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Experiential Meanings Analysis of Teacher Verbal Abuse

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ABSTRACT

This study focuses on verbal violence by teachers against students. Verbal violence is violence that harms feelings, issuing harsh words without physical contact, in doing so dominantly teachers use material processes. This study was aimed at describing the type of transitivity (process, participant, and circumstance) and the logical meaning contained in the verbal abuse of teachers against students in schools. The data were collected from the teachers' speech to students that representing verbal violence during studying at the school. This study used a qualitative descriptive approach with the research data were verb groups (process), noun groups (participants), and prepositional phrases/adverb phrases (circumstances) that contained verbal violence in Acehnese Language. The results shows that 203 data contained verbal abuse from teachers to students. The data contains Process (material and relational), Participants (goal), Circumstances (location). Moreover, the logical meaning was found with suprasegmental logical meanings. This study focused on transitivity type. Therefore, further study on the type of analysis is recommended. The findings contribute to a deeper understanding of how language reflects power dynamics in classroom interactions. It also raises awareness of the psychological impact of teacher-student communication.

Keywords: Language; Verbal Abuse; Transitivity; Speech and Meaning

1. Introduction

Verbal aggression communication as 'verbal violence' is any language or comments available to demean, humiliate, intimidate, or act disrespectfully, resulting in feelings of inferiority, lowered self-esteem, stifled goals and ambitions [1,2]. Brendgen et al. also included the definition of verbal violence as the use of critical behaviour not only spoken words, but also the tone of voice, facial expressions, and body language [3]. Verbal violence covers: belittling, scolding, cursing, insulting, blaming, yelling, threatening, mocking, humiliating, cursing, scapegoating, negative comparisons, teasing, making bad nicknames, and negative criticism.

In 2015, there were 42,549 cases of verbal abuse in America compared to 57,286 cases of sexual harassment [4]. These are only reported cases, but according to Tencer [5], many cases of verbal abuse went unreported. A study conducted by Williamson et al. reported that the most common types of harassment in America were verbal (47.3%) followed by physical (44.5%) and sexual (21.7%) [6]. Another study reported that the majority of participants experienced three or more major side effects of verbal events they experienced during their childhood. The results also showed that at least one parent became a psychopathologist (79%), committing acts of verbal abuse (47%), sexual harassment (37%), and 26% physical abuse [7].

A case in Indonesia, to name one, was carried out by a vocational high school student in Yogyakarta, on February 21, 2019, at 1:29 a.m. One of Yogyakarta's Vocational School students has violated their teacher in the classroom and their friends clapping [8].

A similar case was carried out by a teacher at Al Azhar Kelapa Gading Senior High School, North Jakarta, on February 27, 2019. One of the tenth-grade students of which school had to be expelled from their school for calling their teacher bad words. On February 28, 2019, this student also stated that he had resigned from this prestigious school. In addition to resigning, students and their parents also submitted an apology to the school both spoken and written [9].

By that means, the researcher would like to specifically examine the problems of violence that occur in formal educational institutions against students, given the phenomenon in Aceh province in 2018 as there were 452 cases of violence against children, reported in the daily news of Serambi Indonesia Newspaper. As an illustration, an incident that tarnished the education sector with acts of violence was carried out by a group of unscrupulous teachers against the victims, the students of State Vocational School 1 of Lhokseumawe, Aceh. The student was slapped for arguing against the teacher and uttering bad words to the teacher. This action occurred when the teacher was explaining the material, while a student was busy chatting with a friend next to them, and then the teacher consciously admonished the student to stop speaking while he was teaching. The student was then angry and uttered bad words to the teacher, and so the teacher slapped them [10].

From some observations before this study was conducted, the researcher investigated several students who recalled all of their teacher's repeated verbal abuse. School teachers in Aceh use verbal abuse in the Acehnese local language. Teachers use harsh words when reprimanding or scolding their students. Verbal violence is conveyed through words that hurt and abuse the child's ability, such as saying: *ngeutkah* (you idiot), *teungeutkah* (go to sleep), *jihbangai* (you idiot), *jihbeu- eō* (you lazy), etc.

