HATE SPEECH ON STUDENTS OF AL MUHAJIRIN BOARDING SCHOOL KUTAI KARTANEGARA

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ABSTRAK

The purpose of this study is to describe hate speech in the speech of students of the Al Muhajirin Islamic boarding school. While language is essential for communication between speakers, a person uses polite, polite words and sometimes uses words in the form of swear words. This study's object of observation was the participants' speech at Al Muhajirin Islamic Boarding School. In this study, researchers used a qualitative description approach with conversational listening techniques using Dell Hymes's 1972 SPEAKING theory (Setting/Sense, Participants, Ends, Act sequence, Key, Instrumentalities, Norms, Genres). From the results of this study, we can conclude what participants often use hateful words and what meanings are contained in these hateful words. With this, positive and negative tendencies will be seen and can be assessed in participants' speech in their daily lives.

Keywords: hate speech, speech, Islamic boarding school

1. INTRODUCTION

Language is a means of conveying opinions, thoughts, and ideas used in communicating among humans. Humans must know that communication and socializing are needed in everyday life. According to Davitt & Hanley (2006:1), Normanzah (2017:2) explains that language is a message conveyed in the form of expression as a means of communication in certain situations and various activities. The expression in question is related to segmental and suprasegmental elements, so the spoken sentence will be a communication tool that conveys a different message if delivered with a different expression. Each language has unique characteristics that can become its own identity for its speakers.

Delivery of messages in communication comes from more than good words or sentences. A speaker can also convey a message with dirty words or sentences in the form of swear words, which symbolize an annoyance or emotion that the speaker is saying. Swearing and cursing is one of a person's means of expressing hatred, displeasure, or dissatisfaction with the situation being faced by the speaker (Wijaya and Rohmadi, 2013: 109); hate speech can be expressed directly both orally and in writing. The use of swear words or swear words when the speaker feels annoyed, whether directly or indirectly, usually insults or denounces the condition or person. Usually, this curse uses animal names that can express the speaker's annoyance and anger, such as Dogs, Chickens, Crickets, Pigs, and Bastards.

The sizeable Indonesian dictionary (National Education Department, 2008:87) explains that swearing is issuing swearing, making people worse off; uttering vile (dirty) words because of anger (annoyance, disappointment, and so on; revile; harshly criticize: cursing people because they feel they have been treated poorly; cursed.

According to Kridalaksana and Djoko Kentjono (in Chaer, 2014: 32), language is an arbitrary sound symbol system used by members of social groups to work together, communicate, and identify themselves. It indicates that language and groups are inseparable and interrelated to one another. Linguistic matters can always be distinct from linguistics or what is better known as Linguistics.

Linguistics is a field of science that studies language or a field of science that takes language as its object of study. Thus, sociolinguistics is an interdisciplinary field of science that studies language about the use of that language in society. Linguistics is very influential with various kinds of things that are directly or indirectly related to linguistics. Because the nature of language itself is the complementary and it is tied to other sciences. One of the things that are offensive in linguistics and linguistics is sociology, and this can also be seen in the attachment of language to speakers (Crystal, 1987).
Sociolinguistics is an interdisciplinary science. The term itself indicates that it consists of sociology and linguistics. Regarding social-linguistics (sociolinguistics), the word socio is the central aspect of research. It is a general characteristic of science (Wardaugh, 2002). Linguistics, in this case, also has social characteristics because language also has social characteristics; that is, language and its structure can only develop in certain aspects of society. This social aspect has unique characteristics, for example, specific social characteristics and language sounds concerning phonemes, morphemes, words, compound words, and sentences. Humans are creatures that need each other, and no human has ever asked for help from other humans. It indicates that social relations and interactions are built on each other and do not feel mutually superior to one another. Interaction between humans and others requires language as a means of communication.

The use of language humans to communicate needs to pay attention to the use of words, sentences, and utterances needed, the application of this use to avoid differences in understanding between individuals and groups in communication (Sukarto, 2019). Using sentences with different understandings tends to give rise to many misinterpretations and can spark disputes (Leech, 1983). Besides that, language politeness is also used to protect the speaker's face, avoid scary faces, and avoid conflicts between speakers and speech partners.

