

Language Crime by Students in the Communication Process on Campus

Resnita Dewi

Universitas Kristen Indonesia Toraja

resnita@ukitoraja.ac.id

Roni La'biran

Universitas Kristen Indonesia Toraja

ronilabiran@ukitoraja.ac.id

Corresponding email: resnita@ukitoraja.ac.id

Abstract

This study aims to identify and analyze language crimes that occur in the communication process among students on campus using a forensic linguistic approach. The research method used is a qualitative descriptive method with note-taking techniques. The respondents in this study are students of the Indonesian Christian University of Toraja. The results of the study indicate that language crimes in communication among students on campus occur in several forms of verbal harassment using animal names such as *bai* or pig, *asu* or dog, *buaya* for crocodile, and *balao* for rat. In addition, there is also language crime using the *bombo* or devil. This can affect the mental health and well-being of the victimized students. Lecturers and student organizations have an important role as supervisors and enforcers of regulations, as well as providing education and guidance on language ethics within the campus environment.

Keywords: *language crime, students, on campus*

Introduction

Language is a communication tool used by humans to convey messages or information between each other. In communication, language plays an important role in conveying the meaning or message that the language user (sender) wants to convey to the message receiver (recipient) (Dewi, 2019). Language allows humans to experience more complex social interactions and enables us to share knowledge, experiences, ideas, and emotions with others.

In its use as a communication tool, language has several important elements, including: phonology, which is the sounds used in language; morphology, which is the way words and affixes are formed; syntax, which is the way sentences or phrases are constructed in language; semantics, which is the meaning of words in language; and pragmatics, which is the use of language in social and cultural contexts (Dewi, 2022). The combination of these elements allows language as a communication tool to be used in various situations and contexts, such as in everyday conversations,

discussions, presentations, or even social media (Dewi, 2022). Therefore, language can be said to be one of the most important and fundamental human abilities in social interaction and daily life.

The use of language by students on campus can affect the social and cultural interactions that occur in the campus environment. Therefore, it is important for students to understand the appropriate communication context and pay attention to etiquette and politeness in using language. Unfortunately, language crimes such as insults, intimidation, or harassment sometimes also occur in communication between students on campus (Herwin et al., 2021; Warami, 2021). This usually happens when students use language for unethical or malicious purposes. For example, when students insult or belittle fellow students, lecturers, or campus staff using harsh or demeaning words. This can disrupt the comfort and security of the campus environment and harm the mental and emotional well-being of the victim (Dewi & Rukuk, 2022; La'biran et al., 2019).

In addition, language crimes can also take the form of intimidation or threats, such as when a student threatens or intimidates another student using scary or cornering words (Suryani et al., 2021). This can cause the victim to feel unsafe and uncomfortable in the campus environment.

In cases like this, it is crucial for students to understand the etiquette and politeness in using language. Students should avoid using harsh or demeaning words and avoid using language that can pose a threat or intimidation to others (Saputro, 2019). If language crimes occur, victims can report them to campus authorities or authorized parties to handle such cases.

The use of linguistic forensic is studied in analyzing language crimes (Hendrokumoro et al., 2019; Rusdiansyah, 2021). The application of linguistic forensic (Al-Maliki, 2022; Ali, 2020; Kuznetsov, 2020) to language crimes can help uncover and solve cases of language crimes that occur in the campus environment. Linguistic forensic itself is a branch of linguistics that uses scientific methods to help uncover cases of language crimes (Karenisa, 2020; Susanto & Nanda, 2020).

In the application of linguistic forensic, language experts will analyze the language and speech used by perpetrators of language crimes, both in written and spoken forms (Herwin et al., 2021; Sukirno, 2022). They will examine language patterns, sentence structures, word choices, and language styles used by perpetrators of language crimes. From this analysis, language experts can determine

whether the language used in the crime is rude, degrading, or contains elements of threats or intimidation.

