



Language Crimes in the Form of Threats at the Gorontalo Regional Police and Their Implications for Indonesian Language Learning in High Schools

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ABSTRACT

This study aims to describe the forms of language crimes (word groups and clauses) of threats in the Gorontalo Regional Police; describe the function of language crimes in the form of threats in the Gorontalo Regional Police; describe the meaning of language crimes in the form of threats in the Gorontalo Regional Police; and how the results of this study are implied in Indonesian language learning in high schools. This study uses a qualitative descriptive method of case study type with a forensic linguistic approach. The research data sources are official documents in the form of data recaps of language crime cases containing threats from the Gorontalo Regional Police and its relatives (Gorontalo City Police, Bone Bolango Police, and Gorontalo Resort Police) during a certain period. The data were analyzed systematically through the stages of data reduction, data presentation, and drawing conclusions, using pragmatic theory to analyze function and meaning. The results of the study show that from 11 cases of language crimes in the form of threats in the Gorontalo Regional Police, namely 7 word groups, namely "viral," "kill," "hit," "die," "bage," and "cut-piece". There were eight clauses, predominantly declarative or declarative, and conditional. The linguistic functions of threats were identified as conative and emotive, each representing 11 items. The meaning of the threats was analyzed based on their conceptual and contextual meanings. The conceptual meanings of the word groups identified directly refer to violence and harm. The contextual meanings emphasized the intent of the threats, considering the addressee and their primary purpose, which was to intimidate and frighten the victim. The results of this study can be used as case studies to train students not only to be linguistically skilled but also to be ethically, critically, and socially and legally responsible.

Keywords: language crimes, threats, Indonesian language learning

Kejahatan Berbahasa dalam Bentuk Ancaman di Polda Gorontalo dan Implikasinya dalam Pembelajaran Bahasa Indonesia di SMA

ABSTRAK

Penelitian ini bertujuan untuk; mendeskripsikan bentuk kejahatan berbahasa (kelompok kata dan klause) ancaman di Polda Gorontalo; mendeskripsikan fungsi kejahatan berbahasa dalam bentuk ancaman di Polda Gorontalo; mendeskripsikan makna kejahatan berbahasa dalam bentuk ancaman di Polda Gorontalo; dan bagaimana hasil penelitian ini diimplikasikan dalam pembelajaran bahasa Indonesia di SMA. Penelitian ini menggunakan metode deskripsi kualitatif tipe studi kasus dengan pendekatan linguistik forensik. Sumber data penelitian adalah dokumen resmi berupa rekap data kasus kejahatan berbahasa bermuatan ancaman dari Polda Gorontalo dan serumpunnya (Polresta Kota Gorontalo, Polres Bone Bolango, dan Polres Gorontalo) selama periode tertentu. Data dianalisis secara sistematis melalui tahap reduksi data, peyajian data, dan penarikan kesimpulan, dengan menggunakan teori pragmatik untuk menganalisis fungsi dan makna. Hasil penelitian menunjukkan dari 11 kasus kejahatan berbahasa bentuk ancaman di Polda Gorontalo, yakni kelompok kata sebanyak 7 kelompok kata yakni "viral," "bunuh," "pukul," "mati," "bage," dan "potong-potong". Klausa sebanyak 8 data dengan bentuk dominan klausa deklaratif atau klausa berita dan klausa bersyarat. Fungsi bahasa ancaman ditemukan adalah fungsi konatif dan fungsi emotif yang masing-masing sebanyak 11 data. Makna ancaman dianalisis berdasarkan makna konseptualnya dan makna kontekstualnya. Makna konseptual kelompok kata yang ditemukan merujuk langsung pada kekerasan dan kerugian. Makna kontekstual menegaskan niat ancaman tersebut, dengan mempertimbangkan siapa lawan tutur, dan tujuan utamanya yakni untuk mengintimidasi dan menakut-nakuti korban. Hasil penelitian ini dapat diimplikasikan sebagai studi kasus untuk melatih siswa yang tidak hanya terampil berbahasa, tetapi juga secara etis, kritis, dan bertanggungjawab secara sosial maupun hukum.

