

CHAPTER I

INTRODUCTION

1.1 Background

Language is a tool communication tool that is organized in the form of units, such as words, groups of words, clauses, and sentences that are expressed both orally and in writing. words, clauses, and sentences that are expressed both orally and in writing.

Abusive language is not unfamiliar to teenagers. Because it has become a habit among teenagers that is often spoken or used when someone is angry, so they will spontaneously throw harsh words at the interlocutor who has made them angry.

Abusive language according to (jaya, 2012) in (Muslim, Supriatna, & Utami, 2018) abusive language is language that is inappropriate to say because it is not good for the rules that exist in a language environment. Abusive language is an expression that contains harsh words or harsh and dirty expressions, whether in the context of jokes, sexual harassment, or cursing someone. Nowadays, abusive language are not only spoken when angry, but in any situation abusive language will continue to be spoken for those who are used to saying abusive language.

People who habitually use abusive language tend to be impatient, emotional, stubborn, and negative. Compton, a year psychologist who has studied teenage behavior for 30 years, says that children and teenagers use abusive language to make themselves look mature. Children and

teenagers believe that talking like an adult (in this case swearing and the like) can make others think they are an adult. Abusive language is a form of expression that insults others by using obscene words, such as cursing, insults, and others.

Abusive language is often used by teenagers in Koli village when talking or conversing with fellow friends, or the surrounding environment; often issuing dirty or indecent words to be issued. However, some abusive language are considered commonplace for teenagers in Koli village, because they are used to it or the influence of the surrounding environment. The abusive language that teenagers in Koli village use on a daily basis is considered normal.

The abusive language practiced by most people or the Koli village community every day is a habit that is not important to be a problem because it may be an environmental factor so that most of the abusive language is not taken seriously by the Koli village community. Previously, the author had made observations of teenagers in the author's neighborhood, namely Koli Village. Based on these observations, the author found out that some teenagers use abusive language when interacting with their peers. Therefore, the author wants to research the abusive language found among teenagers in Koli village. Habits that are considered as one thing that is not important become a problem because it may be an environmental factor so that most of the abusive language is not taken seriously by the people of Koli village.

Based on the background above, the author can formulate the problem as follows:

1.2 Statement Of The Problems

1. What kinds of abusive language are often used by teenagers in Koli village?
2. What factors influence the habit of using abusive language among teenagers in Koli village?

1.3 Objectives Of The Study

What are the objectives of this research?

1. To identify what types of coarse language are often used by teenagers in Koli village.
2. To explain what factors affect the habit of using abusive language among teenagers in Koli village

1.4 Scope of the study

Based on the formulation of the problem above, the purpose of this research only focuses on the types of abusive words and the factors of abusive language among teenagers in Koli Village.

1.5 Significance Of The Study

1.5.1 Theoretically

Theoretically, this research can provide an understanding and development of Abusive language among Koli village youth in the field of linguistics, especially contrastive language. Analysis and can be used as a reference to the abusive language used in Koli village youth.

1.5.2 Practically

This research is useful for increasing knowledge among the public regarding politeness in language, and this research is also used as a reference for conducting research in other places and has better updates than previous researchers.

1.6 Review Of Literature

Before conducting research, the first step taken by researcher is to review several scientific works related to or close to the research being conducted by researchers. Researchers first conducted a literature review, including:

Jadmiko, Damariswara, in 2022 with the title "Analysis of rude language speaked by young children from tiktok social media in mojoarum kecamatan gondang kabupaten tulungagung" the purpose of this study is to analyze the types of words spoken by the subjects in the TikTok application, This type of abusive language can be classified into five types, namely conditions, animal names, astral beings, an object, and parts of human organs. Teenagers who see the content, of abusive, cannot consider whether the utterance is appropriate if spoken in public. Many of them imitate the abusive language from the Tiktok application content.

The results obtained by the author in this study are that teenagers consider it normal to use abusive language, they think that it is normal, even though expressing abusive language can hurt people, and even a fight will occur.

In this study using qualitative research. Making the researcher the main instrument. The first time observations were made in the youth environment of Mojoarum Village, and from the results of observations it was found that young people spent time watching the Tiktok application.

