

Verbal Violence in Elementary Schools in Medan City: Sociolinguistic Study

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Abstract

The purpose of this study was to identify (1) forms of verbal violence in the form of bullying in schools (2) factors that influence the occurrence of verbal violence in the form of bullying in schools and (3) the impact of verbal violence in the form of bullying in schools on social interaction environment. This type of research is a qualitative research with a descriptive design. This study uses several methods, namely the provision of data in the form of observation, interviews, and recording. The data used in the study were in the form of utterances from research subjects about verbal violence in elementary schools. The analytical method used is by means of data reduction, data presentation and drawing conclusions. The findings in this study are forms of verbal violence, namely in the form of words, phrases, clauses. There are 4 influencing factors, namely experience, environment, knowledge and economy. The impact is divided into 2, namely the negative impact, namely quiet behavior, loners, disturbances in controlling emotions such as crying, complaining and fighting. While the positive impact is a change in behavior for the better, even though it is only temporary and an aggressive attitude against.

Keywords

verbal violence; bullying
elementary school;
sociolinguistics



I. Introduction

School is a formal facility that helps children learn new things about arithmetic, reading, morals or ethics and aesthetics or art. Children are accompanied by experts who understand child psychology, thus providing a great opportunity for children to create their own world through various lessons. Elementary school is a basic education school for children aged five to eleven years. The school environment will be very different from the family environment, individuals will meet new friends who are peers and do not rule out socialization in a good form or vice versa.

These detrimental actions if carried out by a strong party against a weak party within a certain time will form bullying behavior. Bullying is violent behavior perpetrated by a stronger party against a weaker party. Violent behavior can be in the form of physical, verbal, or psychological violence. Bullying or bullying is an activity that is carried out by one person or more against another person that is annoying, harassing that occurs continuously which causes the victim to receive violence in the form of physical or verbal.

Bullying in verbal form is violence in the form of harsh words spoken verbally which causes the other person to be confused, emotional and angry. The perpetrators of violence in the world of education consist of peers, teachers, parents, coaches, and school principals. Violence that occurs from bullying includes physical abuse and emotional abuse. In general, the most frequently encountered bullying is emotional abuse or verbal violence. Violence can be classified into two types, physical violence and symbolic

violence. Symbolic violence can be divided into two types, namely violence committed through nonverbal symbols or also known as nonverbal symbolic violence and violence committed through verbal symbols or often called verbal violence. Verbal violence itself is violence that uses language, namely violence that uses words, sentences, and other elements of language (Baryadi, 2012: 35).

Being in an individual's environment will absorb positive and negative impacts, as well as elementary school children whose age range starts from 5 years they will often imitate various things in their environment and set an example. Not infrequently we often see a child when he speaks, he always uses words that are harsh and dirty, but his foster parents never protest against him, even on the contrary, they give a smile or a clap to the language spoken by the child, the child is allowed to just use the language that flows in his body with the language which is not good, so that the child thinks that the language he uses is the correct language.

This is in line with Ginot's opinion in Candra Hadi (2019: 31) which reveals that parenting styles include ways of communicating based on respect, greetings, not to hurt the self-esteem of the child or his parents. Parents need to provide understanding to children in giving advice or orders to children, this needs to be done so that there is an understanding between children and parents, so that there is no rejection by children. Lack of knowledge about the use of words and sentences that contain verbal bullying also causes those who speak to think that it is just an ordinary mockery or joke.

Currently, it is still rare to find research on violence in the form of bullying in elementary schools that specifically examines verbal violence in students. As for the reasons for researchers to examine verbal violence against bullying in schools (1) Students often get words that include bullying in schools which have an impact on activities within the school (2) because of researchers' concerns about phenomena that consider it normal to speak rudely, berating, yelling, scolding, threatening and inappropriate speech that is verbal violence in the form of bullying in schools (3) Researchers want to know the factors that cause verbal violence in the form of bullying in schools.

II. Review of Literatures

2.1 Sociolinguistics

Sociolinguistics is a multidisciplinary science or a combination of two disciplines, namely sociology and linguistics. As a multidisciplinary science, sociolinguistics tries to explain human ability to use language rules appropriately in various situations (Ohoiwutan, 1997:9).

