

THE IMPACT OF LANGUAGE USE BULLYING ON INDONESIAN STUDENTS' LANGUAGE DEVELOPMENT

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Abstract: Bullying is an issue that is difficult to be eliminated even in high education level. Bullying in high education may interfere the learning processes. Some of the students think that bullying is common. However, some others think that it is a bad situation for them. The study was conducted in University of Muhammadiyah Banjarmasin. The subject of this study is students of Intensive English Class. Case study is implemented to collect in-depth information about bullying factors in Intensive English Class. From in-depth interviews that were conducted, the researcher found out that bullying factors included aspects of humiliation and mocking, intimidating, Ignoring, and Criticizing one's appearance or background. The impacts found are considered safe and not severe since bullying in language use only caused shyness and not affecting the development of English learning.

Keywords: *bullying, language use, language development*

INTRODUCTION

Bullying can be described as a way of treating people roughly with the intent of showing one's strength. Indirectly, it makes the victim feel weak and respect the bullies. In other words, bullying is aggressive behavior, which can be either physical or psychological, performed repeatedly with a victim and aims to make them feel uncomfortable, insecure, and isolated from those around them. Overall, bullying is a negative attitude: it makes other people into victims and may cause illness and discomfort to others (Khalim & Norshidah, 2007).

Bullying is a social phenomenon that has been seen in schools, colleges and workplace across the world. This is an unwanted aggressive behavior of someone towards the other one. "Bullying behavior involves the perceived power imbalance that has been found harmful on the targeted person and this is frequent aggressive behavior that is less favorable for the victims" (Jungert T, 2013). "This harm can be seen in form of physical, verbal, psychological, mental, social and educational harm" (Gladden RM, 2014). "The aggressive behavior also denotes the bullying behavior that may be repeated on the victim. Bullying has been received a great deal of attention that highlights the effects of bullying behavior on academic, social and emotional outcomes" (Cowie H, 2010). "Bullying is an intentional aggressive type of behavior that is used by one person towards the other person in order to harm the victim" (Olweus D, 1994). It may be physical or verbal. "Verbal Bullying is an intentional aggressive behavior where the bully intends to use name calling, verbal assaults and gossiping in order to separate the victim from the group of friends" (Low SM, Merry SE, Goodale M, Lutz C, Peacock J, et al., 2010). While "the physical bullying is that type of behavior in which the bully physically threatens by pushing or hitting them" (Modell S, 2011).

Khalim (2014), categorized bullying into two types; direct and indirect. Direct bullying involves physical contact such as hitting, punching, kicking, threatening, slapping, pulling, pushing, or pinching to cause injuries to the victim. This is also known as physical bullying. The most violent forms of this bullying may cause death. Indirect bullying with insults and teasing effects the victim in psychological and emotional ways. It is also known as a mental bully. For example, if the students can not answer the question from their teacher in the class, then other students might tease them for it. While this type of bullying receives less attention from mass media, it is quite serious. Both categories of bullying are very dangerous because they can affect the emotional and social development of a student. If bullying occurs within 10-15 percent, it is considered serious.

Humanistic theory also emphasized the development of behavior through external influences such as peers, family, the environment and so on, and the individual's ability to choose how to behave (Woolfolk, 2012). The phenomenon of "getting picked on" may extend from few pupils in the class, who are chronically and frequently targeted by friends to a wide range of social context. Previous research studies of Hoover et al., (1992) has established bullying as peer harassment or peer victimization in this social context of bully and bullied. Consequently, an individual may play the role of bully in one instant and may as victim in another situation depending on power displayed. By standers, may experience substantial abuse, anxiety, and depression. In order to ensure colleges safety and promoting positive attitude in colleges scenario, anti –bullying policies may be introduced to prevent bullying of any kind. Colleges has ethical and legal responsibility to create safe and supportive colleges environment by justifying the effects of aggression, bull ying and ensuring healthy teaching learning environment.

The main objective of this study was to investigate the occurrence of bullying, victims and types of bullying in Intensive English Class (IEC). This study was conducted in IEC class because the students consisted of mixed major, such as pharmacy, engineering, and psychology. Thus, the possibility of bullying was very great. These chances were greater especially for certain classes that have students with wide gap in skills.