In general, verbal violence research is studied with speech act theory. Siregar described a speech act that in addition to expressing his intentions and desires, speakers also naturally aim to create and maintain certain social relationships between a speaker and another speaker [11]. In this article, to find out the problem of verbal violence, this study uses transitivity theory to discuss data on verbal violence by teachers against students in schools in Aceh. Verbal violence was chosen as the object of study at one of the junior high schools in Lhokseumawe, Aceh because it is increasingly happening in which school environment. Teachers used to use harsh words when reprimanding or scolding their students. Often these harsh words harass students' abilities or give students negative nicknames.

Several studies related to transitivity analysis as a literature review in this study are included [12–18]. Based on these previous studies, many transitivity analyses have been carried out. However, previous studies have not looked at how the use of experiential functions and word grouping of teacher verbal violence would occur and what teacher verbal violence would mean to the students during the learning process at school. Based on the background and theoretical foundations that have been previously discussed, the problem of the study is then "What is the experiential function of verbal violence in Acehnese words that are contained in the teacher's speech to students during the learning process in schools in Aceh?"

Meanwhile, this study aims to describe the experiential function (process, participant, and circumstance) in the verbal violence utterances of teachers in the Acehnese language against students during the learning process at school.

Transitivity analysis focuses on the functional realization of the system in structures and patterns that are horizontal and systematic in nature, functions or meanings that exist in the language, and functions or meanings that operate in levels and dimensions that vary in the languages studied [19,20]. The experience of the external world is developed by actions or events that happen with the people or the participants that are involved. Participants who do things that happen are called actors or participants who bear the burden of action are called goals, or participants who initiate actions taken by other participants are agents. The concept of

transitivity includes process, participant, and circumstance. The concepts below are used to analyze verbal violence data.

1) Material Process is concerned with actions and events that occur in the external world, it constructs actions and happenings, and the participants are Actors/Goals/Ranges/Beneficiaries.

2) The mental process encodes the meaning of thoughts or feelings, hoping, liking, and disliking. The participants are Senser and Phenomenon.

3) A relational Process is generated when someone connects, attributes, or identifies participants with the process.

4) Verbal, Verbiage and Projection Processes are the processes of conveying a message and projecting a process that can be followed by other clauses. Verbal processes can be determined by verbs of to say, state, report, shout, cry, ask, etc. Active participants in the verbal process are the Sayers, Verbiage, and Receiver namely the recipient of the verbal message or to him the verbal process is directed to the message (verbiage), namely a certain content is said and other participants who are involved in the verbal process called the target, namely the object of the participant relationship has been 'followed up'.

5) The behavioral process is physiological actions, such as breathing, sneezing, or coughing, and relates to processes that are on the boundary between material and mental processes.

6) The existential Process connects the existence of a thing or person.

2. Research Method

This research uses a qualitative paradigm. The data in this study are fragments of clauses, groups, or phrases that contain the teacher's oral speech to students that represent verbal violence in Acehnese language in school learning. The process of collecting data in this study was carried out by using the technique of listening with advanced techniques, namely the recording and note-taking techniques. In this study 20 speeches of teachers are recorded and transcribed.

Sudaryanto explained that in the engagement-free listening technique, the researcher does not get involved in dialogue, conversion, or speech-talk [21]; no kind of participation in the process of talking to the people who are talking to each other. The technique of engagement-free listening is through interviews with informants and reviewing all the information obtained from the informants. After that, the process of determining information from informants by taking into account the research needs, namely the complete verbal violence utterance of the Aceh language by teachers against students, which contains elements of verbal violence. The next technique is the recording process of the informants. The last technique is a note-taking technique which is done by transcribing data and marking clauses that identify the type of transitivity system (process, participant, and circumstance).

3. Findings and Discussion

In this study, it was found that the type of transitivity (process, participant, and circumstance) contained in the speeches of verbal violence in Aceh language by teachers against students during the learning process in school.

