

Chapter Four

Findings and Discussion

This chapter focuses on presenting the result of the study. Findings and discussion report several information which were gotten from the interview. This chapter explains some information about students' perception of bullying in teaching learning process. The first part of this chapter describes about how PBI students perceive about bullying occur during the teaching and learning process. The second part explains the impacts of bullying for PBI students in teaching and learning process.

Research Findings

Research finding on the interview conducted by the researcher are described in this section. Interview was conducted to answer research questions which are about students' perception about bullying and the impacts of bullying for PBI students based on students' perspective. The data obtained by the researcher during interview was described in this section.

Students' perception about bullying in the teaching and learning process at PBI

There are some arguments from the research participants about their perception toward bullying behavior occur in PBI. The first is talking about the participants' feelings after they got bullied by their classmates. Second is the participants stated types of bullying occurred during the teaching and learning process. Third the participants argued some ways to face bullying issue in the teaching and learning process.

Students' feeling when they got bullied. Bullying is one of the biggest issues that can happen to anyone, anywhere, and anytime in this life. Most of students who became bully victims have their own experience in bullying cases. All of the participants have the same experiences that they got bullied starting from the first semester until the seventh semester of their study. They stated that bullying was one of the behaviors that often happen to them in the classroom until they felt accustomed to this issue. Although bullying was not new phenomenon for PBI students, and it can be daily activities for them, but becoming bully victims sometimes gave negatives sense for them during the teaching and learning process. In this research, the participants had their own feelings about bullying. Their feelings of being bullied such as; depressed, stressed, down, angry, uncomfortable, broken hearted, intimidated dissapointed, inferior, unconfident, wanted to revenge, enjoyed and relaxed.

Depressed and stressed. The first finding dealing with students feelings when they got bullied by their classmates was depresses and stressed. Even though bullying was not a new kind of behaviors happen to the students in the teaching process, but the participant in this research said that he felt depressed and stressed after he got bullied by their classmates. The argument below was said by the participant to express his feeling:

Song: I thought that I felt depressed and I felt stressed.

The opinion from the participant above was also supported by Brank et al. (2012), who stated that the victim of bullying can lead to hightened risk of social side effects, such as depression, suicidal attempts, stressed, ideation, and poor self-esteem (p.219). Students who are becoming the victims of bullying in school will experience major

trauma and depression which could ultimately lead to mental disorders in the future. Besides, bullied students typically lose confidence in themselves, they may experience depression, lowself-esteem, and desperate thoughts or they may lash out in violent ways, and it is the most serious problem faced as a student at school (Wolke & Woods, 2004). These arguments also in line with the arguments from Rivers, Noret, Ashurt, and Poteat (2009), who argued that students who classify as victims of bullying have experienced depression, demotivated, social anxiety, and loneliness during the learning process. According to Cole, Overton, and Joshi (2016), “students who experience bullying are at an increased for poor school adjustment, sleep difficulties, anxiety, and depression” (p.157).

Sad and down. The second finding related to the students’ feeling when they got bullied by their classmates was sad and down. The statements from the participants below expressed their feelings after they got bullied:

Lee: As a normal person I felt so sad why I am treated like this?

Song: I felt immediately down.

These arguments from the participants above were supported by Skapinakis, Bellos, Magklara, and Lewis (2012), who stated that the indicators of mental disorders are caused by bullying that usually appears in the childhood and adolescents, easily nervous and scared in the classroom, and they could not speak to others like teacher and their classmates. Learners are more likely to be bullied if they are less of competent in understanding social norms related to displaying sadness. Bullied students typically lose confidence in themselves, they may experience depression, lowself-esteem, and

desperate thoughts or they may lash out in violent ways, and it is the most serious problem faced as a student at school (Wolke & Woods, 2004).

Broken hearted and disappointed. The third finding dealing with students' feeling when they got bullied by their classmates showed that they felt broken hearted. The list of arguments from the participants below expressed their feelings:

Lee: From the first semester, I always got bullied, I felt broken hearted because as a normal person I guessed everyone must have feelings.

Jung: Even I felt broken hearted but not too often.

Song: I felt Broken hearted.

other opinion from the participant who stated that he felt disappointed after he got bullied by their classmates.