Iman 87-101 2022-11-30, with the title "Use of abusive language by young men of btn karang dima indah sumbawa in their relationship". This study aims to determine the form of abusive language and the function of the language used by male teenagers of BTN Karang Dima Indah Sumbawa in their relationships. Descriptive qualitative method is applied in this research.

In this study, the author collected data from 20 teenage boys, ranging in age from 12 to 14 years old.

Forms of abusive language from the results of this study such as dog, asu, anjir, anjay, bangke, kampret, damn, bongol, bangsat, bitch. The function of abusive language used by male adolescents of BTN Karang Dima Indah Sumbawa in their relationships is expletive, abusive, and humorous, In this journal the author acts as an observer (observer) using the type of complete observer.

This observation was conducted where these teenagers were gathering such as at the BTN Karang Dima soccer field, Karang Dima Village, Labuhan Badas District. Interviews were used to obtain data related to the function of Abusive Language used by Karang Dima

Sumbawa teenage boys. The type of interview used in this research is face to face interview.

The data analysis technique that the author uses in this research is following Creswell (2009), namely; 1) Data reduction; at this stage the author selects important data that is relevant to this topic and discards unnecessary data. 2) Data presentation is presenting data so that the data is organized, arranged in a relationship pattern, so that it will be easier to understand. Miles and Huberman (2005 in Sugiyono 2016) state that the most commonly used to present data in qualitative research is narrative text. This is what is applied in this study. 3) The last is data verification or conclusion drawing. At this stage the author provides conclusions related to the form and function of coarse language. In addition, the author looks back at whether the data is correct.

So the results that the author can get from this journal are, it is not good for us to often use harsh words, why the author says so, because using harsh language is not polite if we are in a language environment, often using abusive language will also cause fights if one party does not accept the abusive language thrown by certain parties.

This research is a study that uses a qualitative descriptive approach. In general, qualitative research can be used for research on community life, history, behavior, functionalization of organizations, social activities, and others.

Putri¹, Rofi'ah² with the title "Factor affecting abusive communication of santri at pondok pesantren darul muhajirin" This study aims to identify factors that influence rude communication among students at Pondok Pesantren Darul Muhajirin. The factors analyzed include environmental, social, and individual factors. The results showed that environmental factors, such as dormitory conditions and pesantren facilities, can trigger abusive communication due to frustration and tension. Social factors, including inter-student interactions and social norms, also play a role in shaping abusive communication. Individual factors, such as personality and communication skills, also influence how students communicate.

This research has important implications in efforts to prevent and overcome abusive communication in pesantren and promote positive communication. The analysis shows that abusive language can include words or phrases that contain elements of insults or abusive language that are contrary to the social and cultural norms that apply in a language environment. It is important to understand that abusive language is not only verbal but can also manifest in the form of written text.

So the results that the author can get from this journal are, from the title alone we can predict that, someone who is in a boarding school environment must have good morals.

Pesantren is one of the educational institutions that is expected to provide solutions to create a generation that has noble morals and good

communication skills. In the context of communication, it is important to remember that communication is not only about delivering the right message, but also about maintaining harmonious relationships with others. Darul Muhajirin Islamic Boarding School is one of the Islamic educational institutions that has a long history in Indonesia. However, as in various other educational institutions, there are cases of abusive communication among students. Politeness in language in communication is very important to uphold. (Sumarsono, 2010: 148) underlines the importance of this.

This research uses a qualitative method with an interview approach and document analysis. Data analysis used with the analysis of frustration-expression theory pioneered by Dollard.

Based on some of the results of the research above, there are differences and similarities with what is written in the research that will soon be done by the author. Where the difference lies in interview techniques that are carried out in an unstructured and stealth way, using qualitative descriptive techniques, and data analysis used with frustration-affression theory analysis pioneered by Dollard, And also has differences from data collection techniques where the above research uses interview techniques while the author only uses silent recording techniques for conversations or teenagers in the Koli Village community who are gathering and saying abusive words.

However, the similarity in this study is that using qualitative research and observational data collection techniques are carried out to meet data related to harsh words and also using a qualitative approach with descriptive methods to deeply understand the factors that affect rough communication among students at Darul Muhajirin Islamic Boarding School.