The type of transitivity process in this study that was generated by the teacher in their acts during the learning process was dominated by the material process. Based on the study, the teacher implicitly explained that if students did not obey the teacher's orders, or students made disturbances in class and skipped doing given assignment/s, the teacher was angry and sanctioned the students. The students are the Actors of the material process identified in the clause where the teacher dominates. The material process is that the teacher's actions produce speech that contains material processes related to the actions of someone who is in power because of their status and position as a teacher. Example of Verbal Abuse used by teachers: 'gunci' [lock], 'kaminah' [go], 'katop' [close], 'poh' [hit], 'peuglêh' [clean]. Moved by their emotions, the teacher embodies action through a material process. The analysis is as follows:

a) *Ku gunci kah ênteuk lam WC*

Ku	**Gunci**	kah	ênteuk	lam WC
I	**lock**	you	soon	in the toilet
Actor	**Pro: material**	Goal	Cir.	Cir.
Noun		Noun		

b) *kaminah inan*

kaminah	inan
go	away
Pro: material	Cir.

c) *Katōp babahkeuh*

Katōp	babahkeuh
close	your mouth
Process: material	Range

d) *Ku Pōh keuh*

ku	**Pōh**	keuh
I	**hit**	you
Actor	**Process: material**	Beneficiary

e) *Singōh Ka peuglêh*

singōh	Ka	**peuglêh**	WC
Tomorrow	you	**clean**	the toilet
Cir.	Actor	**Process: material**	Goal
Adv	Noun	**Verb**	Noun

Attributive relational processes are Persons and Attributes. The relational process shows how teachers as the speaker/s position themselves in the context of their views on students as the carrier with certain given attributes, as the teachers (may) think that a weak figure (the students) can be treated harshly or arbitrarily.

f) *Bĕk sokcaròng*

bĕk	sokcaròng
Do not	(be of) Smart ass
Process: relational	Attribute
Verb	Noun

The role of the participant in attributive relational processes is such as Attributes, such as *meupeuleu Ôh* (lacklustre).

Through attributive relational clauses, one can see their emotional side and their way of looking at their students.

Teachers like what they say, for example, the Attribute meurōh (clumsy), baŋai (stupid) and even feel satisfied with what they say in their speech *ngeut that mantōng* (still stupid).

g) *Meurōh that bùtkeuh*

meurōh	that	bùtkeuh
Clumsy	So much	Your work
Attribute	Cir.	Carrier
Noun	Adv	Noun

In verbal violence utterances, the dominant relational process is attributive. The role of the participant in attributive relational processes is Attributes such as ramjadah *(a child out of wedlock)*. Relational process analysis shows how teachers as speakers position themselves in the context of their view of students by highlighting the attributes given to people with whom they may think that weak figures can be treated harshly.

h) *Ramjadah Keuh*

Ramjadah	Keuh
A child out of wedlock	You
Attribute	Carrier
Noun	Noun

Furthermore, in the verbal process, it is necessary to interpret the speaker's message. The role of potential participants – Conveyor, Message, Message Receiver, and Target are required to summarize what is said in a group of nouns or clauses. The verbal process projects what is said in a nested clause. The clause that contains the verbal process will become a projecting clause and other clauses.

i) *ka kritĕng meulawan Lōm*

ka	kritĕng	**meulawan**	Lōm
already	kribo	**fight**	again
Pro: relational	Attribute	**Pro: verbal**	Cir.

Some events from mental and behavioural processes related to cognition and perception, e.g. mita (look for) papmakeuh (your mother), nging (look) jih (them), kangingnȳō ka ulang lòm (see, you did it again) found in the teacher's speech. The mental processes used by teachers can support the assumption that their intentions are emotional. Their persistent claims against students are regarded as teachers' views of status as distinct from students so they establish a personal domain ignoring students' social conditions.

j)   Jak pap ma keuh

Jak pap	ma keuh
Look for	**Your mother**
Pro: mental	**Phenomenon**
Verb	**Noun**

Behavioral processes interpret physiological or psychological behaviour. The main participant, Behave is generally a conscious being and, if not, the clause is considered a personification.

k)   Ku Aja Keuh

Ku	**Aja**	keuh
I	**Beat**	You
Behaver	**Process: behavioral**	Range
Noun	**Verb**	Noun

These processes are often versions of mental or even verbal processes. The speaker provides this information in a separate clause, but the indirect information is in a clause that uses a prepositional phrase, an adverb group, or even a nominal group that serves to describe the process in some way.

