

**THE IMPACTS ON SLANG USED BY TEENAGERS IN THEIR DAILY
CONVERSATION AT BOARDING SCHOOL AL-YUSRIYAH
LANGKAT SUMATERA UTARA**

THESIS

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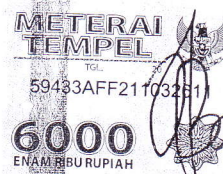
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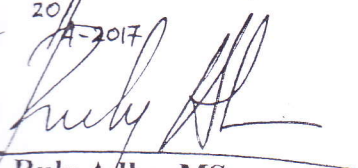
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LANGKAT SUMATERA UTARA**

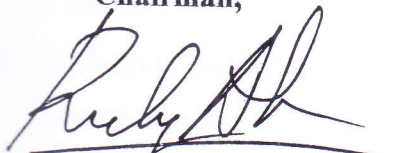
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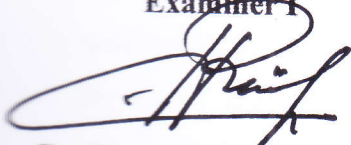
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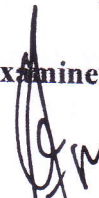
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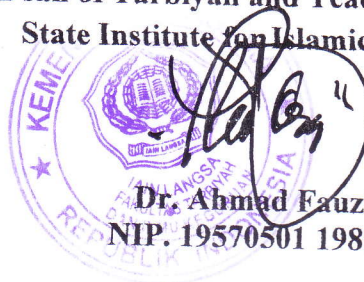
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ABSTRACT

The aims of this research is to identify the impacts on slang used by teenagers in their daily conversation at Boarding School Al- Yusriyah Langkat Sumatra Utara. The writer used descriptive qualitative method. This research does not give any treatment or manipulation but just give the real picture of certain phenomenon. To collect the data, the writer used observation and interview. The result of this study is that slang language helped students to speak in daily conversation. The students would be easy to express something. Then, they were more confidence to speak with their friends, teachers and other. Moreover, the impacts on slang used by teenagers in their daily conversation at boarding school Al-Yusriyah Langkat Sumatra Utara was good to consider in daily activities. It would be helped students to speak something and increase their performance in speaking activity.

Key words: Slang, Teenagers, Conversation

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, every school has an obligatory for students to learn english in the class. Eventhough it is not easy for students however they have to be confident to speak english accurately because language can be related to culture and social life in certain community.¹ This case may allow the different diction between some areas with another. Moreover, the complex community, the different areas, social statues, level of education, and the different types of social interaction will produce the variation of language. One of those variations is slang. Slang is an area of lexis in a permanent state of flux consisting of vivid and colourful words and phrases which characterize various social and professional groups, especially when these terms are used for in-group communication.²

The first occurrence of the word slang is dated 1756s in the OED, but slang have appeared before it is named “slang”. Beside it, slang is also firstly recognized by Groze in 1785s.³ He defines that slang is a cant or vulgar language. The statement is accepted by people because many criminals and young people use the language in that era. Consequently, slang is thought as incorrect usage of english and considered forbidden.

¹ Robert R. Krauss, *Language and Social Behavior*, (Journal of Social Science, 1 (2), 2012), p.34.

² Napoleon Kang Epoge, *Slang and Colloquialism in Cameroon English Verbal*, (International Journal of Linguistic, 4 (1), 2012), p.133.

³ Napoleon Kang Epoge, *Slang and Colloquialism*,....135.

In social life, there are always certain groups of people who have particular language. It is a symbol of their group which is marked by their creativity toward language. One of those groups is teenager. Teenager is a person that can be influenced in the exist environment who is creative and productive human in producing new vocabulary in communication and interaction.⁴ If we talk about slang, it means that we also talk about teenagers' creativity. Teenagers tend to use slang language in their daily conversation especially in informal situation.

According to Richard, slang is used for a very informal speech variety which often serves as an "in group" language such as teenagers, army and pop group. Slang is considered as a result of the rapid growth of the new word or term.⁵ It is such kind of teenagers' creative expression to make the words simpler and efficient to be spoken. It develops more and more until it becomes the common way to say something. Hence, in daily conversation, the teenagers often use the slang language rather than the standard language because the function of slang is not only to show the solidarity, humor, fun and intimacy, but also to be used as a mark of identity. Another motive is to simplify the word, so it easy to be delivered. This case happened because the young generation wants to be different and have creativity eventhough traditionally it carried a negative sense.

The fact shows that, the development of slang language always changes from time to time. It makes the people especially the old people confuse when they hear the slang words spoken by the teenagers. They think that slang words

⁴ Joyce A. Walker, *Reflection on a Century of Youth Development Research and Practice*, (Journal of Youth Development, 6 (3), 2011), p.14.

⁵ Scherman S., *Using Slang in Communication*, (Journal of English Literature, 2 (2), 2011), p.44.

today are different from what they have found in some years ago. Sometimes the old people do not understand about the meaning of the slang words used by the teenagers and how those words are formed. In order to see slang can be positive or negative impacts in teenagers' daily conversation. Then, students at Boarding School often used Slang in daily conversation. They used it to talk something, such as; joke, secret and other. Based on those phenomena, the researcher interests to analyze *"The Impacts on Slang Used by Teenagers in Their Daily Conversation at Boarding School Al-Yusriyah Langkat Sumatera Utara"*.