2. RESEARCH METHODOLOGY

This study used a qualitative descriptive research method. The author utilized data collection by listening to conversations between students at Al-Muhajirin Kutai Kartanegara Islamic boarding school. The data were analyzed based on the SPEAKING element from Dell Hymes' theory (1972). This method aims to explain and understand the things or problems found in research. The focus of this research was the problem of swearing uttered by The Santri and Santriwati of Islamic Boarding House Al-Muhajirin following the theory put forward by Dell Hymes (1972).

Dell Hymes distinguishes between speech events and speech acts which occur in non-verbal contexts. The theory used in this study focuses on Dell Hymes' (1972) theoretical basis, known as SPEAKING; in speech events, there are various components of the acronym, each of which stands for different communication components.

Table 1. Concept of Dell Hymes’ Theory

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S Setting</td>
<td>These components can be grouped into two&lt;br&gt;a. <strong>setting</strong> refers to the place and time of speech being said.&lt;br&gt;b. <strong>scene</strong> refers to the situation of place and time or the speaker's psychology.</td>
</tr>
<tr>
<td>P Participants</td>
<td>It refers to the various parties involved in the conversation. This component refers to the intent and purpose of the speaker. The type of speech itself is divided into 2, namely:&lt;br&gt;a. <strong>verbal</strong>: speech that uses words as meaning when speaking.&lt;br&gt;b. <strong>non-verbal</strong>: speech is shown through body gestures or sign language.&lt;br&gt;It refers to the form of speech and the content of the utterance.</td>
</tr>
<tr>
<td>E Ends</td>
<td>a. <strong>forms of speech relating to the word used and how it is used</strong> Different times, places, and speech situations can lead to different uses. For example, when someone speaks on a volleyball court in a crowded situation, it will be different from someone who speaks in a library where many people are quiet situation. Usually, those involved are the speaker, listener, and greeter or sender and receiver. Speech events that occur in the classroom intend to learn. However, the participants in the room have different goals. Teachers who want to convey material and give knowledge to their students and students receive what the teacher gives and understand what the teacher explains. The form and content of the speech will be different in every activity and activity such as public lectures, teaching, and learning activities, daily conversations, parties, and others.</td>
</tr>
<tr>
<td>A Act sequences</td>
<td></td>
</tr>
</tbody>
</table>

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b. The content of speech is related to the relationship between what is said and the topic of conversation

<table>
<thead>
<tr>
<th>Key</th>
<th>Instrumentalities</th>
<th>Norms</th>
<th>Genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers to the tone and manner in which a message is conveyed</td>
<td>Refers to the form of language used and refers to the speech code used</td>
<td>Referring to norms or rules when interacting and referring to the interpretation of the speech of the other person</td>
<td>A way of delivering utterances</td>
</tr>
<tr>
<td>Gladly, seriously, arrogantly, mockingly, insultingly, spoiled, and so on can be shown with gestures and gestures.</td>
<td>Such as lines of writing spoken, expressed by telephone, language, dialect, and others.</td>
<td>Examples relate to asking, interrupting, how to respond, calling out, and so on.</td>
<td>Refers to the form of delivery</td>
</tr>
</tbody>
</table>

3. ANALYSIS AND DISCUSSION

Setting: setting of place and time of the event

**Conversation 1**
A: njiir, jangan dirusak kasurnya cuk! (Fuck This shit, do not destroy the mattress!)
B: gak cuk! (I do not do it)

Context: A male student forbids his friends not to damage the arrangement of the mattresses in the room according to predetermined rules.

**Conversation 2**
A: eeehh njing, aku duluan yang sampai, jangan nyerobot cuk!(Fuck this shit, I arrived first, do not take my turn!)
B: santai aja cuk, gak usah ngegas!(Take it easy, son of bitch, do not be angry)
A: beli apa kamu njing?(Bitch, what did you buy?)
B: njing kamu anjing anjing, beli sabun aku cuy habis.(You are fucking bitch, I bought soap it’s running out)

Context: Two male students talk in a cooperative when they want to buy something.

**Conversation 3**
A: anjaaaay... suhu dia cuuuuy(He is a master)
B: biasa aja hahaha.(It is so so)
A: ‘allimmni yoo sampai bisa jadi suhu hahahahah(He can be a master)

Context: Two male students discuss the achievement of understanding the subject in class.