In addition, the application of linguistic forensics can also help identify language crime perpetrators who try to hide their identity. Language experts can analyze language characteristics such as dialects or idiolects used by language crime perpetrators to help identify the person who committed the crime.

In the context of campus, the application of linguistic forensics can assist the university or authorities in handling language crime cases such as insults, intimidation, or harassment that occur among students or with faculty and staff. Thus, the application of linguistic forensics can help increase the safety and comfort of the campus environment and ensure that language crime perpetrators are held accountable for their actions.

Language Crimes refer to acts or behaviors that violate the norms or rules of language that exist in a society. Language crimes can take the form of using abusive language, insults, harassment, or other forms of violence committed through language (Sukirno, 2022; Warami, 2021). Language crimes can occur in various situations, both in daily life and in the digital world, such as social media or instant messaging platforms (Al-Maliki, 2022). Language crimes often have harmful effects on the victim and society as a whole, so they need to be taken seriously and efforts should be made for prevention and appropriate handling (Gavaldà & Queralt, 2020; Marko, 2022; Salado, 2021).

There are various types of language crimes (Mintowati, 2016). These actions include defamation, which involves the use of words or sentences that directly or indirectly damage someone's reputation. Additionally, there is sexual harassment using language, which is the use of language or words to degrade or demean someone based on their gender or sexual orientation. Furthermore, racism or discrimination involves the use of language that degrades or harms individuals based on factors such as their ethnicity, religion, race, or culture. On the other hand, there is also intimidation using language to frighten or threaten individuals, either physically or psychologically.

Language crimes are also evident in hate speech. Hate speech is the use of language or words that incite hatred towards a particular group. Furthermore, cyberbullying is a language crime committed through digital media or the internet, such as sending rude messages or making threats through social media or instant

messaging platforms. Additionally, there is language-based fraud, which involves the use of language or words to deceive or manipulate someone for a specific purpose, such as in phone or email scams. Finally, insults involve the use of language or words that belittle or mock someone with the intent of tarnishing their reputation or reducing their self-esteem.

Language crimes can have extremely negative effects on the victim and society as a whole, including psychological damage, loss of self-image, and even physical violence ("Hate Speech Acts on Social Media (Forensic Linguistics Study)," 2022; Heinze & de la Guía, 2020; Perkins, 2021; Ramezani et al., 2016). Based on the above, the research problem statement for this study is: "What are the forms of language crimes that occur within the campus environment?"

Research Methodology

The research is a qualitative study (Fiantika, 2022; Prof.Dr.Sugiyono, 2020). Qualitative methods (Fiantika, 2022; Hasanah, 2017; Pintek, 2021; Solihin, 2021) can be used to gain deeper insights into language-related crimes that occur on campus, such as the most common types of language-related crimes, the motives of perpetrators, and the impact of language-related crimes on the campus environment. The approach used in this research is forensic linguistics, which is used to analyze the language and speech used by language offenders by looking at language patterns, sentence structures, word choices, and styles of language used. This analysis can help identify the types of language-related crimes that occur and can also help determine the responsibility of offenders for their actions.

Data in this study was collected through observation and note-taking techniques (Aditya, 2021; Admin, 2022; Pintek, 2021). Observation techniques can be done by directly observing student behavior on campus, such as how they speak, writing on walls, or rude remarks made in daily conversations. Observation can also be done through social media or online platforms used by students. This technique can be done by recording all forms of conversation, actions, or events related to language-related crimes that occur on campus. The following should be noted in this research:

1. Rude words or sentences used by students
2. The context or situation when language-related crimes occur
3. The frequency of language-related crimes occurring

4. The identity of the perpetrator or victim of language-related crimes
5. The type of media used for language-related crimes, such as face-to-face conversations, text messages, social media, or campus newspapers Careful and systematic data recording will facilitate researchers in analyzing the data collected. In addition, note-taking techniques can help researchers avoid bias and errors in data collection.