Verbal Violence Participant

Participation of objects in the process of the transitivity system usually refers to actors, values, carriers/attributes, speakers, behaver, manifestations, goals, listeners, and phenomena. Usually, this object participant refers to inanimate objects and living things. However, the material process dominates the teacher's speech to students so that the findings of the participants are focused on actors and goals. Here are the findings:

a) geunteot keuh pu ka ratoh

geunteot keuh	*pu*	***ka***	*ratoh*
Your fart	what	**you**	tell
Attribute/posd	Verbiage	**Sayer**	Pro: verbal

b) Akai Keuh Lagease

Akai	*keuh*	*Lageasė*
moral	(of) yours	Like a dog
Carrier	vocative	Attrib/Cir.
	Verb	Noun

c) Lage sibẽn kah

Lage sibẽn	***kah***
Like a monkey	***you***
Attrib/Circ	**Carrier**
	Verb

d) Ka Nging rōt prak lagė sibén

Ka	*Nging rōt*	*prak*	*lagė sibén*
You	see	Through the window	Just like a monkey
Senser	Pro: mental	Cir.	Cir.: Role

e) Drōkeuh lagė himbė

drōkeuh	*lagė himbė*
You	(are) like a bear
Carrier	Attribute: Cir.

f) Ramjadah Keuh

Ramjadah	**Keuh**
Haramjadah	**You**
Atribute	**Carrier**
Noun	**Noun**

In one of the findings above, the noun *ka* is an actor while WC is a goal. The teacher calls this sentence when they tried to threaten students, namely so that students obey the teacher's orders, both in enforcing discipline and in doing homework given by the teacher at the school.

In contrast to object participants, person participants are more directed towards actors or goals that are indicated as humans. Since the material process dominates the teacher's speech to students in the learning process at school, the findings are focused on the person participants who are in the material process only. Here are the findings;

g) nȳõ kah andalkan yah keuh keunō, Kah di rumoh mantōng

nȳõ	kah	Andalkan	yah keuh	keunō,	Kah	di rumōh	mantōng
If	You	(merely) count on	Your father's (power)	return (back)	you	to (your) home	just
	Senser	Pro: mental	phenomenon	Cir.	Actor	Cir.	Cir.
	Noun	Verb	Noun		Noun	Adv	Adv

In one of the findings above, *kah* is an actor, the word *andalkan* is a material process, the noun *yah keuh* is the goal, and *keuno* word is the circumstance. In the teacher's speech, the teacher mentions the noun *kah* refers to a student who wants to rely on his father and he feels that his parents are great people or officials.

The noun *jih* is an actor, the phrase *jibri* is a material process, and the noun *saket ule* is a goal that refers to a person. In the teacher's speech to students, the teacher mentions the noun *jih* refers to someone who wants to make a scene in class.

In addition, seen from the participant's point of view, all the participants referred to by the teacher in the form of student participants are a determining factor in the realm of experience. Participants' findings were 28 data referring to person participants and 31 data on objects. This shows that the teacher wants to do and discipline students so that the learning process would run optimally. Seen from a circumstance point of view, then the entire environment, situation, and the accompanying text are of the teacher's verbal violence against students during the learning process. Of course, circumstances are very much needed because they illustrate how the previous students were, what dreams were about to be realized, and how teachers dealt with all the problems that existed during the learning process at school. Here is one of the findings.

In the attributive relational process clause, a repeated Range Circumstance is found, for example, *that* (so much), *lōm* (again), *mantōng* (still) to notify Condition, Location Circumstance *teubit* (exit) when expelling students from class or sending to *WC*, Comparative Circumstance is *lagě himbě* (like a bear*), lagě si ben* (like a monkey), and so on.