1.7 Theoretical Basis

The theoretical foundation is very important so that research has a solid foundation. The existence of a theoretical basis characterizes that research is a scientific way of obtaining data. The theoretical basis requires theories that underlie a study, so that it can strengthen the accuracy of the data in the research conducted. The theories used in this research are as follows.

1.7.1 Socio-pragmatic

As the composite nature of the term it self suggests “sociopragmatics” focuses on actual language use in real-life settings and across cultures. These aspects of language use had been neglected in early pragmatic work by philosophers such as Austin and Searle, which focused primarily on individual speakers’ intentions and language-internal, structural (in the Saussurean sense) explanations for differences in meaning across (putative) circumstances of use. Conversely, empirical and cross-cultural aspects of language use were given center stage in the development of politeness theories, which can be considered early

precursors of sociopragmatics from the 1970s onward. Unlike its antecedent fields, sociolinguistics and pragmatics, which grew out of the Anglo-American (analytical) tradition in the late 1950s and 1960s, sociopragmatics reflects a functionalist focus usually found in continental work of the time.

Early mentions of the term can be found in the work of Marcel Dascal and Ludger Hoffman, although the term itself was made popular through the work of two British scholars, Jenny Thomas and Geoffrey Leech, who famously distinguished between “pragmalinguistics” as knowledge of the non-truth conditional/interpersonal meanings linguistic forms can express, and “sociopragmatics” as the distribution of these form/meaning pairs in different contexts and the social parameters that regulate that. In terms of its subject matter, sociopragmatics focuses on how language expressions are used, by whom, and to what effect. In this sense, it can be contrasted to formal pragmatics, which focuses on the expressions’ meaning potential more abstractly conceived. Another major difference between sociopragmatics and formal pragmatics concerns where explanations are sought, with formal pragmatics seeking explanations in linguistic structure, while sociopragmatics does so in societal reasons. More specifically, sociopragmatics considers differences in meaning stemming from language users’ social (cultural, ethnic, ideological, interpersonal relationship, and so on) background and how this background shapes and is in turn shaped by their use (production and

comprehension) of language. Sociopragmatics, in other words, fully acknowledges and tries to do justice to the performative potential of language, that is, its potential to bring the social world into existence. It thus bears links to more analytical fields, such as the philosophy of language, but also to more applied ones, such as discourse analysis, while at the same time differing from both, in terms of the questions it poses, as well as the tools it uses to address them. Major themes in sociopragmatics include identity, face and relational work, cultural conventions and norms, and (increasingly) emotions. To analyze these themes, sociopragmatics uses theoretical tools from pragmatics, most prominently implicatures and speech acts, and methodological ones from sociolinguistics (ethnographic observation, corpora, interviews, and questionnaires) and sociology (conversation analysis).

Only relatively recently acknowledged as a subfield in its own right, sociopragmatics has more commonly been subsumed in existing reference works under parts dedicated to society, different types of settings, or discourse. This section lists a selection of general pragmatics handbooks and reference works, which take a more empirical, data-oriented, and culturally inclusive approach. Andersen and Aijmer 2012 and Jucker, et al. 2018 provide good overviews of the main methods used in sociopragmatics, Baron 2017 and Locher and Graham 2010 cover a wide range of sociopragmatic phenomena and settings. Angermüller, et al. 2014 and Culpeper, et al. 2017 are more specialized works, focusing

on genre and on im/politeness, respectively, while Haugh, et al. 2021 is the only handbook dedicated to sociopragmatics currently available.

1.7.2 Teenagers

Papalia and Olds do not provide the definition of adolescence explicitly but implicitly through the definition of adolescence. According to Papalia and Olds,⁴ adolescence is a period of developmental transition between childhood and adulthood that generally begins at the age of 12 or 13 years and ends in the late teens or early twenties. Meanwhile, Anna Freud,⁵ argues that during adolescence there is a developmental process including changes related to psychosexual development, and also changes in relationships with parents and their ideals, where the formation of ideals is a process of forming future orientation.

