

Chapter Two

Literature Review

In this chapter, the researcher would like to discuss the theories related to the research. It presents the definition of bullying that is used in this research. It also discusses the kinds of bullying. Then, it explains about bullying overview that happen in the teaching and learning process. Besides, this chapter describes the factors influencing in bullying cases. Further, this chapter also discusses the impacts of bullying. The last, it provides the conceptual framework of this research.

Bullying Overview

Bullying is a global phenomenon in the world and bullying is not a new thing that students face in their school's environment. Sucipto (2012) argued that bullying is a negative action that is often aggressive and manipulative, done by one person or more to others during the period of time in which it involves physical and non-physical actions. Furthermore Chou, Huang and Wang (2016), defined 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 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 or in a workplace. Sampson (2009) found "the most frequently bullying happens during elementary school and slightly less during middle school and less so, but still frequently in the high school" (p. 2). Furthermore, research by Overbeek and Vervoort (2010)

supports that bullying is a frequent negative action by one peer toward another person, who is unable to defend him or herself.

Bullying indicates that there has to be unbalance of power and specifically excludes fighting among students with the same psychology and strength (Vieno, Perkins, Santinello, & Nation, 2007). Moreover, bullying involves a real or perceived imbalance in physical or social power (Olweus, 1991). Stephenson and Smith (2010) defined 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). 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). According to Yen (2010), “bullying is an aggressive behavior characterized by three defining conditions; a). Negative behavior intended to harm or distress b). Behavior repeated over a time period c). A relationship in which there are unbalance in strength or power between the parties involves” (p. 3). Research by Jan and Husain (2015) supports if bullying is redundant, monotonous, and destructive power based behavior of students.

Definitions of bullying from previous researchers are different but have the same purposes in which bullying hurts someone’s feeling and decreases students’ motivation. In summary, bullying is a form of aggressive behavior that is indicated by the impolite way and the use of force or violence to affects others, done repeatedly or has the potential to be repeated, and involves an imbalance power of and authorization. The

researcher only focused on how PBI students' perceive when they got bullied and the impacts of those bullying on students in teaching and learning process.

Types of Bullying

There are many kinds of bullying that can be experienced by children and adult. The different kinds that often happened in education environment are;

Direct bullying. Direct bullying is a violence done openly against the victims of the bullying. It consists of some actions such as teasing, taunting, threatening, hitting, stealing and other physical behaviors (Hallford, Borntrager, Davis, & Joanne, 2006). Called as direct bullying is to attack publicly through verbal and extorting, while indirect bullying is done through invisible measures and hard to get aware of by means due to one's power in the group relationship (Bull, Schultze, & Scheithauer, 2009). Furthermore, direct bullying can normally trigger violence toward the target that is conducted directly or face to face (Boulton, Trueman, & Flemington, 2002; Lee, 2004).

Indirect bullying. Indirect bullying is called as relational bullying involves causing victims socially excluded or spreading rumors (Hallford, Borntrager, Davis, & Joanne, 2006). Boulton et al. (2002), stated that indirect bullying is less direct and include bullying such as being separated or excluded from the group. Further, it is usually in the form of socially and intentionally excluding the victim of bullying from a group. Dedousis-Wallace argued that indirect bullying is intended to hurt victims by damaging their self-esteem or social relationship, through behaviors such as exclusion from the group, rumor-mongering and giving nasty looks (as cited in Archer & Coyne, 2005, p. 217). Owens and Macmullinc (2005) defined bullying is typically, but not exclusively, used by girls and other girls rather than boys in the context of girls intimate

friendship groups. Further, Owens and Macmullinc (2005) emphasized that the effects of indirect bullying associated with stress, internalizing problems, self-destructive behaviors, and post-traumatic stress symptoms.

Physical bullying. It can be characterized as hitting, kicking, beating, and other kind of bullying done by physical actions. As stated by Berger (2007), “A tragic bullying case is where a boy commits suicide after another student spoil chocolate milk and mess his sweatshirt” (p. 98). Additionally, Coloroso (2003) found that the most noticeable form of bullying is physical bullying.

Verbal bullying. It is considered as a direct bullying for example showing low respect to other or calling names towards the victims of bullying, and it has been known to occurring in the school playground compared with physical bullying but it is difficult being identify. (Elizabet & Zacher, 2009).

Cyber bullying. It is an electronic type of bullying that many researchers highlighted as a bullying type that has already become important in recent times. As stated by Berger (2007), cyber bullying take place on the website and social networking online such as email and by using text message over cell phones. In addition, with the rapid advancement of technology, some scholars even proposed the concept of cyber bullying. As Olweus (2013) indicated 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).