Song: I felt disappointed.

The argument from the participant above who said that bullying can make him broken hearted and disappointed were also supported by the argument from Olweus (1994), a victim of bullying can be predictable to experience a variety of emotions to others such as fear, anxiety, anger, frustration, helplessness, humiliation, loneliness, feeling of isolation and persecution.

Intimidated, inferior, and lonely. The fourth finding of the interview showed that sometime the participants felt intimidated and lonely after they got bullied by their

classmates during the teaching and learning process. The opinions from the participants below were expressed if bullying made them felt intimidated and lonely:

Jung: I also got bullied when I worked in a group during the learning process,
and my group was consisted of smart people, I felt intimidated.

Song: I do not want to speak with other people especially who bullied me,
and I felt inferior to work with them in one group.

The opinions expressed by the participants above were in line with the argument from Olweus (1994), who said that a victim of bullying can be predictable to experience a variety of emotions to others such as fear, anxiety, anger, frustration, helplessness, humiliation, loneliness, feeling of isolation and persecution. Besides, it also supports by Djuwita (2007), who said that students who are becoming victims of bullying by their classmates will be potential to find difficulties in their interpersonal relationship with other students, and they rarely came to the school. Furthermore, victims of bullying feel difficult to adjust social environment. These arguments also in line with the arguments from Rivers, Noret, Ashurt, and Poteat (2009), who argued that students who classified as victims of bullying have experienced felt depression, demotivating, social anxiety, and loneliness during the learning process.

Uncomfortable. The fifth finding dealing with students' feeling after they got bullied by their classmates was uncomfortable during the teaching and learning process. The list of the argument from the research participant below expressed his feeling when he got bullied:

Song: First, I felt uncomfortable with this thing. Whatever I do is like awry and I do not want to eat.

The argument from the research participant above was in lines with the opinion from Djuwita (2007), who said that students who are becoming victims of bullying by their classmates will be potential to find difficulties in their interpersonal relationship with other students, and they rarely came to the school. Furthermore, victims of bullying feel difficult to adjust social environment. Some students will choose to miss some lessons and do not follow the learning process since they find it difficult to concentrate in their study.

Angry and revengeful the bullies. The sixth finding dealing with students' feeling when they got bullied by their classmates made them felt angry and revenged the bullies. They wanted if the bullies also feel the same as what they felt. It supports them wanted to revenge the bullies back. The statements from the participants below show their feelings:

Lee: Sometimes I also wanted to bully them back.

Jung: Jung: I felt broken hearted when they bullied me, but it was related about my parents. They are said inappropriate things about my parents, and automatically, I was angry up to fighting.

Song: Besides, I wanted to revenge them, because I wanted to feel satisfied if he or she felt what I felt.

These participants' statements above were in line with the statements from Fen and Chou (2016), assert that "bullying as a student's exposure to being picked on or disturbed by one or more students repeatedly for a long time, or a student's being targeted as a bullied object" (p. 12). According to Darmawan (2010), bullying is a behavior that can only be easily recognized when individuals experience it, and bullying can happen to anyone at any age and anywhere whether at school, home or even in a workplace. Besides, Brank et al (2012), stated that "bullying is the intentional repetitive harming or injury by one's peers; they are occurrences in which the victim is unable to avoid or stop the victimization" (p.222).

Enjoyed and relaxed. Another side contrary to other findings, after got bullied by their classmates, bullying made participants accustomed, and they do not felt that the thing or that action made them frustrated. This is because the participants have a strong self-defense after they got bullied, so they do not felt anything when it also be caused due to bullying experience by the participants have often frequent so as not to cause frustration. The list of the arguments from the participants below were supporting if bullying sometimes made them felt different than negative feelings:

Lee: In other situation, I felt okay and I thought that it is a passing breeze then I ignored it.

Jung: My feeling when I got bullied, I considered to enjoy and relax.