The World Health Organization (WHO) provides conceptual limits on who adolescents are. There are three criteria used by WHO; biological, psychological, and socioeconomic, namely: (1) individuals who develop when they first show secondary sexual signs until they reach sexual maturity, (2) individuals who experience psychological development and identification patterns from children to adults, and (3) there is a transition from full socio-economic dependence to a more independent state. According to (Sarwono, 2012) there are three stages of adolescent development in the process of adjusting to adulthood, including:

1. Early Adolescence Early adolescence is in the age range of 10-13 years characterized by a rapid increase in physical growth and

maturation, so that intellectual and emotional in early adolescence is mostly on reassessment and restructuring of identity. At this stage of early adolescence, peer group acceptance is very important (Aryani, 2010).

2. Middle Adolescence Middle adolescence is in the age range of 14-16 years characterized by almost complete pubertal growth, where the emergence of new thinking skills, an increase in preparation for adulthood, and the desire to maximize emotional and psychological with parents (Aryani, 2010).
3. Late teenagers is in the age range of 16-19 years. This period is a period of consolidation towards adulthood and is characterized by the achievement of five things, namely: Interest indicates maturity of intellectual functions, Ego is more about seeking opportunities to unite with others in search of new experiences, Formed sexual identity that is permanent or will not change again, egocentrism (too self-centered) is replaced by a balance between self-interest and others, Growing barriers that separate their personal self (Private Self) from the general public (Sarwono, 2012).

1.7.3 Abusive Language

The theory used in this study is the politeness of Culpeper's theory of impoliteness (1996).

Language impoliteness refers to the use of harsh and abusive language by speakers to someone including listeners in a communication

with a specific purpose. According to Locher and Bousfield (2008), impoliteness is a practice of language and behavior that attacks the face in a particular context and brings down one's face, while violating the social rules found in a society.

Culpeper (2005), explains that impoliteness occurs when, (1) communicating speakers face deliberate attacks, or (2) participants who hear, see or build behavior as deliberate face-threatening acts (FTA), or a combination of (1) and (2). In other words, language impoliteness exhibits negative behavior in contexts that require social norms to be followed. Behaviors that highlight impoliteness can be synonymous with impoliteness, arbitrary use of words, insulting someone through words, displaying indecent behavior, violating customs and using taboo words. In line with that, the behavior of speakers who tend to use harsh language can be considered as an abuse of the social values and norms adopted by an individual or a group of people for the purpose of defaming.

1.7.4 Culpeper's Theory Of Impoliteness (1996)

According to Culpeper (1996), an indication of impoliteness is when in communication behavior a person intends to attack the face of the speaking partner or causes the speaking partner to feel attacked. This means that communication behavior is considered impolite if the speaker attacks the speaking partner or depends on the response of the speaking partner from the speaker's speech. According to Mills (2003), impolite behavior can only be understood and analyzed pragmatically when it is

associated with the understanding of the utterance group and only in terms of various broad discourse strategies between speakers. Incompensatory should be seen from various assessments of the speaker's behavior and not the intrinsic quality of the speaker. The pattern of impoliteness is seen from the intention of the speaker.

Judging from the purpose and intention, impoliteness is divided into two categories, namely motivated impoliteness and unmotivated impoliteness. Motivated impoliteness is when the speaker is assumed to have intended to commit an act of impoliteness with the intention of being impolite. Unmotivated disrespect is an act of impoliteness that is not intended to be impolite. Unintentional means not understanding that what is done is impolite. This incomprehension can be caused by various factors, for example different cultures (related to ethnicity), understanding of different contexts, or proximity factors (Mills, 2003).

Culpeper has developed five strategies of incivility as follows;

1. Direct impoliteness (bald on record impoliteness), that is, face-threatening behavior is carried out directly, clearly, not vaguely and in a short way the face situation is ignored and it is considered unnecessary to connect it with the face.
2. Positive impoliteness, i.e. the use of strategies that aim to undermine the speaker's face, for example assuming the speaker is not present in the activities carried out including a) not paying attention / ignoring him, b) not giving sympathy, c) using

inappropriate identity markers, d) using unclear / vague language, e) showing disapproval, f) using taboo language, and g) addressing by another name.