B. Research Question

Based on the background of the study, the writer states the research problem, "how are the impacts on slang used by teenagers in their daily conversation at boarding school Al-Yusriyah Langkat Sumatra Utara?"

C. Purpose of Study

The aim of this study is to identify the impacts on slang used by teenagers in their daily conversation at boarding school Al-Yusriyah Langkat Sumatra Utara.

D. Significance of Study

The result of the research is expected to give some benefits for the teenagers and school.

1. For Teenagers

- a. This research will easy teenagers to improve conversation in daily activities.
- b. This research helps teenagers to understand dialogue which used slang

c. This research can be references for teenagers to consider slang in conversation.

d. As motivation for teenagers to speak English at school.

2. For school

a. This research helps school to analyze students' competencies in conversation.

b. This research can be reference to evaluate strengths and weaknesses students' confidence of speaking in daily activities.

E. Terminology

There are several terms need to be defined, as follows:

a. Impact

Impact is the action of one object coming forcibly into contact with another. Moreover, impact can refer to a physical force, an influence, or a strong effect. Furthermore, impact is defined as a significant influence on development processes and how programmes are designed, managed and evaluated. In addition, impact is a concept that is used for many purposes and at all stages of development programming.⁶ It means that impact is an action to find out the result or influence through programmes are designed and evaluated in teaching and learning process. In addition, impact is a concept that is used for many purposes and at all stages of development programming.

⁶ Simon Hearn, *What is Impact?*, (Australia: Method Lab Publication, 2016), p. 6.

b. Slang

According to Willis, slang is the result of linguistic finding, especially of young and lively persons who want fresh, original speaker or joke terms which they can rename ideas, actions, and objects that they feel strongly.⁷ Moreover, Ellis defines slang as a variety of language used in certain contexts by means of which people express their sense of belonging to a particular group within the community which is not specific to any geographic location.⁸ Eble also defines slang as an ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large.⁹ It means that slang is variety language which is used by someone to talk something and express their feeling, joke and other to a particular group or community in daily conversation.

Slang is often called by informal, non-standard words and phrases, generally shorter lived than the expressions of ordinary colloquial speech, and typically formed by creative, often with juxtapositions of words or images. Slang can be contrasted with jargon (technical language of occupational or other groups) and with argot or cant (secret vocabulary of underworld groups), but the borderlines separating these categories from slang are greatly blurred.

⁷ Cahyo Anjar Widhiyato, *An Analysis on Slang in the Script of 8-Mile Film*, (Journal of Publication, 2013), p.4.

⁸ Arua E., *The Creation of Students' Academic Slang Expressions*, (Journal of Education and Literature, 1 (2), 2011), p.17.

⁹ Ochonogor, R., *The Impact of Text Message Slang or Chatroom Slang on Students Academic Performance*, (International Journal of Internet of Things, 1 (2), 2012), p.2.

Somewriters use the terms *cant*, *argot*, and *jargon* in a general way to include all the foregoing meanings.

Slang is non-standard vocabulary composed of words or senses characterized primarily by connotations of extreme informality and usually by a currency not limited to a particular region. It is composed typically of coinages or arbitrarily changed words, clipped or shortened forms, extravagant, forced, or facetious figures of speech, or verbal novelties.

Slang consists of the words and expressions that have escaped from the *cant*, *jargon* and *argot* (and to a lesser extent from dialectal, non-standard, and taboo speech) of specific subgroups of society so that they are known and used by an appreciable percentage of the general population, even though the words and expressions often retain some associations with the subgroups that originally used and popularized them. Slang is a middle ground for words and expressions that have become too popular to be any longer considered as part of the more restricted categories but that is not yet and may never become acceptable or popular enough to be considered informal or standard.

c. Conversation

Conversation is a progression of exchanges among participants.¹⁰ conversation is the means by which existing knowledge is conveyed and new knowledge is generated.¹¹ Conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate

¹⁰ Alex Micha H., *Basic Conversation in Daily Activities*, (Journal of Social Education, 2 (1), 2010), p.7.

¹¹ Birdha L. Sharpih, *Conversation in Use*, (Journal of Communication and Literatur, 2 (2), 2012), p.4.

interactively.¹² It means that conversation is an activity for interacting between two or more persons both formal or informal language to obtain information, knowledge and other. Another categorization of conversation is a register approach which identifies different aspects of conversation by the context in which they occur; however, it is difficult to define a set of register-types. Registers are varied not only in terms of the situation types that give rise to them but also in terms of the language use that is characteristic of them. Conversation is complex texts from a corpus using two axes of classification: a context-type axis and an interaction-type axis. Along the context axis are various levels of interpersonal relationship between the speakers, ranging from very close to very distant

¹² Susan E. Brennan, *Conversation and Dialogue*, (Journal of Learning and Literature, 1 (2), 2011), p.2.