These opinions from participants can be concluded that bullying occurred in the classroom, because it is like a tradition that persistent happen in learning environment. It was done in educational field because bullying has become a tradition that students

did every day. Bullying had been around for a long time. These opinion were also supported by Darmawan (2010), who stated bullying is a behavior that can only be easily recognized when individuals experience it, and bullying can happen to anyone at any age and anywhere such as at school, home or even in a workplace. Additionally, this opinion is also agreed by Stephenson and Smith (2010), who argued that “bullying is portrayed as a form of social interaction in which a dominant individual exhibit aggressive behavior and suppresses the less dominant individual” (p. 48). It is similar with Walker (2013) who stated that bullying is intentionally aggressive behavior that is repetitive and involved an imbalance of power between perpetrator and target of the bully.

Types of bullying that commonly happen in PBI. From the findings of the interview, the researcher found that in PBI there are some types of bullying often happen to the students during the learning process. The examples of bullying happened in PBI involved to; direct verbal bullying, direct physical bullying, indirect bullying, and cyber bullying.

Direct verbal bullying. The participants in this research stated that they got direct verbal bullying by their classmates during the teaching and learning process. Those kinds of verbal bullying happened to the students such as; laughing, insulting, insinuating, cheering, mocking, teasing, and offensiving. These arguments from the participants below were supporting this finding:

Lee: My classmates bullied me when I made some mistakes such as I was wrong to answer my lecturer questions, then they were laughing and bullied me.

Besides, I had an experience being bullied because the fur and hair in my body, they thought me god. I got bullied because of my performance, my classmates often shoutted word “Huuu”, then they were laughing at me. Then, when I made some jokes they said it was not funny at all.

Jung: For example when I did a presentation in front of the class and I used *Bahasa Indonesia* then they insinuated me by saying “English please”. When I delivered my presentation no matter it was right or wrong they immediately said “Wuuu Jung totally different, he getting smarter”, even in one side I did not know if I answered the questions correctly or not. Also, I often got insinuated in presentation, if anyone wanted to ask something from the beginning is definitely insinuating. If I was working in a group I always got bullied and insulted, they said “You did not work anything, you only wanted to be easy”. I often got bullied if I was wearing neat clothes, they said me like “You are rarely tidy, what’s up? You want to propose someone?”

Song: I thought that there were so many types of bullying that I got from my classmates like insulting my physical, saying about my weaknesses, and saying if I was not really smart in doing something in their circles. At the first semester when I studied in this university, I got bullied by my friends who called me “Black”. It was may be because my skin colour is black. They were offensiving me when I was late enter the class. When I was working in group with smart students, they said if I am stupid.

These arguments from the research participants above were supported by Hallford, Borntrager, Davis, and Joanne (2006) who stated that direct bullying consists of some behaviors such as teasing, taunting, threatening, hitting, stealing, and other physical behaviors. Direct bullying can normally trigger violence toward the target that is conducted face to face (Boulton, Trueman, & Flemington, 2002; Lee, 2004). Besides, Elizabet and Zacher (2009) defined that verbal bullying is categorized as a direct bullying such as showing low respect to someone or calling names towards a victim of bullying.

Direct physical bullying. Another type of bullying happen in PBI during the teaching and learning process is direct physical bullying. The example of behaviors included to direct physical bullying such as; hitting and pinching. The opinions from the participants below were described this finding:

Lee: I was hitting by my friend when I make a commotion in classroom.

Jung: For example I was sleeping during the learning process. My head was hitted instantly. My ears were directly pinched by my classmates.

According to all explanations from the research participants, the examples of direct physical bullying behavior happen in PBI are hitting and pinching. The opinion about direct physical bullying was supported by Alsaleh (2014), who said that direct physical bullying aggression involves touchable behaviors such as hitting, pushing, and kicking. This argument also supported by Hallford, Borntrager, Davis, and Joanne (2006) who stated that direct bullying consists of some behaviors such as teasing, taunting, threatening, hitting, stealing and other physical behaviors. Besides, Berger

(2007), also said that physical bullying can be categorized as hitting, kicking, beating, and other kinds of bullying done by physical actions.

Indirect bullying. The participant of this research has the opinion that he got indirect bullying during the teaching and learning activity. The examples of indirect bullying happened to him during the teaching and learning process such as; disparaging and ignoring. These disparaging and ignoring happened because he has different style with others. The participant's arguments below were describes the examples of indirect bullying during the teaching and learning process:

Song: I often ostracized by those who were different style with me. They said "Huuu, you are sleeper". They often underestimated me because I was a sleeper.