Kata Kunci: kejahatan berbahasa, ancaman, pembelajaran Bahasa Indonesia

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INTRODUCTION

The phenomenon of language crime has become an increasingly worrying issue, particularly in Gorontalo. Language crimes, particularly in the form of threats, are increasingly prevalent in today's digital age. Wijidyatmika et al. (2023:3) argue that the rapid development of information technology allows us to convey threats more easily and quickly through various platforms. Sholihatin defines a threat as any act that instills fear or coercion in someone. Threats can be physical, verbal, or psychological (Wijidyatmika et al., 2023:4). This form of language crime, which involves threats, can take the form of text messages, malicious comments, videos, or even direct messages containing elements of verbal violence that have the potential to trigger fear, intimidation, and even material loss for the victim. Gorontalo, like other regions, is not immune to this phenomenon.

One case in March 2025, quoted from Detiksulsel.com (Pangkep DPRD Member Threatened with Death Due to Highlighting the Dismissal of Honorary Employees), involved a death threat against Pangkep DPRD Member Muhammad Ramli. Ramli received explicit threats via screenshots of a WhatsApp group chat from a supporter of the Pangkep Regent with the initials HH. The threats were triggered after Ramli directly criticized the local government's policy regarding the dismissal of hundreds of honorary workers. The accused reportedly threatened to behead Ramli. The government has enacted Law Number 11 of 2008 concerning Electronic Information and Transactions (ITE Law), which was updated through Law of the Republic of Indonesia Number 19 of 2016, regulating language crimes in the digital realm. Meanwhile, language crimes occurring through non-electronic media, such as direct speech, print media, and the like, are also regulated in the Criminal Code (KUHP) (Furqan et al., 2022:273). Based on this, the public should exercise caution in communicating, both in person and through social media. In educational settings, the tendency to use offensive language that leads

to bullying also poses a challenge to student character development. Therefore, this research can be used as educational material in Indonesian language learning in high schools to instill legal awareness and polite language from an early age. To address this gap, this study addresses the issue of threatening language crimes by examining: what forms do threatening language crimes take in the Gorontalo Regional Police? What is the function of threatening language crimes in the Gorontalo Regional Police? What is the meaning of threatening language crimes in the Gorontalo Regional Police? And what are the implications of this research for Indonesian language learning in high schools?

The research aims to describe the forms, functions, and meanings of threatening language crimes in the Gorontalo Regional Police, as well as their implications for Indonesian language learning in high schools. This research is expected to benefit researchers in applying forensic linguistics, help students understand the legal impact of their speech, and serve as a reference for Indonesian language teachers in developing contextual teaching materials related to communication ethics.

Netizens' language in the case of domestic violence against Lesti Kejora by Rizky Billar on Instagram Lambe Turah in October 2022: A forensic linguistic study. This study examines the influence of Instagram on the emergence of language violations involving insults, defamation, and threats against Lesti Kejora and Rizky Billar. Second, the study by Wijidyatmika et al. (2023) entitled "Crimes in Language on the Twitter Account @CB: A Forensic Linguistic Study" discusses various forms of language units containing elements of language crimes such as defamation, incitement, hate speech, and threats. In addition, this study uses language studies to examine the idiolectal, dialectal, and sociolectal aspects of the identity of the Twitter account @CB. Third, the study by Ntelu et al. (2025) entitled "The Role of Forensic Linguistics in Investigating and Disclosing Language Crimes on Social Media Platforms" raises the issue of the



potential of forensic linguistics in investigating and disclosing language crimes on social media.

This study uses General forensic linguistic theory. Forensic linguistics, also known as legal linguistics, is a branch of linguistics that focuses on the study and analysis of aspects of human language related to the legal realm (Kuntarto, 2021: 5). Forensic linguistics is a branch of applied linguistics that examines the relationship between language, law, and crime, both spoken and written. Illegal and potentially harmful forms of oral and written speech are referred to as language crimes. Didipu (2022:40) states that language crimes can include acts such as insults, threats, fraud, and the use of false language (pragmatics). Furthermore, crimes involving language, such as theft, kidnapping, and murder, are also considered language crimes. In other words, all forms of crime that use language, whether spoken or written, can be categorized as language crimes.

