

Implementation of Learning Expressing Agreement and Disagreement to Improve Anti-Bullying Attitudes in Schools

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ABSTRACT

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Penelitian ini menerapkan program pembelajaran Bahasa Inggris yang mengintegrasikan materi *expressing agreement and disagreement* dengan tema anti-perundungan untuk menguatkan keterampilan berbicara sekaligus sikap sosial siswa. Menggunakan desain deskriptif kualitatif, program ini dilaksanakan pada 30 siswa kelas XI di salah satu SMA negeri. Data dikumpulkan melalui observasi kelas, lembar kerja siswa, dan angket yang diisi oleh lima responden terpilih. Hasil menunjukkan bahwa sekitar 97–98% siswa memiliki pemahaman konsep yang kuat terhadap ungkapan yang dipelajari, dan meskipun beberapa awalnya ragu untuk berbicara spontan, kepercayaan diri serta kesantunan berbahasa mereka meningkat selama diskusi kasus perundungan. Siswa mampu mengidentifikasi bentuk perundungan, menjelaskan dampaknya, memberikan solusi, dan menyampaikan pendapat dalam bahasa Inggris dengan ekspresi yang sopan. Secara keseluruhan, program ini membuktikan bahwa pembelajaran Bahasa Inggris dapat mendukung pembentukan karakter ketika dikaitkan dengan tema sosial nyata, sehingga siswa mampu berkomunikasi secara santun sekaligus memiliki kesadaran anti-perundungan.

This study implemented an English learning programme that integrated expressions of agreement and disagreement with an anti-bullying theme to strengthen both speaking skills and students' social attitudes. Using a descriptive qualitative design, the programme was carried out with 30 eleventh-grade students at a public senior high school. Data were collected through classroom observation, student worksheets, and a questionnaire completed by five purposively selected respondents. The results showed that approximately 97–98% of students demonstrated strong conceptual understanding of the target expressions, and although some initially hesitated to speak spontaneously, their confidence and polite communication improved during discussions on bullying cases. Students were able to identify types of bullying, describe their impacts, propose solutions, and express opinions in English using respectful expressions. Overall, the programme proved that English learning can support character development when connected to real-life social themes, helping students communicate politely while developing anti-bullying awareness.



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INTRODUCTION

Bullying continues to be a serious concern in school environments and is widely recognised as a threat to students' emotional, social, and academic development. Bullying may take the form of verbal insults, exclusion from peer groups, physical intimidation, or online harassment, all of which can lead to long-lasting psychological distress for victims (Smith & Brain, 2023; Rahayu et al., 2024). During adolescence, students are in a sensitive stage of identity development, and experiences of bullying are often associated with reduced confidence, a weakened sense of belonging, and lower engagement in learning activities (Olweus, 2020). For this reason, schools are expected not only to focus on academic

achievement but also to cultivate empathy, character, and responsible communication among learners (Johnson, 2021).

In English language learning, one approach that can support this goal is the integration of language functions with value-based themes. Teaching expressions of agreement and disagreement helps students convey opinions, respond to others respectfully, and negotiate meaning in discussions. When such expressions are taught within a relevant context—such as anti-bullying themes—students are encouraged to develop both linguistic competence and social awareness (Creswell, 2021; Taguchi, 2019). Previous studies also indicate that explicit instruction in polite disagreement can promote positive interaction and reduce conflict escalation during peer communication (Hutchinson & Smith, 2022; Alghamdi, 2023).

Although studies on agreement and disagreement expressions are well documented, many of them concentrate on linguistic forms and politeness strategies without exploring how these expressions can be applied to reinforce character values in classroom interactions (Khoirunnisa & Hardjanto, 2018; 'Azzah & Mujiyanto, 2023). A preliminary needs analysis at a public senior high school in Palangka Raya revealed that students already recognised expressions such as *I think*, *I agree*, and *I'm afraid I disagree*; however, they experienced hesitation when speaking spontaneously and showed inconsistent pronunciation. Questionnaire responses suggested that approximately 97–98% of learners preferred learning through videos, example dialogues, and the use of technology such as AI-assisted speaking tools. This indicates that learners possess strong cognitive knowledge but still need more practice in real-time communication.

Based on these observations, a learning programme was developed to integrate expressions of agreement and disagreement within an anti-bullying context. The programme aimed to enhance students' confidence, pronunciation accuracy, and spontaneous speaking ability through activities such as video-based modelling, guided pair practice, group discussions on bullying cases, and AI-assisted speaking tasks. By connecting language learning with moral values, the programme is expected to help students become confident, polite communicators who contribute to a respectful and non-bullying classroom environment (Mercer, 2019; Samara & Smith, 2023).