The data in this study is analyzed using the Miles and Huberman analysis technique (Harahap, 2021; Lisabella, 2013; Miles & Huberman, 2014). In the context of studying language crimes in communication among college students, this technique can be used to analyze the data that has been collected through observation and note-taking techniques. The following are the stages of Miles and Huberman data analysis that can be used in this study:

1. Data Reduction The data reduction stage aims to simplify and narrow down the language crime data that has been collected. In this stage, the researcher selects relevant and focused data for further analysis.
2. Data Display The data display stage aims to describe and explain the language crime data among college students that have been reduced. In this stage, the researcher can use various techniques to organize the data and explain the findings, such as creating a narrative or description of the findings.
3. Data Verification The data verification stage aims to ensure that the analysis is in line with the data that has been collected. In this stage, the researcher can use the data verification technique of triangulation, which involves comparing the analysis results with other data that has been collected to ensure the accuracy of the analysis.

In studying language crimes in communication among college students, the Miles and Huberman data analysis technique (Gusnardi & Muda, 2019; Miles & Huberman, 2014) can help the researcher identify patterns of language crimes that occur and explore the purpose and impact of these crimes. This technique can also help the researcher organize and present data systematically, making it easier to draw conclusions and interpret the results of the study.

Findings and Discussion,

Finding

Verbal crimes in communication among university students can encompass various actions that violate norms and ethics of communication. One form of language crime committed by students on campus is the use of animal names.

Student 1: Jam berapa mi le'?
(What time is it?)

Student 2: Cepat-cepat ko asu, terlambat ki!
(Hurry up, dog, we're already late!)

The above data shows language crime used by a student against another student in their WhatsApp group. The speech indicates an insult made by student 1 (S1) who called his friend (S2) an *asu* or dog. In Indonesian society, referring to someone as a dog is considered inappropriate and unethical. Dogs are animals and should not be used to address someone. Addressing someone using the term *asu* or dog is a form of humiliation towards the speaker's interlocutor.

Student 1 : Pia mariga-riga, susi bang *bai*!
Dirty child, like a pig!

The text above describes a case of linguistic offense committed by a student against another student. The linguistic offense in the utterance is evident in the use of the word *bai* calling someone *bai* in Indonesian society is considered an insult. *Bai* in the Indonesian dictionary is defined as a long-snouted, thick-skinned, and coarse-furred suckling animal; 2 very rude curse words. Therefore, calling someone a pig means cursing them harshly.

The use of the word *bai* or pig as an insult is considered very sensitive. For some people, especially Muslims, pigs are forbidden animals. This makes using the word *bai* or pig as a greeting or insult extremely disrespectful and inconsiderate. On the other hand, for Toraja people who are mostly Christians, although it is still impolite to greet someone using the word pig, because they do not consider pigs forbidden, the reaction to such impoliteness is not as significant.

Student 1: *Masak habismi uang khas ta*
Did we really use up all the class funds?

Student 2: *Samannka balao tu bendahara*
Our treasurer is like a rat.

Further data shows that the language used by the students constitutes a language offense in the form of insults. The use of the word *balao* or rat to refer to a

human being is an insult. In the Indonesian language, *balao* refers to a rodent that is considered a pest. According to the Indonesian Language Center, this type of language usage is offensive and can cause hurt feelings.

The above discourse shows that Student 2 is frustrated upon realizing that the class funds have been used up, even though it is not confirmed. This triggers Student 2's emotion, causing him/her to refer to their treasurer as a rat. In Indonesian daily life, rat is used to refer to corrupt individuals or those who cheat and take what belongs to others.

Student 1: *Meala omo buaya!!!!*

Look, it's the crocodile again!!!!

Student 2: *kappa ko anu!*

Shut up, you!

Data following shows the use of abusive language by the students, specifically the word *buaya* (crocodile) which is used to insult a person. In Indonesian dictionary, *buaya* refers to a cold-blooded crawling animal with a large and tough-skinned body, breathing with lungs, living in water (rivers, seas), and having different types such as *crocodilus porosus*, etc. Therefore, the use of *buaya* to address a person is considered offensive and insulting.