In the 5th edition of the Great Dictionary of the Indonesian Language (2016), the term "anjam" or "menam" is defined as a statement expressing a goal, plan, or desire to carry out an action that could endanger, complicate, or hurt another person. In general, threats can be categorized based on the method of delivery and the conditions that accompany it. Speaking of the forms of threats, Sholihatin (2019:59) states that threats that violate rights, force others to do or not do something, and use violence are called threats of violence. This form of violent threat can usually be carried out through electronic media or social media aimed at someone personally, usually causing physical harm and attacking the person's psyche (Sholihatin, 2019:60). Meanwhile, Solan and Tiersma state that threats can also be indirect or ambiguous. Indirect and ambiguous threats like this can be seen through the actions or gestures of the defendant who often indirectly or intentionally ambiguously make threats (Sholihatin, 2019:65).

Chaer (2014:30) explains that language form encompasses the structural aspects of language, reflecting the systems and patterns of relationships between linguistic elements in communication.

Thus, language form is the form or appearance of a language, such as words, phrases, clauses, discourse, and so on. In the study of language crimes, this form of threat utilizes lingual structures or forms in the form of groups of words and clauses. The function of language is not simply limited to being a tool or means of communication; it can also be viewed from various aspects, including the sender, recipient, context, and so on. These language functions are referred to as the functions of speech. Levinson (in Tarigan, 1990:10-11) defines speech function as having six basic components of communication events that are the main focus: the referential function, the emotive function, the conative function, the metalingual function, the phatic function, and the poetic function.

Meaning is the speaker's or writer's intent. In this sense, meaning is the core of communication, ensuring that the message conveyed is clear to the recipient. In forensic linguistics, the first step in understanding and interpreting a case is through semantics, the study of meaning. This study encompasses three approaches: lexical, grammatical, and pragmatic, to assist in interpreting language cases (Kuntarto, 2021:259). Regarding types of meaning, this research focuses solely on contextual and conceptual meaning.

As a core subject, Indonesian plays a crucial role in building students' character and language skills. Both the 2013 Curriculum and the Merdeka Curriculum emphasize the development of critical literacy and the instilling of national values through the study of various types of texts, both spoken and written (Ministry of Education and Culture 2022). To understand the implications of language crimes on Indonesian language learning in high school, it is necessary to understand the objectives of Indonesian language learning, the characteristics of Indonesian language subjects, the ethics and morals of language in education, and the role of teachers, particularly Indonesian language teachers, in providing students with an understanding that language has legal consequences.

METHOD

This research uses a descriptive method with a qualitative case study type yang lazim digunakan dalam penelitian sosial (Razak, 2017:276; Yuliani, 2018:87). This method focuses on records that provide complete and detailed descriptions of actual situations to support data presentation. Using a forensic language research design, the purpose of this study is to describe the forms, functions, and meanings of language crimes in the form of threats found in cases at the Gorontalo Regional Police. It also examines their implications for Indonesian language learning in high schools.

The data in this study consist of words, phrases, clauses, and clauses containing threatening language crimes in cases recorded by the Gorontalo Regional Police. The data source in this study was obtained from written sources in the form of official documents, namely a summary of data on threatening language crimes in the Gorontalo Regional Police. The data is an official document, the Investigation Report (BAP), prepared by Gorontalo Regional Police investigators. Research instruments in qualitative research refer to the tools used to collect data. According to Moeleong (2001:4), in qualitative research, the researcher is the primary instrument because the researcher is the planner, who collects, analyzes, and interprets data directly. In addition to using the researcher as the primary instrument and documentation as the primary instrument, this study also uses supporting instruments, namely tools that facilitate the researcher's data collection in the field, including: data collection tables, laptops, gadgets, and stationery (books, pens). This research was conducted at the Gorontalo Regional Police, Gorontalo City Police, Bone Bolango Police, and Gorontalo Resort Police from July to October 2025. Data collection techniques used documentation and note-taking. Data analysis used the Miles and Huberman model, which includes data reduction, data presentation, data analysis, and conclusions regarding threats in cases at the Gorontalo Regional Police and other police agencies.

RESULTS

This section presents the research results based on the research focus, namely: (1) what forms of language crimes in the form of threats are identified at the Gorontalo Regional Police; (2) what is the function of language crimes in the form of threats at the Gorontalo Regional Police; (3) what is the meaning of language crimes in the form of threats at the Gorontalo Regional Police; and (4) what are the implications of language crimes in the form of threats for Indonesian language learning in high schools. The results of these four studies will be presented below.