METHOD

Research Design

This study employed a descriptive qualitative design to capture classroom phenomena as they naturally occurred without manipulating variables (Creswell, 2021). The design was chosen to describe the implementation of a learning programme that integrated expressions of agreement and disagreement into an anti-bullying theme. It enabled the researcher to observe students' participation, communication behaviours, responses, and difficulties during classroom activities in a natural and detailed manner. According to Patton (2015), a qualitative descriptive approach is suitable for investigating classroom interaction, communication patterns, and students' learning experiences based on direct observation.

Participants

The participants were 30 eleventh-grade students from a public senior high school in Palangka Raya. The class consisted of learners with different English proficiency levels, ranging from basic to intermediate. All students took part in the learning programme during their regular English lessons. To complement classroom observations, five students were selected using a simple purposive sampling technique to complete a short questionnaire. The purpose was to obtain additional insights regarding confidence, challenges in spontaneous speaking, pronunciation needs, and media preferences.

Research Setting

The programme was carried out in an English classroom at a public senior high school in Palangka Raya during the 2025 academic year. Facilities such as a projector, speakers, and internet access supported the implementation of video-based instruction and AI-assisted speaking activities. The programme was delivered in two 90-minute sessions and included video observation, pair practice, group discussion, speaking practice, and reflection.

Instruments

Four instruments were used to collect the data:

1. Observation Checklist – recorded students’ participation, accuracy in using agreement–disagreement expressions, level of politeness, and interaction during group discussions.
2. Field Notes – documented spontaneous classroom reactions, atmosphere, challenges during practice, and notable events during speaking activities.
3. Student Worksheets – included short dialogues, bullying case analyses, and reflection questions about appropriate responses to bullying using the target expressions.
4. Short Questionnaire – ten statements were completed by five students to measure perceptions of knowledge of expressions, speaking confidence, spontaneous speaking difficulty, and preferred media and technology. The responses showed approximately 97–98% agreement, indicating strong conceptual understanding of the target expressions and high interest in video-based and AI-assisted learning, while revealing limited fluency in spontaneous speech.

Research Procedures

Preparation Stage

The preparation stage involved conducting preliminary observations; designing lesson plans focused on agreement–disagreement expressions; preparing videos, worksheets, bullying case scenarios, and the AI-based speaking component; and developing a short student questionnaire.

Implementation Stage

The learning programme consisted of the following steps:

1. Video Observation: Students watched a short video showing polite agreement and disagreement and identified useful expressions and speaker intonation.
2. Guided Practice: Students practised key expressions in pairs with teacher guidance and pronunciation correction.
3. Group Discussions on Bullying Cases: Students discussed several bullying scenarios and expressed their opinions using the target expressions while analysing solutions and emotional impacts.
4. AI-Assisted Speaking Practice: Students used an AI/chatbot tool to repeat expressions, receive pronunciation feedback, and respond to simple prompts, supporting learners who were hesitant to speak spontaneously.

Data Collection

Data were collected concurrently during the learning process using observation checklists, field notes, worksheets, and questionnaire responses. Collecting data during instruction allowed the researcher to obtain an authentic understanding of both students’ performance and their perceptions of the learning programme.

Data Analysis

Data were analysed using the Miles, Huberman, and Saldaña (2014) framework consisting of:

1. Data Reduction: selecting relevant information from observation notes, field notes, worksheets, and questionnaire results; grouping the data by themes such as participation, confidence, pronunciation difficulty, and media preferences.
2. Data Display: presenting the reduced data in narrative form supported by documentation photos and a simple percentage table to show the 97–98% agreement found in the questionnaire.
3. Conclusion Drawing: deriving patterns such as strong understanding of agreement–disagreement expressions, hesitation in spontaneous speaking, generally high confidence, and students’ preference for audiovisual and technology-based learning.

RESULTS AND DISCUSSION

The learning programme on *expressing agreement and disagreement* integrated with an anti-bullying theme was designed to help students communicate politely while increasing their awareness of bullying issues. The findings were collected through classroom observation, student worksheets, and a questionnaire completed by five students selected purposively to represent the 30 participants. Overall, the programme showed positive outcomes in both linguistic development and students’ social awareness when responding to bullying cases.

Conceptual Mastery of the Target Expressions

The questionnaire results indicate that around 97–98% of students understood the expressions for giving opinions, agreement, and disagreement. Students recognised and remembered key expressions such as *I think*, *In my opinion*, *I agree with you*, and *I’m afraid I disagree*. This was confirmed through

observation during the video session, where students were able to identify and repeat the expressions used in the sample conversation.

These findings show that students had a strong linguistic foundation to participate in communication tasks. This supports Creswell (2021), who states that linguistic knowledge is an important basis for learning interaction.

Supporting Documentation:



Figure 1. Delivery of material on expressing agreement and disagreement within an anti-bullying theme.

Development of Spontaneous Speaking and Polite Language

At the beginning of the activity, some students were still hesitant to express their opinions spontaneously in English. This hesitation was shown through pauses before speaking, the use of fillers such as *uhm* and *hmm*, and occasionally switching to Indonesian when unsure about pronunciation. Such behaviour shows that students needed confidence to apply their knowledge in real communication, which aligns with Hutchinson and Smith (2022).