In the conversation above, Student 1 addressed Student 2 as *buaya* because he knows that Student 2 is a man who likes to play with women's feelings. This triggered Student 1's emotions and made him insult Student 2 by calling him a crocodile. In Indonesian society, the word *buaya* is commonly used to refer to men who cheat or are unfaithful in relationships.

Apart from using animal names, the language crimes of the students also use other forms that are equally vulgar, namely *bombo* or *devil*. This is evident in the following data.

Student 1 : *Eh bombo, mangka mo tugasmu?*

Hey devil, have you finished your task?

Student 2 : *Inda mutambai bombo?*

Why do you call me devil?

Student 1 use of the word *bombo* or *devil* in addressing Student 2 is an act of language offense, indicating insult towards his fellow student. In Indonesian society, calling someone *bombo* is an insult. This is in line with the definition of *bombo* as 'evil spirit (that always tempts humans to behave badly); 2 words to express anger; curse:

-- you, get out of here; 3 people who have very bad behavior (like to sow discord and so on). By calling someone *bombo* or ghost, it means that we are equating them with evil spirits.

The conversation above actually shows the speaker's rejection of being called *bombo*. This is evident in the response of the speaker who asks "Why do you call me *bombo*?" indicating their refusal to be addressed in such a manner.

Addressing someone with the word devil is an inappropriate and rude action. Devil refers to a creature that is considered evil and harmful to humans in certain religions and beliefs. Using the word devil as a form of greeting can cause discomfort and insult to the person being addressed. Therefore, it is advisable to avoid using the word devil as a greeting and always speak in a polite and respectful manner.

Discussion

Crimes involving language by students can refer to various behaviors that violate social norms and language ethics (Ali, 2020). One form of language crime committed by students is through the use of animal names and the use of "setan" (devil) as a form of address. Language crimes refer to the use of words that degrade or insult someone by comparing them to animals or using terms related to animals and devils to taunt or belittle them. This can be considered a form of harassment or discrimination and should be avoided (Zifana et al., 2022).

Language crimes can be considered a form of verbal abuse or insult towards someone. For example, if someone uses animal names such as *babi* (pig), *anjing* (dog), *tikus* (rat), and *buaya* (crocodile) to degrade someone, it can be considered verbal abuse or insults. In addition, the use of animal names that are considered unpleasant or disliked by some people can also trigger discomfort or offense to those who hear them. Therefore, it is important to avoid using animal names in a demeaning way or hurting other people's feelings (Nieto, 2020).

One of the causes of language crimes committed by students in communication is the lack of understanding of language ethics. Some students may not have enough understanding of language ethics and how to communicate well and politely. This can lead to the use of rude or degrading words, as well as inappropriate behavior in communication.

The strong influence of popular culture can also be one of the causes of language crimes committed by students. Popular culture such as movies, music, and social media can influence the way students talk and communicate. If popular

culture shows rude or degrading language, then this can have a negative influence on students' communication skills. This can also influence their habits in socializing. Students who often hang out with friends who speak in a rude or impolite manner are likely to be influenced and follow such habits.

In addition, unstable emotional conditions among students can also contribute to language crimes (Dewi & Rukuk, 2022). When students are experiencing problems, it can be easy for them to engage in language crimes. Unstable emotional conditions such as anger, frustration, or stress can lead students to use harsh or degrading words in communication. This can happen because emotions are too strong or out of control. Another cause of language crimes among students is the desire to gain attention or popularity. Students may use harsh or degrading words to gain attention or popularity among their peers, especially in groups or environments that tend to support or appreciate such behavior.

High academic demands in the academic environment can also be a cause of language crimes among students. High academic demands such as assignments, exams, or presentations can create stress for students. This can affect the way students speak and communicate, especially if they feel pressured and uncomfortable. In addition, a lack of awareness of the impact of spoken words can also contribute to language crimes among students. Some students may not realize that their words can emotionally affect others. This can cause students to speak harshly or degradingly without thinking about the consequences for others.