The statement from the participant above was supported by Hallford, Borntrager, Davis, and Joanne (2006), who defined that indirect bullying is usually called as relational bullying such as causing victims socially excluded or spreading rumors. Boulton et al. (2002), argued that indirect bullying is less direct and include bullying such as being separated and excluded from the group.

Cyber bullying. This kind of bullying happened also in PBI during the teaching and learning process. The participants of this research said that they got cyber bullying like the bullies editing their photos and send it to social media. The bullies took their photo in the classroom without asked their permission first, and then the bullies edited their photo with writing some sentences to labeling their photo or make a meme. The opinions from the participants below were supported this finding:

Lee: In a group chat, there are some of my friends who bullied me by making my photo as a meme. They were editing my photo and a phrase “Remember Lee will kill you”.

Jung: My friend took a photo of me, then they edit it, make-up it, and they made a phrase in the photo “This is the effect of many tasks, so Jung sleep in the class”.

The opinions from the research participants above were in line with the statement from Berger (2007), who defined that cyber bullying may occur on the website and social networking online, over email, and by using text message over cell phones and can change as another type of bullying. In addition, with the rapid advancement of technology, some scholars even proposed the concept of cyber bullying. As Olweus (2013) indicates that “cyber bullying refers to utilizing flat forms like cyber-space (instant message, smart phone, e-mail, blogs, chat-room, message board and so on) to send or to post messages or articles that make students’ feel embarrassed” (p. 39).

Students’ ways to face bullying in learning process. All of the participants in this research had their own ways to face bullying occur to them during the teaching and learning process. Some of the participants chose to silent rather than made a scene. However, sometimes if they could not hold their emotions again, then they did physical violence. It means that each participant in this research have their own ways to face bullying cases because they experienced various types of bullying in their learning

environment. There were some findings below showed the ways PBI students face bullying issue.

Kept patient and silent. Become bully victims in a long time period and got a variety of bullying sometime make the participants got so many negative feelings. Bullying can hurt and offend their feelings. Sometimes, the bullies who did bullying to their classmates did not think how their classmates' feeling was. They do not aware and always do it only for pleasure. Although the participants in this research got many negative feelings, but they tried to hold their emotions. They did not want to against the bullies first because they knew if becoming bully victims was hurt their feelings. They tried to keep silent and patient when they got bullied by their classmates. The statements from the research participants below were supporting this findings:

Lee: I tried to hold myself not entered into bullying world. I knew they felt the same thing as I felt. I had to be patient and not revenge it because I did not have something to bully especially if it was about physic. I responded by joining jokes. I was laughing with them even I laughed at myself.

Song: My ways of dealing with bullying depend to what kind of bullying that I got. If it severe, I did not want to speak anymore with people who bullied me, and if I had some necessities I would talk through others.

The statements from the research participants above were also supported by the statement from Brank, Hazen, and Hoetger (2012) who stated "bullying is the intentional repetitive harming or injury by one's peers; they are occurrences in which the victim is unable to avoid or stop the victimization" (p. 222). One common typical of

bullying is that done by people who are known better to the victim being bullied (Grossi & Santos, 2012). It also supported by Vieno, Perkins, Santinello, and Nation (2007), who said that bullying indicates that there has to be an imbalance of power and specifically excluded fighting among students with the same psychology and strength. Besides, Stephenson and Smith (2010) define that “bullying is portrayed as a form of social interaction in which a dominant individual exhibit aggressive behavior and suppresses the less dominant individuals” (p. 48).

Reprimanded and gave warning. The participants in this research also said that besides tried to kept silent and holding their emotions when they got bullied by their classmates, sometimes they found if the bullies should be warned. This actions might be can prevent the bullies doing bullying to them again. The research participants’ statements below were supporting this findings:

Jung: To face bullying that I felt so bad, I thought there were only two possibilities if I did not warn them with talking first, then I will do a violence. If to face my close friends who often bullied me, I will immediately say “Not now”.

Song: I distinguished who bullied me if woman I only reprimanded them.