1. Forms of Language Threats Constituted as Language Crimes at the Gorontalo Regional Police

1.1 Word Group Forms

Based on observations, several linguistic units in the word group category were identified as threats. Seven of the 11 threat cases involved 1 case from the Gorontalo Regional Police, 3 cases from the Gorontalo City Police, 6 cases from the Bone Bolango Police, and 1 case from the Gorontalo City Police. These threats include "mo kase viral," a threat intended to make the message viral, or in other words, to embarrass the victim, on social media. "mo pukul," a threat intended to commit physical violence. "mo bage," a threat intended to commit violence. "mo kase mati," a threat to kill, is the most serious type of threat, involving not only physical harm but also the loss of life. "mo kutuk," a threat involving the use of a sharp object, and "mo potong-potong," a threat with the same meaning as a murder threat.

1.2 Clause Form

Based on the observation results, several linguistic units in the clause category were identified as threatening language crimes. Seven linguistic units were identified from 11 threat cases. These units can be categorized as clauses because they consist of two or more words that serve a subject-predicate function. The following



data demonstrates the presence of clauses that are categorized as threatening language crimes: "We want to make someone go viral," "We want to kill someone," "We want to hit someone," "We want to kill someone," "We want to give someone a stone," "We want to stab someone with one knife," and "We dare to get two knives, we want to cut them into pieces." These seven items are categorized as clauses because a clause is a grammatical unit consisting of at least a subject and a predicate.

2. The Function of Threatening Language in Language Crime Cases at the Gorontalo Regional Police

2.1 Conative Function

After conducting research, we found a conative language function in cases of threatening language crimes at the Gorontalo Regional Police and other police agencies. Data from 11 cases of this conative language function were collected. This function is used to pressure victims into complying with the perpetrator's demands, such as paying off a debt or stopping something the perpetrator dislikes. This conative threat often takes the form of a veiled command to stop a specific action to avoid negative consequences.

For example, in the data found, "kita mo kase viral pa nga, kita mo kase ini di portal Gorontalo (I will make you go viral, I will post this on the Gorontalo portal)" is a threat, where the reported party "we" expresses an intention to carry out an action that will harm or embarrass the reporter, with the aim of pressuring, intimidating, or coercing them. Although the clause does not contain an order, the threat implicitly demands a reaction or change in the reporter's behavior, specifically, to pay off their debt to prevent the threat from being carried out.

This is also seen in the data if ngana masih baku dapa with him, we mo membunuh ngana (if you still meet with him, I will kill you). The conative function in this clause works by manipulating the listener's decision-making process, where the speaker gives two choices: stop

meeting or meeting 'him' or being killed. This is a form of coercion of will by using the threat of death to force the listener to choose the first option. The speaker unilaterally determines that the listener's action of 'baku dapa deng dia' is a violation so that if it is prohibited there will be consequences, this is what puts the listener in a pressured position. Conatively, this is the speaker's goal, which is to control the listener's behavior.

2.2 Emotive Function

After conducting research, we discovered the emotive function of language in cases of threats at the Gorontalo Regional Police and other police agencies. The data for this conative function were 11 from 11 threat cases. The emotive function focuses on the speaker's intention to express their feelings, attitudes, behaviors, and emotional state. For example, in the data found, "Kondililamu! Kita mo bage deng batu pa ngana, berani ngana kase rusak itu pagar nanti lia (Your condylomous (swearing): I'll throw stones at you, if you dare to damage the fence, you'll see)." The word "kondililamu" is a swear word or expletive, representing a verbal outburst of uncontrollable emotion. This insult is often used to demean the listener and is an expression of the speaker's hatred. This emotive function continues when the speaker expresses their inner urges. The clause "kita mo bage deng batu pa ngana" is a direct expression of attitude, where the speaker is not only angry but also indicates a desire to physically harm others. This desire is what makes it a form of threat of violence.