Oftentimes, the teacher issues negative nicknames to students by calling out the *eungkong* (a type of monkey), *lutong* (a monkey), *ben* (a type of monkey), *ma-ɛ́* (a type of gecko), *ta-eut* (a type of animal disease), *ase* (dog), *bui* (pig), and so on. Even verbal acts of verbal violence that are rude and impolite are often spoken by teachers to students such as: *kureung aja* (insolent), *aneuk bajeung* (a child out of wedlock), *aneuk ase* (child of dog), *harameujadah* (haram jadah), *paleh kah* (a type of insult), *ta-eut pokpok* (a type of chicken disease), *ta-eut ija brok* (a type of animal disease), and others.

h) thò ěk pu ngōng mantōng bangai

thò ěk	pu	ngōng	mantōng	bangai
shit	goes	dry	(you) still	(are) dumbass
Attribute	Pro: relational	Attribute	Cir.	Attribute
Noun	Verb	Noun	Adv	Adv

i) Bangai that mantōng

bangai	that	mantōng
Dumbass	So much	Still
Attribute	Cir	Cir
Verb	Adv	Adv

Verbal Violence Circumstance

The circumstance is the environment, nature, or location where a process takes place. Circumstance position is at the front, middle, or end of the clause, and Circumstance applies in clauses of all types of processes. Circumstances can be compared to prepositional prepositions and adverb groups. In contrast to the participants, this Circumstance does not depend on the accompanying process in the sentence. In this study, the circumstances that dominate are the circumstances of location, range, and method. The following is an example of a circumstance found in the teacher's verbal abuse speech against students during the learning process. In the material process clause, an attributive relational is found a repeated Range Circumstance, e.g. *that* (so much), *lōm* (again), *mantōng* (still) to tell Condition, Circumstance Location *teubít* (exit) when expelling students from class or sending to WC, Circumstances Comparison *lagě himbě* (like bears), *lagě si ben* (like monkeys), and others.

a) *Bangai that mantōng*

bangai	*that*	*mantōng*
Dumbass	So much	Still
Attirbute	Cir.	Cir.
Verb	Adv	Adv

b) *Ngeut that mantōng*

ngeut	*that*	*mantōng*
Stupid	So much	Still
Attribute	Cir.	Cir.
Verb	Adv	Adv

c) *Drōkeuh lagě ule*

drōkeuh	*lagě ule*
You	(are) like a snake
Carrier	Attribute: Cir.

d) *Ku Preh ino beoh matě keuh*

Ku	*preh*	*ino*	*beoh*	*matě*	*keuh*
I	wait	(for you) here	yeah	die	you
Actor	Pro: material	cir	particle	Pro: behaviour	behaver
	Noun	Verb	Noun		

Verbal violence occurs when students that are considered naughty under their view make noise, annoy friends, talk in class or are undisciplined and cheat on their friends' exams. Student delinquency and crime are opportunities for verbal abuse by teachers. Not all verbal violence is done when the teacher is emotional and uncontrolled, sometimes teachers do not realize that they are verbally abused on their students by harassing their students.

Participants are obtained from the noun group. The results showed that the participant's goal is the part of the human body was used by the teacher in harassing students such as *ěk keuh* 'your shit', *mata keuh* 'your eyes', *ěk punggung* (your shit from your ass), *geunteotkeuh* (your fart), *ěk geunteot* (shit and fart) and *punggongkeuh* 'your ass'.

Second, the participants use the names of animals and spirits that the teacher uses to dub students. Animal participants are such as *bui* 'pig', *asě* 'dog', *běn* 'monkey', *bue* 'a kind of monkey', *iěk* 'duck', *manok* 'chicken', dan *kaměng* 'goat'.

The people of Aceh know these six animals not only as of the basic meaning above but more than that, these six animals have their own bad temper, so the people of Aceh often use them in cursing. *Bui* 'pig' is known as a very dirty and greedy animal. These animals are known to eat anything, including human waste. The noun *asě* 'dog' under the view of the Acehnese people is an animal that does not discriminate in terms of mating. *Binatang leumo* (oxen) also has a downside in the Acehnese experience. Besides being meaningful as explained above, *Leumo* is known as a lazy animal. *Sibên* in the view of the Acehnese people, especially those who have gardens on the edge of the forest, is an animal that eats and destroys the community's crops so that these animals are often hunted and even shot with an air rifle when residents see them in their plantation area. Moreover, *That Ma op* 'a type of ghost', *antu* 'ghost', *iblih* 'devil', *jen* 'genie' and *devil* 'satan' has different meaning fields from other creatures so that one lexical unit must be separated to facilitate the analysis of its meaning components.