RESEARCH METHODOLOGY

This is a case study where interviews were conducted in the Intensive English Class (IEC) in the University of Muhammadiyah Banjarmasin. The result of the study cannot be generalized since the subject and population is limited. Interviews were conducted toward random students who were taking Intensive English Class in 2019. The age of the respondent is between 17 and 19. The subject are students from the faculty of teacher training. Faculty of Engineering, Faculty of Psychology, Faculty of Pharmacy. Focus interviews were conducted to obtain information about the factors that drive bullying. Researchers also obtained information about the nature of bullying that occurs. Important themes related to factors that encourage intimidation were extracted from the answers given by respondents. These themes serve as a basis for discussing the factors that contribute to bullying among students. The questionnaires were also contributed as secondary instruments especially for classes that have low scores and have the potential for bullying to occur.

the following are questions that was used during individually recorded interviews:

1. What is your name?
2. What is your major?
3. How long have you been in the IEC?
4. How did you feel while participating in the IEC?
5. How do you feel when you experience it?
6. How about your response to the treatment of your friends?
7. What impact did you get? is it really big or is it just normal for you?
8. Could it make you think again about using English in public?
9. How do you deal with your feelings of shame or fear of continuing to use English?
10. Do you know you still find it difficult to use English?

Data analysis stage was carried by describing the results of the interview. Information from the interview was narrated and described based on their context. The secondary data from questionnaire were added to the analysis and then delivered contextually. Every pieces of information were analyzed this way to determine the aspects of bullying in language use.

RESULT AND DISCUSSION

The findings showed that there were several occurrences of bullying, such as:

1. Humiliation
2. Intimidation
3. Ignoring
4. Criticizing one's performance

The humiliation commonly occurred among students. The topic of humiliation was regarded one's ability in using English in classroom. The humiliation occurred in the form of mocking one's pronunciation, laughing when someone made error(s), and when someone was asked to come to the front of the class.

The intimidation happened when the whole class in quiz session. Some of the students tend to show off and tried to take others' turns. The students also put a lot of pressure to solve the challenge given by the tutor. This behavior led into negative intimidation among the participants of the quiz.

Some students also mentioned the ignorance of their classmate. In some cases when a student tried to show his / her language skill, the other students were not giving adequate responses to his / her efforts. this case of ignorance occasionally happened during the class when students were busy by themselves.

The last occurrence of sign of bullying was heavy critics on one's performance. Critics were often occurred along with humiliation. Harsh critics could be good in building confidence and mental strength, but could also lead to mental breakdown and disappointment.

The interview results showed that while some acts of bullying above were taken place indirectly, the students did not take them seriously. It was found that many students were still feel comfortable with the class' situation even though they sometimes have to listen to light humiliation and a little offensive words from some of their classmates because of the incorrect pronunciation, or laughed at by their friends when they use the wrong vocabularies. The students stated that they just felt mediocre but were not offended because they just regarded

those as jokes from their friends. They were some uncomfortability but they can be settled since all of the students experienced similar things.

Those findings above indicated that the element of language intimidation for bullying in the Intensive English Class is not significant. Based on the answers given, some students felt uncomfortable with the actions of their friends and some thought that what their friends did to him was only a joke, so he felt normal. What's more, unfortunately, they don't care about the bullying they get. Although this is only one case study, this finding showed that cases of potential language bullying in intensive class classes can lead to more severe impact.

Indirect suppression was the most common type of bullying. Even though it did not seem to have a direct effect, it must be controlled because it could affect the emotional and psychological state of the victim. Victims of bullying would anxious to speak and use English. It could also lead to hatred and chain of bullying. However, in IEC the impacts of indirect bullying were suppressed by the intimacy and friendliness of the students. This were proven by high development of language skills and uses among students. Even though there were tendencies of bullying were great in IEC, the environment and classroom situation could lessen the impact of bullying.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion of the study, the researcher found out that

1. Bullying factors included aspects of humiliation and mocking, intimidating, Ignoring, and Criticizing one's appearance or background.
2. The impacts of bullying in IEC are considered safe and not severe since bullying in language use only caused shyness and not affecting the development of English learning.

Suggestion

There several future research suggestions for those who wants to continue investigating matters and problems in this study. These include: (1) the findings of this study are far from complete. Thus, further and more detail study can be done; (2) the result of this study still immature and cannot be made into generalization towards bullying in wider areas of study; and (3) similar study can be done in different location, time, or on different subject to obtain richer and greater data and findings toward the case of bullying.

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