The opinions from the participants above were supported by the research from Overbeek and Vervoort (2010), who defend that bullying is a frequent negative action by one peer toward another person, who is unable to defend him or herself. Additionally, Toomey and Walker (2013) defined that bullying is aggressive behavior that is monotonous and includes an imbalance of power between bullies and the victims.

Bullying can be characterized as the aggression of a group composed of the bully and his or her supporters against the victim (Blickle Meurs, & Schoope, 2013, p. 839). Thus, the bullying climate among that group of individuals would seem to be an influential component of behavior in such a situation.

Revenged or do physical violence. Another way used by the participants to faced bullying was by revenge or do physical violence. They always got bullied by their classmates in every single meeting during the teaching and learning process. Sometimes if they cannot hold their emotions again they asked the bullies to fight with them. Even though, they always tried to be patient and only gave the warning to the bullies, but in other time they wanted to revenge the bullies. They wanted if the bullies feel what they felt when they got bullied. Here, the statements from the research participants were expressed this finding:

Jung: I thought I should revenge to bully those people because I thought the way to revenge not with silence but to bully them again.

Song: Then, If I can not stand it anymore I challenged or invited them to fight. Then, if it man, I invited them to fight.

The opinions from the participants above were supported by the opinion from Corra, Depalma, and Cameiros (2011), who stated that bullying is a subtype of violent behavior that is produced when a student is repeatedly exposed over a prolonged period of time to negative actions carried out by other student or group of students. Besides, Darmawan (2010), bullying is an action that can only be known when someone experience it, and it can happen to everyone at any age and anywhere whether at school,

home, and workplace. Bullying involves a real or perceived imbalance in physical or social power (Olweus, 1991). Additionally, Toomey and Walker (2013) defined that bullying is aggressive behavior that is monotonous and includes an imbalance of power between bullies and the victims. Furthermore, both bullies and the victims of bullying are at higher risk of depression, suicide ideation and attempts (Klomek, et al., 2009).

Impacts of bullying for PBI students in learning process

Bullying has been done very often and disruptive in the classroom during the teaching and learning process. Sometimes, classroom was not really conducive and safe because some students bullied other students in the class. Students who did bullying to their classmates, they did not realize to what they had already done. They thought it was only for momentary pleasure. There were so many impacts that students got from bullying activities. Bullying hurted the students' feeling, and it gave many negative impacts for them in the future. There are some impacts happened to the students after they got bullied by their classmates such as; it influences students' motivation and self-confidence, made students socially weak, and gave impacts to the students' learning achievement.

Bullying influences students' motivation and self-confident. After being bullied by their classmates in a long time period, the participants in this research said that bullying influences their motivation in learning process. The participant stated that became bullying victims sometime decreased his motivation in joining the teaching and learning process. The argument from the research participant below was showing this finding:

Jung: I became more demotivated in learning process.

This opinion was also supported by the opinion from Rivers, Noret, Ashurst, and Poteat (2009), students who are classified as victims of bullying behavior or “bully victims” have experienced felt depression, demotivating, social anxiety, and loneliness during the learning process.

In other side contrary to the first statement, after got bullied by classmates, bullying also increased the participants motivation in joining the teaching and learning process. Bullying made them understood of how the ways they overcame the difficulties that they faced during the teaching and learning process. In fact, they always prepared themselves in order to avoid being bullied by their classmates during the teaching and learning activity. The arguments from the participants below were expressing the finding:

Jung: For example in learning process, I understood how far my understanding was, from that in every examination or presentation I felt more motivated.

Song: Sometimes bullying enhances my learning motivation, because no one wanted to help me.

Moreover, the participant in this research said that after he got bullied by his classmates, he tried to improve his appearance. The finding below supports his argument:

Jung: Sometimes, if I got bullied by my classmates and they bullied about my physic, I immediately anticipated and tried to improve my appearance.

This new discovery in which the participants in this research do not felt a negative sense of bullying. This could occur because the participants had strong motivation after they got bullied by their classmates. So, they kept themselves from those who wanted to do bullying.