3. Negative impoliteness, which is the use of strategies that aim to damage the speaker's face which includes a) frightening, b) looking down or belittling, c) disparaging or mocking, d) insulting, e) not treating seriously or playing games, f) minimizing the listener's feelings g) taking advantage of the listener, h) using greetings by accentuating negative aspects of personality, and i) placing others as responsible.
4. The use of sarcasm or mock politeness, i.e. speech acts that are only pretend.
5. Withhold politeness, i.e., not doing the strategy of

Culpeper (1996) developed the concept of impoliteness strategy as an opposite strategy to the politeness strategy according to Brown and Levinson (1987), namely the strategy of (a) bald on record impoliteness, which is an impoliteness strategy that is deliberately carried out frankly regardless of the face of speech partners, (b) positive impoliteness is a strategy that deliberately threatens the positive face of speech partners, (c) negative impoliteness is a strategy that is deliberately aimed at threatening the negative face of speech partners, (d) mock politeness, which is a pseudo-politeness strategy or pretend, (e) withhold politeness,

namely impoliteness occurs due to the absence of politeness that should exist.

1.7.5 Positive Impoliteness

1.7.5.1 Circumstance Reference (Swear Words)

The words used refer to unpleasant circumstance. There are things that relate to unpleasant situations as follows.

1. A mental state such as insane [sintɪŋ], goblok [gɔblok], bego [bego?], tolol [tolol].
2. A state that is not approved by God such as jahanam [jahanam], kafir [kafir].
3. A state that befalls someone such as damn [siyalan], dead, mampus [mampus].
4. The occurrence of sexual deviations such as bencong [bɛncɔŋ], lesbi [lɛsbi], homo [homo], boti [boti].
5. Lack of modernization such as kampungan, ndeso [ndɛsɔ]. f. lack of manners such as bejat [bəjat], jerk [brɛŋsɛ?], bastard [bajɪŋan].
6. Disabilities such as mute, deaf, blind.

Example in sentence: You're an idiot, you've been told that you're still resisting.

In the conversation above, one of the speakers uses swearing to express his anger, namely "you are an idiot, you have been told that you are still resisting anyway" The word idiot/stupid is a word that has a very harsh meaning.

1.7.5.2 Body Part Reference (Insult)

The words used refer to human body parts, such as eyes, rai [rai] or face, head, teeth, neck, feet, hands by adding -mu or other affixes behind them. In addition, some words used refer to human genitals and sexual organs such as dick [kɔntɔl], pussy [mɛmɛk], jembut [jɛmbUt], meki [mɛki], slengki [slɛŋki], tete [tɛtɛʔ], bool [bɔɔl].

Example in sentence: Your face is like a monkey.

The above conversation is full of words that are not only rude but also very insulting to others, for example "your face is like a monkey" this word of course really hurts other people's hearts, because it is very inappropriate for humans to be equated with animals. Here the speaker abuses the interlocutor because he feels annoyed or irritated with the interlocutor.

1.7.5.3 Object Reference

The words used refer to objects that are considered symbols of ugliness, such as

1. Tai [tai] 'bad odor', (gila kau tai)
2. Bangke [banke] 'smelly corpse or carcass'. (shut up you BangkE)

In addition, there are nouns used for the ugliness of a person's face, such as aspal 'many acne scars'.

From some examples of sentences above, the words spoken are very rude and hurt other people's hearts, from the word "Tai" it can be

interpreted as a dirty word (unclean) while the word "bangke" is interpreted as a rotting corpse.

1.7.6 Negative Impoliteness

1.7.6.1 Animal Reference

The words used refer to individual traits that are linked to animal traits. Not all animal names are used, only some animals that have certain traits such as:

1. dog 'disgusting and forbidden' example in conversation (the dog makes a shock)

The word "dog" in the sentence above is a form of abusive language that falls into the category of animal names. Dogs are lactating animals that are usually kept to guard houses, hunt, and so on (KBBI, 2008). The use of dog is used as a abusive language associated with the bad traits of the animal. In the sentence above, it can be concluded that the use of the word dog has a very negative meaning because it is very inappropriate to equate humans with animals. Here the speaker abuses the interlocutor because he feels annoyed or irritated with the interlocutor.