Bullying in Teaching and Learning Process

Bullying is a behavior that can only be easily recognized when an individual experience it, and bullying can happen to anyone at any age and anywhere whether at school, home or workplace. According to Saarento and Salmivalli (2015) bullying also can happen during the teaching and learning process. Bullying is defined as international acts of aggression directed at one individual over an extended period of learning (Saarento & Salmivalli, 2015, p. 202). Another feature of bullying is the power differential between the perpetrator and the bullied victim. The imbalance of power, which can be based on physical, physiology or social characteristics, makes it hard for the target to defend him or her against the aggressive acts. 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.

Bullying is a behavior that happens in a long time period, and it can be a tradition in some environments. 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 (Correra, Depalma, & Cameiros, 2011). Bullying can take many forms which are grounded within a larger social construct (Swearer & Hymel, 2015). Furthermore, bullying can be defined as a dynamic process that involves interactions between peers or peer groups and topographies of pervasive peer aggression (Rose & Stormont, 2015).

There are some types of bullying done by students during the teaching and learning process. The phenomenon of bullying in teaching and learning process can be expressed through verbal abuse such as derogatory, nicknames, cruel teasing, being picked on, and humiliation, then psychological abuse such as discrimination, isolation, exclusion, ignoring, intimidation, harassment, tyranny, scare and physical abuse such as beating, pushing, hurting, stealing, breaking, and personal belongings (Pepler & Craig, 2008). The other way for students to express bullying to their classmates is through technology of information. They used smart phone to edit a photo of their classmate who being bullied then post or send it to social media. This kind of behavior sometime can make student who got bullied felt shy and embarrassed.

Bullying is defined as the conscious and measured desire to mistreat one person and put him or her under stress condition. One common typical of bullying is that done by people who are known better to the victim being bullied (Grossi & Santos, 2012). Moreover, Bauman (2008) have stated that “bullying is the repeated exposure of an individual to negative interactions directly or indirectly inflicted by one or more dominant person” (p. 363). The harm may be caused through direct physical or psychological means and directly through the encouragement of the process or avoidance by the bystander.

Factors Influencing Bullying

Bullying happens because of some aspects or factors related to life and environment. There are some specific factors that influenced both victimization and bullying such as;

Individual. According to Rodkin, Espelage, and Hanish (2015), at least some students who bully their friends have been found to be higher in social intelligence and social status, with researchers distinguishing between socially integrated and socially marginalized bullies.

According to 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. Victims are also less well liked less accepted, and more rejected by peers.

Family. Swearer and Hymel (2015) study found the following: the characteristics of family have been linked to bullying perpetration including family members' involvement in gangs, poor parental supervision, negative family environment, parental conflict, domestic violence, low parental communication, lack of parent emotional support, authoritarian parenting, inappropriate discipline, and parental abuse. (p. 346).

Peer. According to Pepler and Craig (2008), students spend much of the day and time interacting with peers in schools, university, neighborhoods, communities, and through social media and bullying behaviors almost always occur within this context. Bullying and victimization are more likely in classroom characterized by peer norms that support bullying and high peer conflict. Peer relationship is also associated with greater bullying perpetration, for example, peer victimization and negative relationship with classmates.

School. According to Barboza and Schiamberg (2009), higher levels of bullying and victimization have been linked to inappropriate teacher responses, poor teacher-student relationships, lack of teacher support, and lack of engagement in university or school activities. Moreover, students are also less likely to report bullying if they see their school climate negatively (Unnever & Cornell, 2004).

Certain cognitive and emotional factors may make learners likely to become bullied by his or her peers (Brank et al., 2012). Learners are more likely to be bullied if they are less competent in understanding social norms related to displaying sadness. Additionally, students who are more socially anxious (Karna, Voeten, Poskipatra, & Salmivallic, 2010), or submissive, drawn and those who are low in social competence are at greater risk of being victimized (Perren & Alsaker, 2006). Furthermore, learners who internalize behaviors more they externalize them and who have fewer high-quality friendships are more likely to be victims of the bully (Cook, Williams, Guerra, Kim, & Sadek, 2010).

Impacts of Bullying

Generally, the negative impacts of bullying fall into physical, psychological, and social skills. For example, 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). Additionally, bullying victims might experience physical disorders such as depression and phobia, social skills disorder such as family dysfunction, and the physical problem such as obesity. Besides, both psychological and

physical effects of bullying might also influence to students' academic achievement in teaching and learning.