According to Mansoer Pateda (1992:3) provides a definition of sociolinguistics as a branch of linguistics that studies language and the use of language in cultural contexts. People who speak must pay attention to the cultural context in which they speak. It is hoped that by understanding sociolinguistic principles, every speaker will realize how important the role of accuracy in choosing language according to the socio-cultural context is.

Based on the definition of sociolinguistics above, it can be concluded that sociolinguistics is the study of the language used by people in that community.

2.2 Bullying

According to Riauskina, Djuwita, and Soesetio (2005) defines school bullying as aggressive behavior that is carried out repeatedly by a student or group of students who

have power, against other students or students who are weaker, with the aim of hurting that person.

Meanwhile, according to Olweus (1997) bullying is a negative behavior that results in a person being uncomfortable/injured and usually occurs repeatedly which is characterized by an imbalance of power between the perpetrator and the victim.

Based on the explanation of the experts above regarding bullying, it can be concluded that bullying is an activity carried out by a group or individual who commits acts of violence in the form of verbal and non-verbal which causes the victim to receive injury in the form of physical or psychological injuries.

a. Role in Bullying

The parties involved in bullying behavior can be divided into four, namely:

1. Bullies (bullies)

According to Astuti (2008) bullies are usually aggressive both verbally and physically, want to be popular, often cause trouble, find fault with others, are vengeful, jealous, live in groups and dominate social life at school.

2. Victim (victim of bullying)

Coloroso (2007) states that victims of bullying are usually new kids in an environment, the youngest children in school, usually the younger ones, sometimes scared, maybe unprotected, children who have experienced trauma or been hurt before and are usually very sensitive, avoid peers to avoid further pain, and find it difficult to ask for help.

3. Bully-victim

Schwartz (in Moutappa, 2004) explains that bullying is also characterized by reactivity, poor emotional regulation, difficulties in academics and rejection from peers and learning difficulties (Kaukiainen, et al., in Moutappa, 2004).

4. Neutral is a party that is not involved in aggressive behavior or bullying.

2.3 Verbal Violence

Verbal violence or so-called verbal violence is verbal action or behavior that causes adverse emotional consequences. Verbal violence according to Evans (2010: 81) says, "Verbal violence is words that attack or injure, that cause one to believe the false, or that speak falsely of one. Verbal violence constitutes psychological violence." The focus of verbal violence is utterances that make a person feel less than he really is and should be or lack self-confidence.

a. Classification of Verbal Violence Based on Forms

Classification of verbal violence based on form, namely (Nababan: 2016):

1. Verbal Violence in the Form of Words

Verbal violence in the form of words can be divided into two, namely the basic form and the form of the word derived. The basic form of verbal violence is verbal violence in the form of monomorphemic words, such as pig, bastard, devil, and so on. Meanwhile, the artificial form of verbal violence is verbal violence in the form of polymorphemic words, for example damn, bastard, plebeian.

2. Verbal Violence in the Form of Phrases

There are two ways that can be used to form phrases in Indonesian, namely basic plus verbal violence, such as you are stupid, you are crazy, and verbal violence plus you, like your mother.

3. Verbal Violence in the form of Clauses

Verbal violence in the form of clauses in Indonesian is formed by adding pronouns (in general) behind the verbal violence of the various references, such as your crazy, your demons, you are crazy, and so on. Placement of pronouns behind the word verbal violence is intended to emphasize the forms of verbal violence.

b. Impact of Verbal Violence

Impact in the Big Indonesian Dictionary is a strong influence that brings a certain result (both positive and negative), a collision that is quite severe between two objects so that it causes a significant change in the momentum of the system that experiences the collision.

According to Irwan (2018), Impact is a change that occurs as a result of an activity, this activity can be natural, both chemical, physical and biological.. As for the notion of positive and negative impacts, namely:

a. Positive impact

b. Negative impact

Wirawan et al. (2016) suggested that emotional abuse by means of verbal violence would cause emotional disturbances in children. Children will experience the development of a self-concept that is not good, their social relations with their environment will be problematic.

2.4 Forms of Verbal Violence in Syntactic Studies

Syntactic class is one that exists in the study of syntax. Syntactic class is divided into four namely words, phrases, clauses, and sentences. "syntactic class is one having a distinctive functional potential; the words derived by a particular lexical process, however, will not be referred to by any rule of syntax." (Huddleston, 1984:26).