2. Pig 'disgusting and forbidden' example in conversation (how tacky are you pig)

The word 'Babi' in the sentence above is a form of abusive language that falls into the category of Animals, pigs are lactating animals with long snouts, thick skin, and coarse hair (KBBI) the use

of dog is used as a abusive language associated with the bad characteristics of the animal. In the sentence above, it can be concluded that the use of the word dog has a very negative meaning because it is very inappropriate to equate humans with animals. Here the speaker abuses the interlocutor because he feels annoyed or irritated with the interlocutor.

3. Bangsat 'annoying' example in conversation (where do I know bangsat)

The word "bangsat" in the sentence above is a form of abusive language that falls into the category of animal names. According to the KBBI (2008), bangsat is an animal of crabs or bedbugs. Similar to the word dog, the word bangsat, which is another word for bedbugs, if used as a curse or swear word, will become abusive. In the sentence above, the speaker uses the word bangsat to others as a form of annoyance.

1.7.6.2 Astral Being / Supernatural Being References

The words used refer to spirits/magical beings that often disturb human life, such as:

1. The devil, example in conversation (the devil has been told to fight)
the word 'devil' in the sentence above is abusive language that falls into the category of Astral / supernatural beings. The word demon if used as a harsh word or curse word will become harsh language.

2. Satan, example in conversation (drunk devil you are) the word 'devil' in the sentence above is abusive language that falls into the category of astral creatures.

1.7.6 Abusive Language Use Factor

The use of abusive language is commonly used to express surprise, anger, or annoyance in social interactions in daily life. The interaction itself can be direct or mediated by the media. In the media, there are oral and written forms. With interaction, they can greet, reprimand, and even fight due to misunderstandings. According to Saptomo (in Rosidin, 2010: 51) the function of abusive language in Javanese is used to express anger, disappointment, regret, and astonishment, and insults used as a medium of intimate expression in relationships.

According to Bolton and Hutton (in Rosidin, 2010: 47) divide the factors of using abusive language or cursing into four categories as follows.

1. Used as a habit or group rule. This speech is used to reinforce boundaries, so that there is a distinction between one group and another. This happens when other people (non-group members) are present in the communication.
2. Intentionally used to insult, revile, threaten, and hurt. This happens when someone insults or physically likens the other person to an object/animal which is intended to hurt.

3. Used as a joke. Joking is a form of communication that is often used to break the ice. In this case, the use of abusive language directed at others is not intended to insult.
4. Used to express strong emotions, such as being surprised to see something or having a finger stuck in a door.