By having a better understanding of the causes of language crimes among students, it is hoped that students can become more sensitive and wise in their communication, and avoid using harsh or degrading words. Therefore, it is important for students to pay attention to language ethics and understand the consequences of their actions. Students should also acquire education and experiences that strengthen their language skills and good language ethics. Furthermore, collaborative efforts between educational institutions and society can help prevent language crimes and promote a culture of respect and understanding.

Language crime by students can have a very detrimental impact on themselves, the surrounding environment, and the educational institution they represent. One of these impacts is damaging the image of the educational institution. Language crimes using animal names by students can damage the

image of the educational institution they represent. This can cause authorities, the community, and other students to lose trust and respect for the institution.

The use of language crime can increase discrimination. Language crimes using animal names by students can increase discrimination against certain groups, such as discrimination against those who are considered uncivilized or weak. This is not in line with the human values that should be instilled in the education world. In addition to discrimination, language crime can also threaten campus security. Language crimes using animal names by students can threaten the safety of the surrounding environment, especially if their use is accompanied by violent or intimidating actions. This can cause discomfort, anxiety, and even trauma for individuals who are targeted.

To eradicate language crimes in student communication on campus, teachers have an important role to play. One of them is that teachers are obliged to educate about language ethics. Teachers can provide effective education and learning about the ethics of language that apply in the education and community environment. Teachers can provide clear examples of how to use polite and courteous language. Another role of teachers is to help build student awareness. Teachers can help students understand the consequences of their actions and build awareness of the importance of maintaining good language ethics. Teachers can teach that the use of rude or derogatory words can harm themselves, others, and society as a whole.

The role of other faculty members in combating language-related crimes on campus is to monitor and enforce regulations. Faculty members can monitor and enforce the rules that apply to educational and academic environments, such as regulations regarding student behavior and campus discipline. Faculty members can also take disciplinary action if students violate these rules. Therefore, faculty members can provide support to students who are victims of language-related crimes, such as by providing guidance and counseling. Faculty members can also facilitate activities or programs that promote good language ethics and strengthen students' language abilities.

In carrying out this role, faculty members must be consistent, firm, and fair in taking action against language-related ethical violations. Faculty members must also be empathetic and caring towards the circumstances and conditions of students. Through the active role of faculty members, it is hoped that students can

understand the importance of maintaining good language ethics and be able to interact well in society.

Efforts that can be made to prevent language-related crimes in student communication include the cultivation of language ethics education. Faculty or departmental staff can provide education on language ethics to students. This can help students understand how to speak well and politely and understand the impact of their words. Another effort is mentoring in student organizations: Student organizations can provide mentoring to their members on how to communicate well and politely. In addition, they can also provide sanctions if there are members who commit language-related crimes.

In addition, campus surveillance is also necessary: The campus administration can monitor and control language-related crimes committed by students and impose strict sanctions or punishments if necessary. This surveillance can be done by creating clear rules and policies. Faculties or campus staff can create clear rules and policies on language ethics and actions that can be taken if students violate them. This can be a guide for students in communicating.

Raising student awareness of the impact of their words can also be done through campus campaigns or socialization. This can help students understand that the words they speak can affect others emotionally. Along with that, the campus administration can use technology such as e-learning platforms or social media to provide education on language ethics to students. With these prevention efforts, it is hoped that the number of language-related crimes committed by students in communication can be reduced, and a more harmonious and polite campus environment can be created.

Conclusion

Based on research on language crimes in student communication, it can be concluded that language crimes are a serious problem that can affect the campus environment. Some forms of language crimes that often occur include intimidation, discrimination, and verbal harassment. Language crimes can affect the mental health and well-being of students who become victims.