3. Conceptual and Contextual Meaning of Threats in Language Crime Cases at the Gorontalo Regional Police

3.1 Conceptual Meaning of Threats in Language Crime Cases at the Gorontalo Regional Police

Conceptual meaning is the basic or dictionary meaning inherent in a word regardless of the context in which it is spoken. For example, in the data finding "kita mo kase viral pa nga, kita mo

kase ini di portal Gorontalo (I will make you viral, I will post this on the Gorontalo portal)," the word "viral" is found. Conceptually, "viral," derived from the word virus, is an adjective meaning "to spread very quickly and widely from one person to another." Meanwhile, in the internet context, "viral" refers to the spread of information, videos, images, or content that becomes very popular quickly through social media. Another example is the data finding "Baku dapa deng kita nga, kita mo Pukul, kita kase mati pa nga (I will hit you, I will hit you, I will kill you)." The word "pukul" conceptually means to inflict a physical impact or blow, usually with the hand or a tool, on an object. However, its meaning can be very broad and not always negative, for example, hitting a ball, striking a bell, and so on. Meanwhile, the word "mati" conceptually means to have lost one's life; no longer alive. It can also refer to the state of ending life or death.

3.2 Contextual Meaning of Threats in Language

Crime Cases at the Gorontalo Regional Police
Contextual meaning is the meaning that arises from a specific situation or the surrounding conflict. For example, the word "viral" has shifted its meaning to a threat of defamation to humiliate the victim in public (Gorontalo portal). The words "pukul" and "bage" in the context of threats connote acts of physical abuse aimed at inflicting pain or injury. The word "potong-potong" in the context connotes sadistic murder (mutilation) triggered by romantic conflict or jealousy.

4. Implications of Language Crimes in the Form of Threats in Indonesian Language Learning in High School

Language crimes have significant implications for Indonesian language learning at the high school level. Current Indonesian language learning often focuses on normative linguistic aspects, namely grammar and spelling, while tending to neglect pragmatics and critical language skills. However, the results of this study demonstrate the crucial importance of pragmatic literacy in society.

Therefore, teachers need to equip students with knowledge not only of the meaning of words but also of the intent and impact of their use in specific contexts. The findings of this study are relevant and can be applied to news text material in Learning Outcomes (CP) Phase F (Grade XI of High School) for speaking and presenting.

In delivering news, students are required not only to understand texts but also to use language politely, ethically, and responsibly in every communication situation. The study found that threats often occur, largely due to individuals who do not guard their language, who speak without understanding whether their language is offensive to others. This can serve as a case study for students to avoid using "personal attacks" or using diction containing verbal abuse when communicating. Through the speaking and presentation elements of phase F, students are guided to develop ideas critically and politely. By incorporating real-life data from the Gorontalo Regional Police and other police agencies, students can see the real difference between conveyed information and unlawful threats.

DISCUSSION

Based on the research results described above, the types of threats found in criminal cases recorded by the Gorontalo Regional Police, Gorontalo City Police, Bone Bolango Police, and Gorontalo Police were identified as murder threats, threats of violence, threats of defamation, and veiled threats. These threats were conveyed either explicitly (directly) or implicitly (impliedly). As Sholihatin (2019:59) notes, threats involving violence are called threats of violence. Solan and Tiersma also note that threats can be indirect and ambiguous (Sholihatin, 2019:60). In terms of language, the grammatical units that identify threats of murder, threats of violence, threats of defamation, and threats of damaging property in the study are in the form of groups of words and clauses where the meaning of the grammatical units in the clause will differ in terms of their conceptual and contextual meaning. In the results of the study,



researchers found grammatical units in the form of words in the threat cases recorded at the Gorontalo Regional Police, Gorontalo City Police, Bone Bolango Police and language experts as many as 7 groups of words, these groups of words include "mo potong-potong", "mo pukul", "mo kase mati", "mo bage", "mo jarum", and "mo kase viral" which are included in the type of verb word group.