However, a noticeable improvement appeared during the discussion of bullying cases. Although there was no formal speaking practice, several students voluntarily expressed their opinions in English using clear sentence structure and polite expressions, such as *I respect your opinion, but I disagree because...* or *I think there is another point to consider*. This suggests that a supportive discussion atmosphere encouraged them to speak more naturally.

These developments support Mercer (2019), who explains that collaborative interaction can increase students' fluency and confidence in spoken communication. In addition, the improvement in politeness supports Johnson (2021), who highlights that polite communication helps maintain positive social relationships in learning environments.

Supporting Documentation:



Figure 2. Students watching a video about bullying while identifying related language expressions.

Effectiveness of Video, Discussion, and AI Exposure as Learning Media

The results show that the use of video, group discussion, and AI exposure as an example of language use helped increase student engagement. Although there was no speaking practice using AI, all three media contributed to students' understanding of how the expressions are used in social contexts.

1. Video helped students observe how agreement and disagreement are expressed in real situations. Students were actively engaged and reacted to scenes that portrayed bullying.
2. Group discussion gave students space to share their views on bullying cases. Some students chose to express their ideas in English using polite expressions.

3. AI was introduced only as an example of correct expression and pronunciation through an automated dialogue display. The questionnaire showed that students liked the presence of technology and considered AI helpful as an additional reference.

These findings support Smith and Brain (2023), who describe multimedia as a meaningful support for language comprehension, and are also in line with Mercer (2019), who emphasises the value of reflective interaction for communication and critical thinking.

Supporting Documentation:



Figure 3. Students discussing bullying scenarios and applying expressions of agreement and disagreement.

Growth in Social Attitudes and Anti-Bullying Awareness

The programme showed benefits not only in the linguistic aspect but also in students' social attitudes. Based on student worksheets and observations, students were able to:

1. identify different forms of bullying,
2. analyse the impact on victims,
3. propose possible solutions, and
4. respond to bullying situations using polite and supportive language.

Some of the students who were initially passive started to show confidence in rejecting bullying behaviours politely, for example: *I don't think it is right to treat someone like that* or *I disagree because bullying hurts others*. This indicates that integrating language learning with moral values may support character development.

This finding supports Johnson (2021) and Samara & Smith (2023), who highlight that polite communication helps support healthy social relationships in the school environment.

Supporting Documentation:



Figure 4. Group photo of the programme team and student participants at the end of the activity.

Overall, the programme proved effective in strengthening students' linguistic competence, confidence, and moral awareness. The results indicated that students were able to understand the expressions well, apply them in discussions, and become more aware of how to respond politely in situations related to bullying. The combination of videos, group collaboration, and AI-assisted practice created a supportive learning environment that encouraged active participation. These findings highlight that integrating language instruction with real-life themes such as anti-bullying can enhance both communicative competence and character education, supporting the view of Hutchinson and Smith (2022) that communication skills and interpersonal values must be taught simultaneously to foster healthy peer relationships.

Synthesis of Findings

Overall, the programme shows a strong connection between linguistic performance and social behaviour. Students not only mastered the expressions conceptually but also began to apply them in meaningful social contexts related to anti-bullying.

Learning Outcome	Result
Concept mastery	Very good (97–98%)
Spontaneous speaking	Positive improvement
Self-confidence	Increased through group discussion
Polite communication	Improved when responding to bullying
Anti-bullying awareness	Positive development

These results suggest that English learning can be a medium for strengthening character education when taught through real-life themes. This supports Taguchi (2019), who states that pragmatic learning becomes more effective when linked to real social contexts, and is also aligned with Johnson (2021), who notes that linguistic skills and moral values can develop at the same time.

CONCLUSION

The learning programme that introduced expressions of agreement and disagreement through an anti-bullying theme produced meaningful academic and social benefits for students. The findings showed that the participants had a strong understanding of the target expressions, which allowed them to follow the learning activities effectively. Although hesitation and lack of confidence were initially observed when speaking spontaneously, the learning process helped students gradually become more willing to share their ideas in English using polite and structured expressions.

The integration of video and group discussion played an important role in creating a supportive learning atmosphere. Students were not only focused on recognising the language forms used in real communication, but they also learned how to respond respectfully when discussing bullying cases. As a result, their awareness of the importance of polite communication and empathetic behaviour increased throughout the programme.

Overall, the implementation demonstrated that language learning can be both academically meaningful and character-building. When students learn English through real-life themes, such as anti-bullying, they not only improve their linguistic competence but also develop social values that support a positive and respectful school environment. These findings reinforce the idea that English learning becomes more impactful when it connects language skills with moral understanding, as suggested by Creswell (2021), Smith and Brain (2023), and Hutchinson and Smith (2022).

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