around 17% which frequency seldom until always, and 19% of students do bullying which frequency from seldom until always, then 6% of students being victims and do bullying.

Bullying can make negative effect for the victim itself, in which it will break children psychological conditions (Soedjatmiko *et al*, 2013). Furthermore, according to Fekkes *et al* (2006), effect of bullying makes children feel loneliness, anxiety, and depression both in study and daily life. According to Boulton and Underwood (1992), victim of bullying are more likely fewer good friends, feeling unhappy and lonely at school. Yunika, Alizamar, and Sukmawati (2013) said that children who are experienced on victims of bullying, they will experience emotional difficulties, feel depression, and will be mentally disturbed. When students feel depression, it will make students feel anxiety, unhappy, and lonely at school, then it makes students afraid and lazy to go to school. If students afraid and lazy to go to school, it will reduce the quality of their study and this will make them have poor academic performance. If students are poor in academic performance, it will influence students' academic achievement. Konishi *et al* (2010) found that school bullying affects negatively academic achievement.

According to Rigby (2003), victims of bullying have poor social adjustment, this causes them feel afraid to go to school and even causes them to absent from school. Rigby (2003) also said that students who are victim of bullying have difficulty concentrating while studying and withdrawing from association, causing their academic performance to decline,

furthermore victims of bullying having suicidal intentions because they are always depressed facing pressures in the form of insults and punishment.

In Indonesia, bullying in school was very worrying. Reported by Republica.co.id, National Commission for Child Protection *(KPAI)* found the shocking fact from the study conducted on 2014, it was reported that almost all of the schools in Indonesia have case of bullying. Moreover, Indra (2015) said that Indonesia was on the second rank of the country with the biggest bullying case in school after Japan. This showed that bullying at school especially in Indonesia was very worrying. According to Douglass (2009), frequency of bullying and aggressive action at school was serious problem. Bullying in school was problem that cannot be ignored because it was a place where students should feel safe and comfortable to study and socialize with teachers, friends, and the environment. This is contrary to what is happening now in real fact that some schools become no safe anymore (Maliki, Asogwara, & Ibu, 2009).

In Indonesia, bullying often occurs through verbal bullying. Referring to Marela, Wahab, and Marchira (2017), prevelance of bullying in Indonesia was 20.8% for physical bullying, 53,6% for verbal bullying, 51.4% for social bullying, and 13.6% for cyber bullying. In Indonesia school, the verbal bullying is often underestimated. The teacher tends to be more focused on the phisycal bullying. The verbal bullying is often considered as a joke between students. However, the students who are victims of the bullying feel uncomfortable or even depress because of it. The verbal bullying is more serious than physical or other kinds of bullying. Usually, adolescences who are victims in bullying will experience risks such as psychiatric symptoms, alcohol and drug abuse, and even the worst risk is suicide (Marela, Wahab, & Marchira, 2017). The effect of the verbal bullying can stick for a long time. The victims of bullying will remember it until they grow up and even severer is it will have an effect on their confidence and social.

Based on researchers' experience, when researcher teaches in one of senior high school in Yogyakarta, researcher found that some students make a joke to a student. The other students bully and ridicule to this student (victims of bullying) so that this student feels shy and insecure. This student, who the victim bullying looks uncomfortable and not confidence when the researcher asks to answer a question on the board, looks like he is depressed. On the other hand, the researcher itself was a victim of bullying in early semester in senior high school. Researcher feel anxiety and loneliness at school and it turns become demotivated to study. Researcher feels ostracized, shunned, and cornered. People see researcher like stranger because researcher often looks shy and anxious. It was because researchers' friends always mock and ridicules her. Ivonesti and Nashori (2018) said that in Indonesia study on the phenomenon of bullying conducted by Amy Huneck revealed that 10-60% of Indonesian students reported being ridicule, exclusion, beating, kicking, or encouragement, at least once a week. Based on the problem above, researcher was interested to find out the relationship between verbal bullying and student learning achievement at the senior high school environment in Yogyakarta especially in Bantul Regency of Yogyakarta.

Identification of the Problem

Bullying was a phenomenon that is always discussed almost every day. Bullying cases occur in various parts of the world, whether reported online, television, or what happened in the neighborhood. The cases of intimidation or bullying that often occur are in the school environment. Based on researcher experience when in the senior high school, some teachers let bullying happen and think it was only a joke made by a fellow friend. There was also the teacher who only said such "yes, no need to make a fuss" it was only a joke. Even though jokes like mocking, calling stupid, isolating them (student) or embarrassing them (student) in public can make students feel down. Many teachers do not realize that the effect of a mocking joke or intimidation can reduce a person's quality and self-esteem. As the

result, many of the victims of bullying feel stressed and even end their lives (Sejiwa, 2008). On the other hand, many students who were victims of bullying find difficult to concentrate on learning and feel uncomfortable because their friends always bully. As a result, student academic performance decreases.

The problem here is the students who are victims in bullying, they will become uncomfortable in the school environment. It is because the bullying happens in the school environment. They tend to avoid the perpetrator in school by skip the school. Although they try to avoid the perpetrator, they still feel depress. This feeling depression that will make them cannot focus on the study. Then, their learning achievement will be drop.

Delimitation of the Study

Even though bullying has some types, but this research only focuses in verbal bullying. As researcher was mentioned above, bullying can happen to everyone in anywhere. Bullying can happen in home or at school. Bullying at school is researcher focus. Then the researcher also discusses the problem in the specific place which is in the senior high school in Bantul Regency. The study is also limited on the class X of senior high school because it has a bigger chance to be victims in bullying case.

Research Questions

In this research, there are three research questions for the research:

1. How is the level of verbal bullying in the senior high school?
2. How are student learning achievements in the senior high school?
3. Is there correlation between verbal bullying and student learning achievements?

Purposes of the Study

According to research above, there are three aims of this research which want to be achieved by the researcher. There are:

1. To know the level of verbal bullying in the senior high school.

2. To know the level of student learning achievements in the senior high school.

3. To find out the correlation between bullying and student learning achievements.

Significances of the Study

The researcher hopes this study can be useful for the others such as teachers, students, and others researcher.

For teachers. Researcher hopes this research can make some awareness to the teacher that bullying was big problem for students. Ever more bullying can break student's psychological conditions. Besides, bullying also can make students anxious and depress in which can affect the student academic achievement. So that, teacher can makes some regulation to minimize student case of bullying in school environment.

For students. The result of this study expectedly can bring a big awareness to the students on bullying cases. Hopefully, this study can make student to avoid bullying either as a perpetrator or victim. Then, it can decrease the cases of bullying in the following time.

For others researcher. Researcher expects this research give information for others researcher as references when they make a research. Through this study, the other researcher can take another problem on the issue of bullying. Because of the types of bullying is variety, the other researcher can discuss the other types in their study. This study expectedly can give useful information for the next researcher who wants to study in this issue. Then, this study helps them to enrich the data or information on their study.