Physical. Bullying can eventually have effect on students' physical and mental health, and both in short-term and long-term effects. As stated by Brank et al. (2012), students who are bullied as socially weak, shy and anxious. They are more emotionally distressed and socially marginalized than their non-victim peers. Students may also perform more poorly in classroom activity and avoid the course or class in order to avoid the victimization. Additionally, students who are bullied can develop physical indications such as headaches and sleeping problems. Students are afraid to go to the school and they may prefer not to follow the course. Students may lose interested in learning activity, have trouble to concentrating in learning process, and do poorly academic achievement in teaching and learning process.

Psychological. Research conducted by 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, stressed, ideation, and poor self-esteem (p. 219). Victims of bullying were significantly more likely to report more suicidal attempts than bullies. These negative psychological effects have been found persisting into adulthood (Skapinakis, Bellos, Magklara, & Lewis, 2011). The impact of this case is the psychological impacts that decrease physiological well-being. 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. 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 then they

could not speak to others like teacher and their classmates. Bullied students typically lose confidence in themselves, they may experience depression, low self-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). 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).

Social. The research explains that when learners are showing to high levels of social bullying, either as a target or as a witness to the bullying behavior, they are more likely to perceive their schools as less safe. 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). Moreover, 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. Furthermore, victims of bullying feel difficult to adjust social environment. Some students who become bully victims want to move to another school, and even there are students who still stay in the same school, but they are experiencing the decline of academic achievement.

Conceptual Framework

Bullying is frequently considered as a negative behavior while it is happening in teaching and learning process in the classroom. On its implementation, bullying can take various impacts. Bullying has negative impacts on the victims of the bully but also

on the bullies themselves. Generally, the negative impacts of bullying fall into physical, psychological and social (Mahmud et al., 2014). Moreover, bullying can cause different responses or perceptions for students. Students' perception about bullying issue becomes a major problem in the educational setting and some researchers have conducted research about it. However, there are still few researchers that conduct a research about bullying issue through students' perception in PBI at a private university in Yogyakarta. Hence, a research about bullying issue at PBI of a private university in Yogyakarta is important to be conducted, because the researcher wants to investigate PBI students' perception when they got bullied by their classmates and the impacts of those bullying for PBI students in teaching and learning process. The conceptual framework of this research can be described as follow:

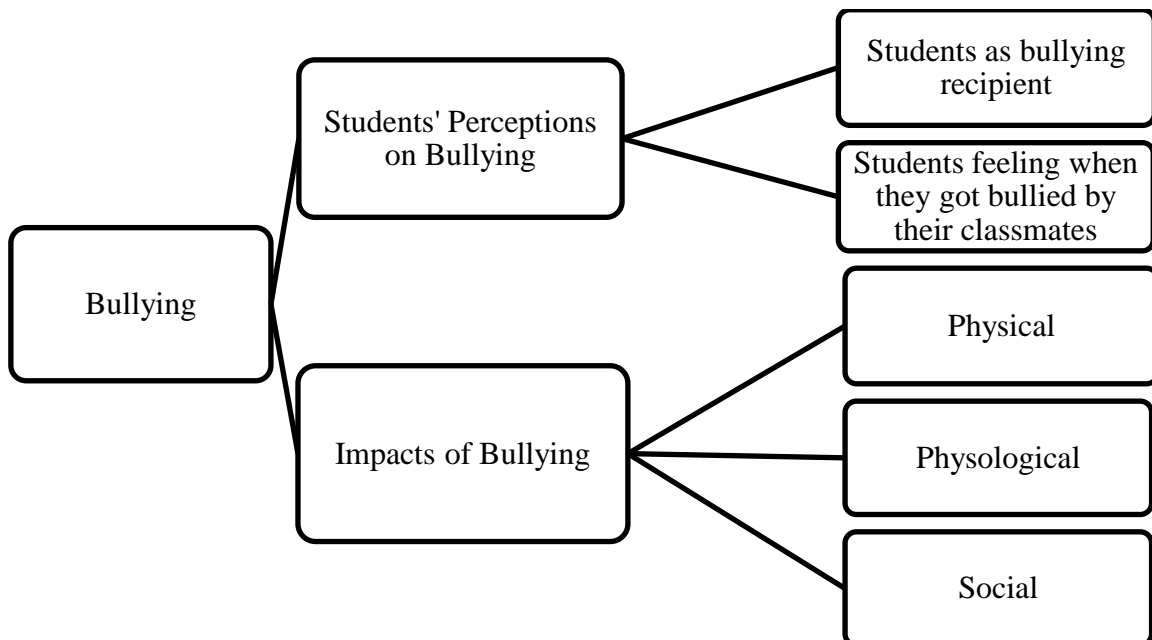


Figure 1. Conceptual Framework