In addressing the problem of language crimes on campus, the role of lecturers is very important as supervisors and enforcers of regulations. Lecturers can provide education and guidance on language ethics and provide support to

students who become victims of language crimes. In addition, student organizations and the campus can also be involved in preventing language crimes by providing education, guidance, and supervision of student behavior.

Preventive efforts such as campaigns or socialization on language ethics and the use of technology such as e-learning platforms or social media can also help increase students' awareness of the importance of maintaining good and polite language ethics. With these efforts, it is hoped that the number of language crimes committed by students in communication can be reduced and a more harmonious and respectful campus environment can be created.

References

- Aditya, R. (2021). Types of Data Collection Techniques and Their Explanations. *Www.Suara.Com*.
- Admin. (2022). Appropriate Qualitative and Quantitative Data Collection Techniques. 28 April.
- Al-Maliki, W. J. L. (2022). Forensic Linguistics: A Study in the Concept and Function. *Journal of Basra Researches for Human Sciences*.
- Ali, J. H. (2020). Forensic Linguistics: A Study in Criminal Speech Acts. *Beni-Suef University International Journal of Humanities and Social Sciences*, 2(1). <https://doi.org/10.21608/buijhs.2020.91333>
- Dewi, R. (2019). Pragmatics (Between Theory and Language Pragmatics). In *Carbohydrate Polymers* (Vol. 6, Issue 1).
- Dewi, R. (2022). Prokem Language In Facebook Social Media: A Sociolinguistic Review. *Ethical Lingua*, 9(1).
- Dewi, R., & Rukuk, S. (2022). Violations of Language in Learning Process at Toraja Christian University of Indonesia. *AL-ISHLAH: Jurnal Pendidikan*, 14(2). <https://doi.org/10.35445/alishlah.v14i2.1111>
- Fiantika, F. (2022). Qualitative Research Methodology. In *Qualitative Research. Methodology Rake Sarasin, March*.
- Gavaldà, N., & Queralt, S. (2020). Determining The Level Of A Language Test With English Profile:A Forensic Linguistics Case Study. *Atlantis*, 42(2). <https://doi.org/10.28914/ATLANTIS-2020-42.2.01>
- Gusnardi, & Muda, I. (2019). Educational institution performance measurement based on miles and huberman models using balanced scorecard approach. *Quality - Access to Success*, 20(170).
- Harahap, M. N. (2021). Analysis of Qualitative Research Data using the Miles and Huberman Model. *Manhaj*, 18(1).
- Hasanah, H. (2017). Observation Techniques (An Alternative Qualitative Data Collection Method in Social Sciences). *At-Taqaddum*, 8(1). <https://doi.org/10.21580/at.v8i1.1163>
- Hate Speech Acts on Social Media (Forensic Linguistics Study). (2022). *English Teaching and Linguistics Journal (ETLIJ)*, 3(2). <https://doi.org/10.30596/etlij.v3i2.10437>
- Heinze, E. G., & de la Guía, I. H. (2020). Detection of sexual predators in chat rooms and grooming online. The role of forensic linguistics. *Tonos Digital*, 39.
- Hendrokumoro, H., Masrukhi, M., D., L. S., & Laksanti, I. D. K. T. A. (2019). Peran Linguistik Forensik pada Era Perkembangan Teknologi Komunikasi. *Bakti Budaya*,