1) Word

Kridalaksana (2008: 110) states that words are (1) morphemes or combinations which linguists consider to be the smallest units that can be uttered as independent forms, (2) language units that can stand alone, occurring from a single morpheme (eg stone, house, came, and so on) or combinations of morphemes (eg fighter, follow, Pancasila, omnipotent, and so on, and (3) the smallest units in syntax derived from lexemes that have undergone morphological processes.

Example: open, ugly

The example above shows that open and ugly are words. The open word is a process verb. The word ugly is an adjective.

2) Phrase

Phrase is a group of words in which there is no subject and predicate. As stated by Richard, et al. (1985:39) "A Phrase is a group of words which forms a grammatical unit, a phrase does not contain a finite verb and does not have a subject-predicate structure. The expression shows that the phrase is a group of words that form a grammatical unit, the phrase does not contain a limited verb and does not have a subject and predicate structure.

3) Clauses (Clauses)

Clause is a syntactic class consisting of nouns and verbs but different from sentences which have full meaning. Crystal (2001) reveals a clause a term used in some models of grammar to refer to a grammatical unit that is smaller than the sentence but larger than a phrase, word or morphemes.

Example: they will go away when I flush them with water.

Independent clause bound clause

The clause they will go is a free clause that can stand alone without any additional clauses. The clause when I doused it with water is a bound clause that cannot stand alone which requires other clauses so that the meaning of the clause can be understood.

III. Research Methods

The method used in this research is descriptive qualitative method. According to Miller in Moleong (2017: 4), "Qualitative research is a particular tradition in social science that fundamentally depends on human observations both in its area and in terms of it". It is different from the opinion of Denzin and Lincoln in Moleong (2017: 5) which states that "Qualitative research is research that uses a scientific background, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods". This qualitative descriptive method provides an overview of the phenomenon of verbal violence in the form of bullying in schools which is manifested in the speech of people in the school environment.

This research will be conducted in Sidorame Barat I Village, Medan Perjuangan District, Medan City. The special reason for choosing this location is because the authors consider the heterogeneous social conditions of society. Taking research subjects in this study consisted of students who experienced bullying in their school environment. There is one elementary school in the Sidorame Barat I Village, Medan, which will be the place for taking research subjects, namely: SDS Gultom National College. With a total of 30 students from the school. Therefore the research subjects at school were 30 people, namely 15 boys and 15 girls aged 7 to 14 years.

IV. Discussion

The results of this study contain the forms of verbal violence in the form of bullying in schools, the factors that influence the occurrence of verbal violence in the form of bullying in schools and the impact of verbal bullying in schools on social interaction. From the data obtained, researchers found as many as 174 pieces of verbal abuse. This number is the total amount of verbal violence as a whole, namely the amount of verbal violence in the form of bullying at school. The following is a table showing verbal violence in the study of syntax.

Table 1. Number of Verbal Violence in Syntactic Studies

No	Verbal Violence	Total
1	Verbal violence in the form of words	31
	Verbal violence in the form of monomorphism	24
	Verbal violence in the form of polymorphism	7
	Verbal violence noun category	12
	Verb category verbal violence	3
	Verbal violence category adjective	16

2	Verbal violence in the form of phrases	34
	Verbal violence in the form of noun phrases	17
	Verbal violence in the form of verb phrases	6
	Verbal violence in the form of adjective phrases	11
3	Verbal violence in the form of clause	109
	Verbal violence in the form of free clauses	69
	Verbal violence in the form of a bound clause	40

4.1 Verbal Violence in Syntactic Studies

a. Verbal Violence in the Form of Words

Based on the data obtained, verbal violence in the form of monomorphemic words used by research subjects was found in 24 pieces. Meanwhile there are 7 pieces that can be classified as polymorphemic. This form can be seen in the table below. Table 3.2 Number of Verbal Violence in the Form of Words

Table 2. Number of Verbal Violence in the Form of Words

Types of Verbal Violence	Number of Words
Monomorphemic	24
Polymorphism	7

(4) SP-6 : "Kurus oiii skinny" while sticking out his tongue

SP-7 : Run after the student

SP-6's speech is in the KM 1 data, namely the speech of Daniel, a grade 4 student to Tabita, a grade 6 student on Tuesday, June 14, 2022 at 10.15 WIB during recess, who said the words "Kurus oiii kuesss" when he saw Tabita while sticking out his tongue. SP-6's speech contained the meaning of ridicule which resulted in SP-7 chasing the student. In this data, the word skinny is included in monomorphemic verbal violence.