Furthermore, the participants also stated after they got bullied by their classmates, they lost their self-confidence and chose to own themselves rather than being active joining the teaching and learning activity. The list of the arguments from the participants below were expressing this finding:

Lee: I often felt lack of confidence when I answered some questions. I had less of confidence when I wanted to share my opinions, but they think it was weird and laughed at me. That is why I was not confident to share my opinions in front of the class. Besides, the impacts that I felt were became lazy to talking and socializing to other people because I often got bullied.

Jung: I thought the impacts are I felt more indifferent in any cases. I felt bad mood anytime. Further, I would feel more embarrassed when I got bullied by women than men.

Song: I felt lazy and chose to own myself. I became a daydreamer. I often became angry for no reason. I just wanted to sleep at all, and whatever I did, I felt moody.

These statements from the participants above dealing to bullying influences students' self-confidence during the teaching and learning process were supported by Owens and Macmillan (2005) emphasize that the effects of indirect bullying associated

with stress, internalizing problems, self-destructive behaviors, and post-traumatic stress symptoms. The victims of the bullying experience negative physical symptoms such as; anxiety, loneliness, physical and mental disorders, and low level of self-esteem (Mahmud et al., 2014). Brank et al. (2012) supports if being the victim of bullying can lead to heightened risk of social side effects, such as depression, suicidal attempts, ideation, and poor self-esteem (p. 219). A victim of bullying can be predictable to experience a variety of emotion to others such as fear, anxiety, anger, frustration, helplessness, humiliation, loneliness, feeling of isolation and persecution (Olweus D, 1994).

Bullying made students socially weak. The participants in this research said that bullying influences their social aspects. The participant thought that their school as less safe, then they did not want to socialize with other students because they thought they would get bullied again. This bullying also made the participants trauma and made them less emphatics to help one another during the teaching and learning process. Here, the lists arguments from the research participants were supporting this finding:

Lee: I thought unforgettable memory for me because I concerned that I was as bad as they thought and this was as bad as I should be bully victim like this?

Song: I felt lazy to learn and come to the class because as always I got bullied by my friends. Besides, I became less emphatic to the people who bullied me, and if they asked for my help, no matter how urgent it was, I will not help them.

This discovery was also supported by Owens and Macmullinc (2005) emphasized that the effects of indirect bullying associated with stress, internalizing

problems, self-destructive behaviors, and post-traumatic stress symptoms. Students who are becoming the victims of bullying or physical, verbal and psychological in school will experience major trauma and depression which could ultimately lead to mental disorders in the future. A victim of bullying can be predictable to experience a variety of emotion to others such as fear, anxiety, anger, frustration, helplessness, humiliation, loneliness, feeling of isolation and persecution (Olweus D, 1994). Further, Students who are becoming victims of bullying from their classmates will be potential to find difficulties in their interpersonal relationship with other students, and they rarely came to the school (Djuwita, 2007).

Bullying impacts students' learning achievement. The research participants argued that bullying was impacts to their learning achievement. Some of the participants stated if bullying can increase their learning achievement and made them became a critical thinking. The research participants' arguments below were supporting this finding:

Jung: I felt there is something improved in my academic achievement although not too drastic.

Song: Bullying built me to be a critical thinker.

This was also a new discovery in which the victims of bullying felt that bullying behavior increased their learning achievement. This might occurred because the victims of bullying had strong curiosity after they got bullied by their classmates. They tried to always make some changes after they got bullied until this behavior made them have a good learning achievement.

Another way contrary to the first statement, one of the research participants said that beside bullying increase his learning achievement, sometimes this behavior also can decrease his learning achievement. This finding occurred because he too often got bullied by his classmates even he always tried to make some changes in his learning process. The argument from the research participant below was showing this finding:

Song: I found that my learning achievement had decreased for example if I wanted to do a presentation, I would talk a lot, but I often got bullied, so after that I did not want to speak a lot.

This discovery was also talked by Veenstra and Lindenberg (2007), being bullied by peers (victimization) has been linked with physical health and poor school or university adjustment, including being unhappy, feeling unsafe, being truant, performing poorly, and in some cases dropping out of schools. Students may lose interested in learning activity, have trouble to concentrating in learning process, and do poorly academic achievement in teaching and learning process. Besides, this statement was also supported by Djuwita (2007), some students who are becoming bully victims, they will choose to miss some lessons and do not follow the learning process since they find it difficult to concentrate in their study.