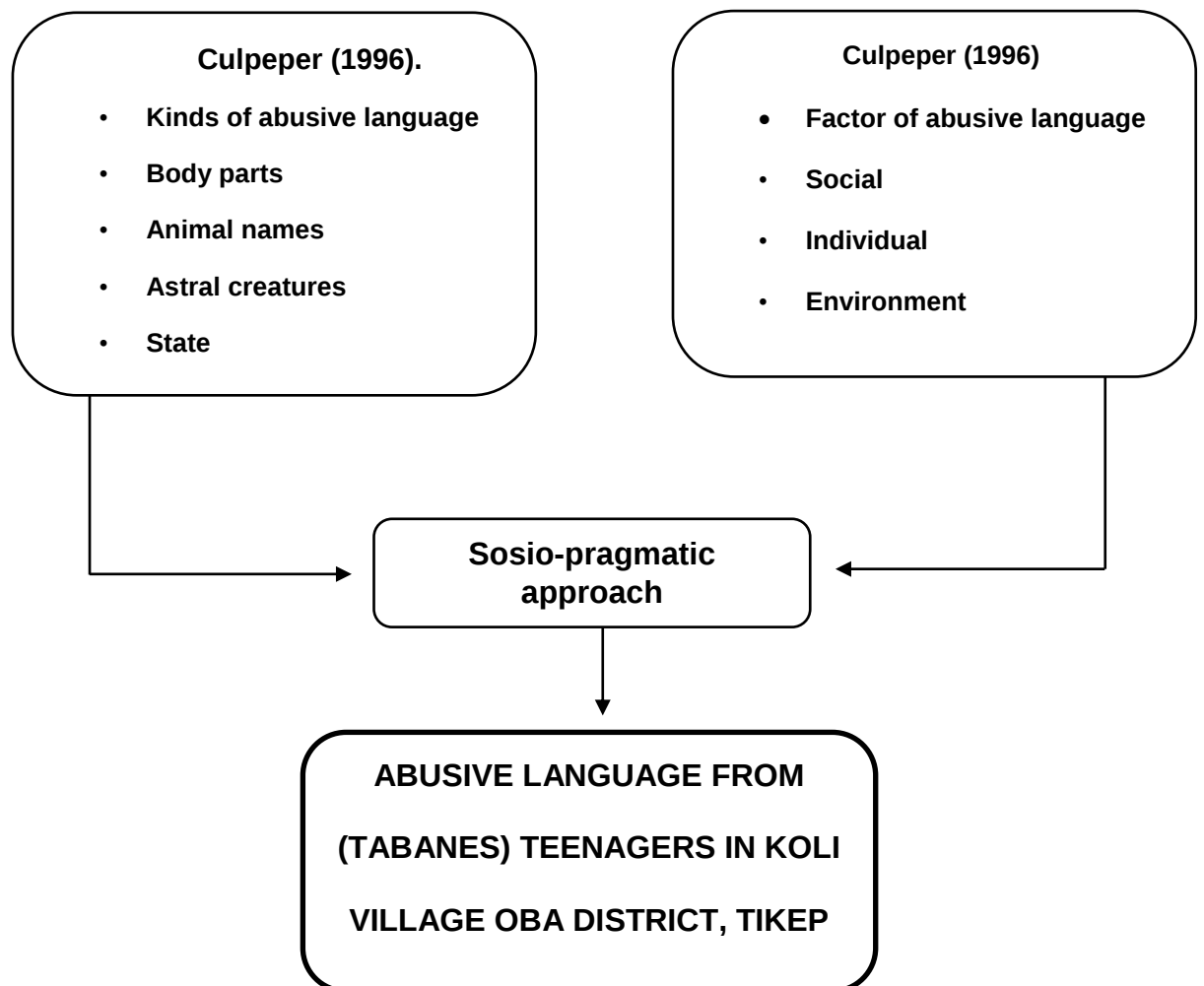
Rothwell (in Rosidin, 2010:49-50) also argues about some of the main purposes of using abusive language as follows.

1. Seeking attention a person who wants to be the center of attention from the surrounding environment will use abusive language in speaking in order to look cooler. Nowadays, people will nickname this kind of person pick me.
2. Discredit As people who are dissatisfied with the image of a certain person, institution, government, or others, they will use abusive language as an expression of their dislike about things that are considered not in accordance with public judgment.
3. Incitement In incitement, a person will attempt to excite others into doing something. Certain abusive language can take a toll when the listener feels insulted, resulting in a dangerous clash. For example, when A is jealous of B's brisk sales, he may say bad things about B such as "eh, do you know that B is a former prostitute?" to people he knows in the hope that they will not buy from B anymore. Those who believe what A says will, of course, also hate B.

4. Identifying abusive language can be a powerful symbol of personal identity. Black Americans have been calling the police 'pigs' since 1785.
5. Catharsis in Greek, catharsis has cleansing (Alodokter, 2021), so it can also be interpreted as a way to cleanse oneself of negative feelings by releasing emotions stored in the mind. When someone feels upset or angry because of someone else, they will vent their emotions by speaking harshly.

From the expert opinions above, it can be concluded that the factors of using abusive language that are in accordance with the object of research are: (1) anger, (2) disappointment, (3) amazement, (4) insults, (5) jokes, (6) seeking attention, (7) inciting.

1.8 Conceptual Framework



Based on the conceptual scheme above, the author provides two problems, the first is what kind of abusive words are often used by teenagers in Koli village, and what factors influence the habit of using abusive language among teenagers in Koli village.

1.9 Types Of Research

In this study the authors used qualitative research methods, through qualitative research Basrowi & Suwandi (2008: 2) said that researcher can recognize the subject, feel what the subject experiences in everyday life. Qualitative research involves researchers so that they will understand the context with the situation and setting of natural phenomena according to what is being studied. From each phenomenon is something unique, different from the others because of the different contexts. The purpose of qualitative research is to understand the conditions of a context by directing to a detailed and in-depth description of the portrait of conditions in a natural context (natural setting), about what actually happens according to what is in the field of study.