Persons harass or corner Attributes with words that are human nature in the Acehnese language which are often used to vent their displeasure. These adjectives are *bangai* (stupid), *beueo* (lazy), *ngeut* (stupid), *teungeut* (overslept), and others. The attribute function of *bangai* (stupid), *beueo* (lazy), *ngeut* (stupid), *teungeut* (oversleep) is included in the adjective category having several meaning components as in the following table:

Participants are used in violent verbal cursing. Those who belong to this group are *paleh that* (so mean), *pap mai* (where is your mother), *puko mai* (motherfucker), *aneuk bajeung* (child out of wedlock), *ramjadah* (bastard).

The word *ta eut pok-pok* "a type of animal disease" means a chicken disease. There are two terms of this chicken disease, namely *ta eut pok-pok* and *ta eut ija brok*. The word *ta eut pok-pok* "a type of animal disease" also means one of the diseases in chickens. Acehnese people who raise chickens often experience this disease in their pets. If this disease attacks domestic animals, they will suddenly die and the caretakers cannot save them. Likewise with *ta eut ija brok* disease, which means one animal disease such as goats or other animals. This disease is a disease that is deadly, in a malignant way, with blackened animal body shape and wrinkled skin. The term is often used by people when they are angry and people they don't like, then these words are used to describe the person they are talking to like the disease.

Participant Nouns to Threaten. Those included in this category are *ka eu keuh* (look), *matě keuh* (die you), *kuprẽh keuh* (I wait for you) and *neu eu keuh* (look), in terms of the form, *ka eu keuh* (look). These words have a transitivity assessment of the teacher's verbal violence speech against students in the learning process, which produces three conclusions, namely 1) all types of transitivity (process, participant, and circumcision) are found in the data analysis as for the material process, participant goals, and location circumstances, are predominantly used by teachers against students in the learning process. The process has an important role in analyzing the goals the teacher wants to convey to students in the learning process at school.

The participant of the noun for threatening is *ka eu keuh* (look), *matě keuh* (you die), *kuprẽh keuh* (I wait for you) dan *neu eu keuh* (look). in terms of form, *ka eu keuh* (look), *matě keuh* (you die), *kuprẽh keuh* (I wait for you) and *neu eu keuh* (look and see) is a word and is a category of verbs or verbs that are often used by speakers to threaten the other person (Pt).

This can be seen in the following example:

Discussing the experiential realm in the transitivity system, it is found that the processes, participants, and circumstances contained in the verbal abuse of teachers against students in the learning process at school. In this case, the type of transitivity system process that dominates the teacher's speech to students is a material process which means a process that describes activities and events, the realization of which have already occurred or are about to occur.

4. Conclusions

This study reveals that teacher verbal abuse in the school context is predominantly expressed through material and relational processes, where students often serve as the goal of such utterances. The findings emphasize the presence of experiential meanings conveyed through specific transitivity patterns—mainly involving verb groups, noun groups, and circumstances of location. Additionally, the

logical meanings, identified through suprasegmental features, further highlight how verbal abuse is structured and communicated in teacher-student interactions. These insights contribute to a deeper understanding of the linguistic forms of verbal violence in educational settings and underscore the need for increased awareness and intervention strategies to foster a more respectful and supportive learning environment.

Author Contributions

Conceptualization, M.H. and T.S.S.; methodology, M.H.; software, E.S..; validation, A.S., R.G., and E.S.; formal analysis, M.H.; investigation, M.H.; resources, M.H.; data curation, T.S.S; writing—original draft preparation, M.H.; writing—review and editing, T.S.S.; visualization, M.H.; supervision, T.S.S.; project administration, M.H.; funding acquisition, T.S.S. All authors have read and agreed to the published version of the manuscript.

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