(5) SP-19 : Eating fried food at the front of the class

SP-20 : Touches the bench that Yuda is sitting on

SP-19 : "Bang, once again you nudge yourself, get ready."

SP-20 : "is iss" in a low voice while grinning walking to class.

SP-19's speech is in the KM 15 data, namely the speech of Yuda, a grade 4 student to Gerry, a grade 4 student on Tuesday, June 14, 2022 at 10.15 WIB during recess, who said the words "Biang, once again you bump, get ready you" when he saw Gerry. SP-19's speech contained insulting meaning which resulted in SP-20 lowering her voice and then walking to class. In this data, the word master is dog in the Toba Batak language which is included in monomorphemic verbal violence.

b. Verbal Violence in the Form of Phrases

Based on the theory above, there were 34 verbal violence used by research subjects which could be grouped as phrases. Noun or noun phrase verbal violence category; verbal violence in the category of verbs (especially stative verbs); verbal violence is categorized as an adjective.

c. Verbal Violence in the Noun Phrase Category

Categorically, verbal violence can be classified into several types, namely verbal violence in the category of nouns or noun phrases, verbal violence in the category of verbs, verbal violence in the category of adjectives (Rosidin, 2010). These are described below:

(14) SP-16: When I'm serious about writing

SP-17: nudged his friend's hand while he was writing and then ran out of the classroom

SP-16: "It's a puppy, isn't it?"

Based on the results of the study, there were 34 pieces of verbal violence used by research subjects, as many as 17 pieces of verbal abuse were categorized as nouns. SP-16's speech in the FN1 data was the speech of Feby, a grade 6 student to his classmate Reyhan when he disturbed him, who was writing by shaking Feby's hand while writing, saying "It's a puppy, yeah" while running. Reyhan left Feby in class on Thursday, July 21 2022 at 08.30 WIB while studying in class. In this data, puppies are included in the verbal violence category of noun phrases. SP-16's speech contains the meaning of ridicule.

(15) SP-13: Runs around the bathroom corridor and nudges Samuel who is walked to his class so almost fell

SP-18 : "You really are an asshole, yahhhh" with an angry expression while holding waist.

SP-18's story is a story from Samuel, a grade 2 student to Jonatan, a grade 4 student on Tuesday, 26 July 2022 at 09.56 WIB. FN10's data regarding the story of Samuel, a grade 2 student to Jonathan, a grade 4 student who was running around the bathroom corridor and nudged Samuel who was walking towards his class so that he almost fell "You really are an idiot, you are huh" contains the meaning of ridicule. In this data, the basis of character is verbal violence in the category of noun phrases.

d. Verb Phrase Categorized Verbal Violence

(16) SP-9 : When walking into class

SP-14 : "The man who made our pants defecate has arrived"

SP-9 : turn around then bow down.

Based on these definitions and explanations, of the 34 verb violence used by research subjects, the researcher found 6 verb violence in the category of verb phrases. SP-14's story is Azar's story on Wednesday, August 31, 2022 at 11.30 WIB to Irvan. In the FV2 data, Azar, a grade 6 student, told Irvan, a grade 6 student who had just been ushered into class by his parents. Azar's words "The man who made our pants pooped has arrived" in a strong voice and ran away from Irvan. On this data handyman defecating pants is a verbal violence category of verbal phrases that contain the meaning of ridicule. The word artisan is classified into a group of verbal phrases with the core of the phrase defecating, while the attributive artisan is located on the right or before the core. This phrase can be described as FV=N+V, which means that the verb phrase is followed by a noun (workman) and a verb (stools). The words that are included in verb phrases mostly represent the semantic elements of actions, conditions, or processes of an activity.

(17) SP-29 : When the exam is in progress, glance at a friend's test paper.

SP-30 : Glance then say "I kick your eyes"

SP-29 : "Look at it" said in a low voice as if asking

SP-30: "I don't want to."