1.9.1 Research location

This research only focuses on Koli Village, Oba Kec. Halmahera North Maluku, which is a gathering place for informants who always interact with each other.

1.9.2 Age of teenagers

In this study, researchers only focused on adolescents ranging in age from 16-25 years.

1.9.3 Data Source

The data source for this research is primary data.

1.9.4 Primary Data

Primary data is a data source that directly provides data to researchers (Sugiyono, 2016.) Primary data is data obtained or collected directly in the field by the person doing the research concerned who needs it. This primary data is also called original data or new data. In this case the research obtained data or information directly using the instruments and interviews that had been set. Primary data is collected by the author by going directly to the field where the research is conducted to answer research questions containing conversations that are happening among teenagers in Koli village.

1.9.5 Data Collection Technique

In this study, researcher used 4 techniques including:

1.9.6 Observation Technique

In this study, researchers involved direct observation techniques of the practice of using abusive language among teenagers in Koli village.

According to Sugiyono (2018: 229) observation is a data collection technique that has specific characteristics when compared to other techniques. According to Yusuf (2014:384) the key to the success of observation as a technique in data collection is very much determined by the research itself, because researchers see and listen to a research object and then researchers conclude from what is observed. In this study the researcher involved. By doing this technique, the researcher must go directly to the location of the incident of the use of harsh language, to get

more accurate data from the results of observations that have been made directly by the researcher.

1.9.7 Interview Technique

Researcher use recording techniques when conducting interviews with informants in accordance with what the researcher has stated in the problem formulation. The type of interview used in this research is face to face interview. The researcher uses a recording technique when conducting interviews with informants in accordance with what the researcher has stated in the formulation of the problem. The type of interview used in this study is face-to-face interview.

The researcher conducted interviews for 3 times at different times and places, the first interview was on June 29, 2024, the informants interviewed by the researcher at that time consisted of 7 teenagers who had different time durations, the first interview consisted of 4 teenagers, each person had an interview duration of about 20 minutes at night.

The second interview on July 1, 2024, the informants interviewed by the researcher at that time consisted of 5 teenagers, each teenager had a different duration, 2 teenagers had an interview duration of 30 minutes, while 3 informants had an interview duration of 1 hour in the afternoon.

The third interview on July 17, 2024, the informants that the interviewee researcher was looking for at that time consisted of 3

teenagers, each teenager had a different duration, the duration of the interview was about 40 minutes. In the afternoon.

Of the many adolescents in Koli Village, the researcher only focused on 15 teenagers to be used as a research sample, consisting of 10 boys and 5 girls, boys were more than girls, then many teenagers in Koli Village had migrated and were not in the village.

1.9.8 Transcription Technique

The transcription technique is a data collection technique carried out by transcribing the recording results in the form of written data. Where the observation results are poured in written form to make it more organized about the form and factors of its use.

1.9.9 Note-Taking Technique

Note-taking technique is a method used by the author to record data related to research problems, then selected, organized, and then classified.

1.9.10 Data Analysis Technique

Data analysis technique is a discussion related to the process of processing data and information that has been obtained from interviews, field notes, observation and documentation during research to get the results of the author's research. The following is a process of data analysis techniques for qualitative research. In carrying out data analysis techniques in this study, the authors used methods, namely:

1.9.11 Data Reduction

According to Sugiyono (2015), data reduction is data obtained from the field in large quantities, for that it needs to be recorded carefully and in detail. The data that has been reduced will provide a clearer picture and make it easier for researchers to conduct further data collection and search when needed. Data reduction is usually done with the help of electronic equipment, such as mini computers that are used to code certain aspects. Data reduction is also used by researchers to guide research in order to achieve the objectives achieved. at this stage the author selects important data that is relevant to this topic and discards unnecessary data.

1.9.12 Presentation of data

Data presentation is presenting data so that the data is organized, arranged in a relationship pattern, so that it will be easier to understand. Miles and Huberman (2005 in Sugiyono 2016) state that the most commonly used to present data in qualitative research is narrative text. This is what is applied in this study in order to simplify the data that has been collected.