At the Clause level, the findings of this study show how the perpetrators of threats arrange clause units into a complete idea. The research findings identify the form of threats that can be realized through two forms of Clauses, namely Single Clauses and Compound Clauses. A single clause is a Clause that only consists of one clause, while a compound Clause is a Clause that consists of two or more clauses (Alwi in Supriyadi, 2014:60). Example of a single Clause in data 3 "we want to kill ngana" This clause has a clear and concise S-O-P structure, where this Clause shows the speaker's focus on one action, namely killing. Example of a Compound Clause: A nested compound clause was found in data 5, "we can get it from us, we want to hit, we want to die." This clause explicitly ties the victim's fate, as stated in the parent clauses "we want to hit" and "we want to die from us," to the victim's own actions, as stated in the child clause "we can get it from us." This constitutes conditional intimidation, where the speaker or perpetrator states their intention to do something negative if the interlocutor or victim violates their prohibition. In other words, this clause seems to say that this action will occur and it is the victim's fault for appearing before them. Based on the overall form of grammatical units, it can be concluded that the realization of language crimes in the form of threats is identified at all grammatical levels, from words, phrases, clauses, and clauses.

Based on Levinso's language function types, this study found two language functions that contain threats: the conative function and the emotive function. However, of all the existing functions, the most dominant language function and the core of the crime of threatening language

is the conative function. The conative function is the use of language that focuses on the interlocutor/victim with the aim of influencing, changing or controlling their behavior (Tarigan, 1990:11). The results of the study concluded that all data on threat cases are conative functions where the speaker or perpetrator threatens with the aim of influencing, changing, and controlling the victim's behavior. Furthermore, the results of the study show that the data on threat cases also have an emotive function, this is seen in the use of harsh diction, high intonation, and even the presence of swear words that strengthen and reflect the speaker's emotional state such as anger and frustration.

To prove that an utterance can be categorized as a language crime, specifically a threat, it is necessary to interpret the utterance. This study focused on conceptual and contextual meanings. Conceptual meaning refers to the basic meaning inherent in a lexeme without considering the context of use or additional meanings associated with it (Chaer, 2014:243). In this study, conceptual meaning is clearly visible in the use of diction or words that directly refer to violence, murder, or loss, such as the verbs "kill," "stab," "hit," and so on. In these words, the conceptual meaning is already loaded with negative content, so the threatening intent can be directly understood.

Furthermore, to further confirm that the utterance is categorized as a threat, it is necessary to interpret the utterance based on its context. In general, contextual meaning is meaning that is not inherent to the word itself, but rather is created by a series of factors outside the language surrounding the utterance. In this study, all data obtained was analyzed for contextual meaning. The results show that each utterance or statement in the data containing threats clearly identifies the interlocutor, when and where the utterance occurred, and the relationship in which it occurred. Furthermore, the utterance's purpose is often to threaten, intimidate, and frighten the interlocutor. Language crimes have significant implications for Indonesian language learning at the high school level. Learning cannot be limited to the linguistic

aspects of grammar and/or spelling, but must also evolve into critical literacy and, where possible, an understanding of pragmatic analysis. Students need to be equipped with the ability to identify and analyze the intent behind an utterance, distinguishing between forms of emotional expression that have legal implications. Teachers, as guides for students, must be able to teach good language use, but not simply teach it within the learning process. Teachers need to incorporate material on language ethics or how a single word can have two different meanings depending on the context.

Teachers can integrate material on language crimes into case study lessons, such as those addressing forms of threatening language in social media comments or cyberbullying. In this case, through Indonesian language instruction, teachers, in addition to fulfilling the character education aspect of students, also teach the importance of understanding Indonesian language usage and its legal implications. Consequently, teachers are not only producing students who are skilled in the language but also who are ethical and socially and legally responsible in every utterance.

CONCLUSION

Based on the conclusions outlined, several suggestions are proposed for various parties. Among them, Indonesian language teachers are advised to use cases of language crimes as teaching materials in relevant materials (negotiation texts, expository texts, news texts), especially those related to communication ethics, principles of polite language, and digital literacy. Learning should emphasize pragmatics (the intent of utterances) and the social context of language so that students understand the social and legal implications of word choice and communication context. Schools are advised to hold seminars or workshops in collaboration with the police or legal practitioners to provide students with a direct understanding of the Electronic Information and Transactions (ITE) Law and the legal

consequences of threats. The police (particularly the Gorontalo Regional Police) are advised to be more active in educating the public about the limitations and legal consequences of language crimes, particularly on social media through campaigns or programs directly targeting both the public and students. For further research, studies are needed that further examine the psycholinguistic aspects of language crimes, specifically how threatening speech affects the victim's psychology and how the perpetrator's intentions are realized through the victim.

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