- 2(2). <https://doi.org/10.22146/bb.50961>
- Herwin, H., Mahmudah, M., & Saleh, S. (2021). Analysis of Language Crimes on Social Media (Forensic Linguistics). *Fon: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 17(2). <https://doi.org/10.25134/fon.v17i2.4431>
- Karenisa, K. (2020). Defamation of State Symbols and Officials in Forensic Linguistics Study. *TELAGA BAHASA*, 7(1). <https://doi.org/10.36843/tb.v7i1.57>
- Kuznetsov, V. O. (2020). On the Issue of Expert Terms in Forensic Linguistics. *Theory and Practice of Forensic Science*, 15(1). <https://doi.org/10.30764/1819-2785-2020-1-29-41>
- La'biran, R., Dewi, R., Muthmainnah, M., & Hasby, M. (2019). The Students' Attitude Towards The Use of Interactive Classroom Activities in Developing The Communicative Competence of the Eleventh Grade Students of SMA Kristen Barana. *Pepatudzu: Educational and Social Community Media*, 14(2). <https://doi.org/10.35329/fkip.v14i2.199>
- Lisabella, M. (2013). Model Analisis Interaktif Miles and Huberman. *Universitas Bina Darma*.
- Marko, K. (2022). Language as Evidence. Doing Forensic Linguistics. *Language and Law=Linguagem e Direito*, 9(1). https://doi.org/10.21747/21833745/lanlaw/9_1r1
- Miles, M., & Huberman, A. (2014). Miles and Huberman. In *Qualitative Data Analysis: An expanded sourcebook*.
- Mintowati, M. (2016). Defamation: A Forensic Linguistics Study. *Paramasastra*, 3(2). <https://doi.org/10.26740/parama.v3i2.1525>
- Nieto, V. G. (2020). Defamation as a Language Crime-A Sociopragmatic Approach to Defamation Cases in the High Courts of Justice of Spain. *International Journal of Language & Law*, 9.
- Perkins, R. C. (2021). The Application of Forensic Linguistics in Cybercrime Investigations. *Policing (Oxford)*, 15(1). <https://doi.org/10.1093/police/pay097>
- Pintek. (2021). Quantitative and Qualitative Data Collection Techniques, Discussed in Detail. <https://Pintek.Id/Blog/Teknik-Pengumpulan-Data/>.
- Prof.Dr.Sugiyono. (2020). Qualitative Research Methodology. In *Qualitative Research Methodology*. In *Rake Sarasini* (Issue March).
- Ramezani, F., Sani, A. K., & Moghadam, K. (2016). Forensic linguistics in the light of crime investigation. *Pertanika Journal of Social Sciences and Humanities*, 24(1).
- Rusdiansyah, R. (2021). Law And Forensic Linguistics. *Al-Amwal: Journal of Islamic Economic Law*, 5(1). <https://doi.org/10.24256/alw.v5i1.1420>
- Salado, M. R. (2021). Terminological Inaccuracies Resulting from Translation in Forensic Linguistics. *Revista de Linguística y Lenguas Aplicadas*, 16(1). <https://doi.org/10.4995/RLYLA.2021.14606>
- Saputro, G. (2019). Forensic Linguistics Case Study: Suspected Voice Recording Hoax Of Gatot Nurmantyo. *Diksi*, 27(1). <https://doi.org/10.21831/diksi.v27i1.26171>
- Solihin, E. (2021). Qualitative Approach in Educational Research. In *PustaKA Ellios*.
- Sukirno, S. (2022). Forensic Linguistic Analysis of Speech Acts with Legal Implications: A Study as a Language Expert. Proceedings of the National Seminar on Indonesian Language and Literature (*SENASBASA*), 5(1).
- Suryani, Y., Istianingrum, R., & Hanik, S. U. (2021). Forensic Linguistics: Hate Speech against Artist Aurel Hermansyah on Instagram Social Media. *LANGUAGE LEARNING: Scientific Journal of the Indonesian Language and Literature Education Program*, 6(1). <https://doi.org/10.32528/bb.v6i1.4167>
- Susanto, & Nanda, D. S. (2020). Language Analysis Dimensions in Forensic Linguistics. *International Journal of Forensic Linguistics*, 1(1).

- Warami, H. (2021). Language Crimes on Social Media in the Legal Area of Manokwari: A Forensic Linguistics Study. *IJFL (International Journal of Forensic ...*, 2(1).
- Zifana, M., Lukmana, I., & Sudana, D. (2022). The construction of victim of defamation in court's written verdict. *Indonesian Journal of Applied Linguistics*, 12(1). <https://doi.org/10.17509/ijal.v12i1.28273>