**Conversation 4**
A: eeeh dajjal nya pang, sandal ku ituuu!(You are fukcing Dajjal, that is my sandals!)
B: iya ukhti afwan, sandal ana hilang juga (yes sis..my sandals are gone too)

Context: Two female students are talking in front of the dormitory

a. It can be seen from the four examples of conversations above that the settings that occur in speech events between students do not only occur in one place, namely: rooms, classrooms, canteens/cooperatives, and in front of the dormitories (rooms).

b. Participants: Speaker

c. In the conversation above, the speakers who are the main object of discussion are Islamic boarding school students and female students aged 13-16 years.

d. Ends: Goals of this study
Through verbal utterances shown by male and female students, the purpose of speech is hatred and freedom to express emotions through words that contain elements of swearing that teenagers often use.

e. Acts: form and content of utterances spoken
The language used by male and female students when speaking is informal, focusing on swearing.

Here are some examples of informal swear word forms spoken by male students and female students as follows:
Table 2. Informal Language Table

<table>
<thead>
<tr>
<th>Informal Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noor</td>
</tr>
<tr>
<td>Cuk</td>
</tr>
<tr>
<td>Dajjal</td>
</tr>
<tr>
<td>Anjing</td>
</tr>
<tr>
<td>Anjay</td>
</tr>
</tbody>
</table>

f. **Keys**: attitude, manner, tone (intonation), and the psychology of someone who makes the utterance.

   In this conversation, the male and female students were clarified with verbal language, which showed an attitude that was impolite and unfriendly to be heard and discussed in public places, which did not reflect the attitude that the female students and female students should have.

   The intonation used in speaking by male and female students was the intonation of word emphasis on swearing speech. The tone of voice was higher and higher than the speech should be.

g. **Instrumentalities**: Tools used when speaking

   The tools used by male and female students when speaking to each other were the organs of the body as a means of communication (mouth). Gestures in the form of direct conversational dialogue also indicate the existence of conversations that occur in two directions.

h. **Norms**: Language rules

   Speeches between male and female students have spoken alternately between speakers and were spoken directly (face to face) at the place where the narrative occurred.

   Compared with conversations that follow the culture applied in Islamic boarding schools, the norms contained in these conversations were very intersecting. They did not reflect the culture of life applied in Islamic boarding schools so far, which was closely related to courtesy and hospitality.

i. **Genres**: types of speech delivery

   The genre observed at the Al Muhajirin Islamic boarding school is in the form of dialogue in the form of conversation.

   The components explained the impact of the utterances of the male and female students' swear language:
   - The language used does not follow the religious values in Islamic boarding schools.
   - The narrative spoken by female students and female students does not reflect the attitude that should be possessed by female students and female students studying at Islamic boarding schools.
   - It can bring down the mentality of the other person being taught dialogue because the form of speech is offensive.
   - It can cause misunderstandings among the people around them, such as feeling offended, hurt, disappointed, and even emotional

4. **CONCLUSION**

   Based on the analysis and discussion results, the swearing utterances uttered by the male and female students of Al-Muhajirin Islamic boarding school can be concluded that they have fulfilled the components of Dell Hymes' SPEAKING theory (1972) which is marked by speech in verbal form. The results of the analysis are as follows:

   Table 3. Table of Conclusion

<table>
<thead>
<tr>
<th>Setting</th>
<th>Room, canteen/cooperative, class, in front of the dormitory (room).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Male and female students</td>
</tr>
<tr>
<td>Ends</td>
<td>Freedom in expressing expression through speech.</td>
</tr>
<tr>
<td>Acts</td>
<td>Use informal language.</td>
</tr>
<tr>
<td>Keys</td>
<td>The verbal form is shown by impolite and polite</td>
</tr>
</tbody>
</table>
language and clarified by the intonation emphasized in the swear words spoken.

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Organs of the body (mouth) are a spoken dialogue between speakers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norms</td>
<td>Interaction between speakers occurs directly without interruption, by choosing words not following the culture that develops in the pesantren environment.</td>
</tr>
<tr>
<td>Genres</td>
<td>The conversation is direct and occurs in two directions.</td>
</tr>
</tbody>
</table>

It can be described, according to the table above, that the utterances spoken by the santri tend to lead to harmful forms of speech that develop in the Islamic boarding school area, are informal, and do not reflect the attitude of speech that the Islamic boarding school students should utter.

It is hoped that Islamic boarding school students will be able to reduce acts of hate speech that can break up unity within Islamic boarding schools. It can threaten Islamic ukhuwah between students.

REFERENCES