SP-29's story is Asmara's story on Friday, September 30, 2022 at 08.20 WIB to Kaisati. In the FV3 data, Asmara said "I kick your eyes" with a glance. In this data, I kick you in the eye is a verbal violence in the category of verbal phrases that contain the meaning of yelling which causes SP-29 to lower the tone of a low voice as if begging. The words that are included in verb phrases mostly represent the semantic elements of actions, conditions, or processes of an activity.

e. Verbal Violence in the Category of Adjective Phrases

Based on this definition, of the 34 pieces of verbal abuse used by research subjects, 11 pieces of verbal abuse were found in the category of adjective phrases.

(18) SP-19: Lifts nose like imitating a pig's nose and imitates its sound to scoff.

SP-26 : Looked at Yuda and said "Ehe you jerk, you jerk, you jerk..."

Verbal violence in the category of adjective phrases is shown in FA3 data, which was said by Friska, a grade 3 student to Yuda, a grade 4 student in the middle of the school field on Tuesday, September 6 2022 at 10.20 WIB. Friska said “Ehe, you jerk, you jerk, you jerk...” to Yuda who had mocked him by turning up his nose like imitating a pig's nose and imitating his voice. The basic data of kenggos is verbal violence in the category of adjective phrases that lead to the teeth of their friends that are advanced (long-stemmed) which contain the meaning of mocking.

(19) SP-29: "Can you borrow bits?"

SP-7: "I don't know shame, it's him, keep borrowing and borrowing"

SP-29: "hehehe, right, you're my best friend" in a deep voice softened like seducing.

In the FA8 data, which was spoken by Tabita, a grade 6 student to her classmate Asmara on Thursday, September 22, 2022 at 09.50 WIB in the classroom during SBDP lessons, namely drawing, Asmara wanted to borrow colored pencils to color the pictures she had made, then Tabita said, namely " He really doesn't know shame, he keeps borrowing and borrowing” while studying SBDP who was assigned to color a sketch on a piece of paper using colored pencils. Asmara, who heard the story, turned softer and replied "hehehe, right, you're my best friend". Shameless speech is verbal violence in the category of adjective phrases that contain insulting meanings which result in SP-29 praising him by seducing him to give him colored pencils to borrow.

Based on the results of the research above, the data found on verbal rigidity in the form of phrases contained 34 pieces which could be classified into three categories, namely noun phrases, verb phrases, and adjective phrases. The categories of verbal violence can be seen in the table below.

Table 3. Number of Phrase Verbal Violence Categories

Phrase Type	Number of Phrases
Noun Phrase	17
Verb Phrase	6
Adjective Phrase	11

f. Verbal Violence in the Form of a Clause

Based on this understanding, verbal violence in the form of clauses used by research subjects was found to be 105 verbal abuses which were classified into two clauses, namely free clauses and bound clauses.

(20) SP-28: Disturbing Risa while doing her science assignment

SP-2 : "Don't bother him you idiot, he's serious at doing it too"

SP-28 : “Just like that, get angry” while walking out

In the KB13 data, Jodika, a grade 6 student, told Aldo, a grade 4 student who was harassing Risa while doing a science assignment to make windmills in grade 6 on Thursday, July 28 2022 at 08.00 WIB. Jodika said "Don't bother him you idiot, he's serious

too." Don't disturb him you idiot was a verbal violence in the form of a free clause containing a threatening meaning which resulted in SP-28 saying "Just be angry" while walking out.

(22) G2: "If you don't do it, you can't go home"

From the KT4 data spoken by the grade 4 teacher to several students who were not ready to do assignments while in class in the MTK subject on Monday, September 19 2022 at 12.00 WIB. The teacher's speech "If you don't do it you can't go home" the teacher's speech was verbal violence in the form of a bound clause which contained a threatening meaning.

Based on the research results above, the data found on verbal violence in the form of clauses contained 110 pieces which could be classified into two categories, namely free clauses and bound clauses. From the results of the research, students and other students as well as teachers have used verbal violence in the form of free clauses and bound clauses.

4.2 Factors of Verbal Violence

Factors that influence the occurrence of verbal violence in this study research subjects who have different levels of education, knowledge, experience of getting verbal abuse as a child, family characteristics, economic status, and environment.

Based on the results of the study, the research subjects had varying levels of knowledge about verbal violence in the form of bullying at school. The diversity of knowledge possessed by research subjects can be due to the diversity of information obtained by research subjects through electronic media, print media, and through health education about verbal violence.

a. Experience Factor

In accordance with the theoretical basis, in this study, researchers found that there were experiences of students getting verbally abusive behavior. This was supported by the data that the researchers received from the research subjects through observations and interviews. There were 5 research subjects who said they had experienced verbal violence at home and 10 research subjects who said they had experienced verbal violence from peers. Experiences of verbal violence, yelling, cursing, and threatening that the research subjects obtained when they were young were also obtained from their peers, which can lead to the tendency of the research subjects to do the same in an environment outside their family, namely their social environment, namely school.

b. Environmental Factors

In the results of this study, research subjects said that the environment where they live now greatly influences the occurrence of verbal violence. The research subjects in this study 13 people said that people who live in their neighborhood have a habit of speaking in a loud tone. The research subjects said that 15 people who lived in their neighborhood said they were rude and 2 people said they did not know. There were 8 research subjects who said they often heard people saying dirty words from neighbors, 2 people said they were from TV, as many as 5 people said they often heard people saying dirty words from the market.

c. Knowledge Factor

School is the second place after being at home to get teaching and socialize which will be accompanied by educators, namely teachers. Teachers who already understand verbal violence will minimize using it against students at school because verbal abuse will have a negative impact on students.

The knowledge of research subjects about verbal violence was minimal, it was proven that as many as 20 people said the meaning of verbal violence was physical violence, 10 people said verbal violence. From these data, it can be found that the number of research subjects who do not have knowledge about verbal violence can be a factor in the occurrence of verbal violence in schools.

d. Economic Factors

This continues until the child enters school which causes a high probability that the child will commit verbal violence against those around him, especially the school. The research subjects in this study, with less economic status there were 10 research subjects, 6 research subjects with moderate economic status, and 14 research subjects with high economic status. This can be seen from the low monthly income, which is <Rp. 1,000,000, medium, which is Rp. 1,000,000-1,500,000 and high > 1,500,000. This is due to the various jobs done by parents. There are 12 parents who are laborers, 14 entrepreneurs, 8 employees, 1 civil servant, 1 soldier, 1 domestic worker and 6 housewives.

5.3 The Impact of Verbal Violence in Schools on Social Interaction

Interaction between other humans to other humans as social beings to be able to convey messages contained in us to others. However, without realizing it, sometimes the communication we do has negative terms. Words that are inappropriate to say sometimes come out of us when we are communicating with other people, these speeches can be in the form of verbal violence. Being in a school environment is often encountered utterances that contain verbal violence, it can have an impact on social interaction outside the school environment ranging from positive impacts and negative impacts.

a. Negative Impact

In the results of this study, the research subjects had a negative impact from verbal violence at school on social interaction, namely 15 people got a change in behavior to become quiet and alone. 15 people experienced disturbances in controlling their emotions, namely crying, complaining and fighting.

The results of the research on research subjects had negative impacts on verbal violence in the form of quiet behavior, solitude, disturbances in controlling emotions, crying, complaining and fighting. Most of these impacts were obtained from research subjects who were involved in fights and disputes with their friends.

b. Positive Impact

A positive impact is an influence arising from an act that has good consequences for a person or the environment. There is a change in behavior for the better, even if it is only temporary. The positive impact of verbal violence is a change in behavior for the better, even though it is only temporary and verbal violence forces him to act so that an aggressive attitude emerges, so that the child can resist the act of verbal violence, even if in the wrong way. Students who get into fights at school will be separated by teachers at school. The fight is a negative impact, the teacher who intervenes will ask what happened so that after getting the gist of the fight the teacher will intervene by providing a solution. Then the solution is a positive impact resulting from the fight. The solution is by giving advice and motivating not to repeat it.

IV. Conclusion

This chapter will describe conclusions based on the results of research conducted at the National Gultom Medan elementary school, namely: 1) Verbal violence in the form of bullying at school is carried out in several forms, including in the form of words, for example stupid, pig, devil, thin and so on. In the form of phrases, for example shut up you, impertinent and so on. In the form of clauses, children don't know how to benefit, children don't know themselves and so on. 2) The results of the study show that the factors that cause verbal violence in the form of bullying in schools are minimal knowledge, low economic status, low family characteristics, and a harsh environment that supports verbal violence against children. 3) The results of the study show that the impact of verbal violence in the form of bullying in schools on social interaction is divided into two, namely positive and negative impacts.

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