CHAPTER II

LITERATURE REVIEW

A. Slang

Language is a basic tool in society. It is used to make communication. Language allows some people to say thing to each other and express their communicative needs, such as slang. Slang refers to a non-standard and informal vocabulary which represents near synonyms for words and phrases used in standard language.¹² It used to be associated with uneducated and undignified people or groups. However nowadays slang covers all social groups, subcultures and types of jobs. According to Holmes, slang is as an ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large.¹³ It has been changing over time according to fashion, habits and background of its users. Furthermore, people use it to make jokes and to keep the secret of the word's meaning

Slang is something new, creative and sometimes shocking. Some slang words can become so common in usage that they can even enter a standard language .¹⁴ Slang is a source of many new words. Some of them are

¹² Algeo John, *English in North America*, (New York: Cambridge University Press, 2001), p. 220.

¹³ Cahyo Anjar Widiyanto, *An Analysis on Slang in the Script of 8-Mile Film: A Sociolinguistic Approach*, Thesis Unpublished, University of Surakarta: 2013), p. 9.

¹⁴ Burridge Kate, *Blooming English: Observations on the Roots, Cultivation and Hybrids of the English Language*, (USA: Cambridge University Press, 2004), p. 115.

used for a short time and disappear quickly.¹⁵ The reason they die out is simply because they become boring and widely known. Moreover, slang is part of a colloquial language.¹⁶ That means it appears mostly in spoken language and gets richer by speaking. But there are also slang words and shortened informal expressions typical for written language. Their origin is usually in message language and the Internet which are nowadays highly used by teenagers.

Everybody has their own slang. Some people think that slang is something only young people use and as they grow up, they start to use proper language. However they do not realize that all people use some kind of slang teenagers, adults, rich and poor. But not all people of our age can understand our slang. There are many factors that influence our speech. It can be the place where we grew up or music we listen to.¹⁷ Therefore slang creates boundaries and divides people into many groups based on different criteria. That means slang identifies every single person.

The origin of the word slang is not very clear. There are several theories by different linguists. According to Felix of the English language that the word slang is connected to British and American words *in slang* which mean improbable.¹⁸ However other linguists think that it was derived from a word which means literary to sling the jaw, to abuse a person. Another parallel

¹⁵ Sara Hashemi Shahraki, *Check This One out: Analyzing Slang Usage among Iranian Male and Female Teenagers*, Journal of Language Teaching, Vol. 4, No. 2, 2011, p. 198.

¹⁶ Napoleon Kang Epoge, *Slang and Colloquialism in Cameroon English Verbal Discourse*, Journal of Linguistics, Vol. 4, No. 1, 2012, p. 133.

¹⁷ Yanchun Zhou, *A Sociolinguistic Study of American Slang*, Journal of Language Studies, Vol. 3, No. 12, 2013, p. 221.

¹⁸ Felix Rodriguez Gonzalez, *Youth and Student Slang in British and American English*, Journal of Linguistics and Social Sciences, Vol. 1, No. 2, 2004, p. 211.

mentioned by Partridge is with word *to sling words* which means to talk.¹⁹ The word slang first occurred in 1700. It represented idioms and secret language of the underworld. The modern meaning used for this word nowadays occurred in the early 1800s.²⁰ It means that slang is the words which is often used by people to consider joke or secret language. It is also to express someone's feeling both formal or informal language in daily activities.

According to Hotten slang is as old as the language and has been used for centuries in streets in every part of the world in every period of time.²¹ It always occurred at places of higher settlement. People in the cities become part of certain groups which usually lead to creating their own slang. However the usage of slang back there was quite different from today such as Indonesian slang, or natively known as *bahasa gaul* is an informal variety of *Indonesian* that comes through some processes. One of these processes is word formation. There are different types of word formation processes.²² According to Yule in Winda Pradianti says that word formation processes are the processes of forming new words or terms from the use of the old words to the new uses through some processes. Some examples of these processes are coinage, borrowing, compounding, blending, clipping, acronyms, derivation (prefixes, suffixes, infixes), and multiple process.²³ Furthermore, people used their own

¹⁹ Leo Spitzer, "Slang," *Modern Language Notes*, Vol. 67, No. 2, Journal of Social Science, <http://www.jstor.org/stable/2909962> (accessed January 9, 2011), p. 99-100.

²⁰ Burridge Kate, *Blooming English: Observations on the Roots, Cultivation and Hybrids of the English Language*, (USA: Cambridge University Press, 2004), p. 114.

²¹ Hotten, John Camden., *A Literature Modern Slang, Cant, and Vulgar Words; Used at the Present Day in the Streets of London*, (London: Forgotten Books, 2010), p. 44.

²² Winda Pradianti, *The Use of Slang Words Among Junior High School Students in Everyday Conversation*, Journal of Teaching and Learning, Vol. 1, No. 1, 2013, p. 88.

²³ Winda Pradianti, *The Use of Slang Words*,.... p. 89.

slang words to discuss improper subjects. In other words, the slang is informal word which consists of coinage, borrowing, compounding, blending, clipping, acronyms, derivation (prefixes, suffixes, infixes), and multiple process.

Slang is an ever changing set of colloquial words and phrases that speaker use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large. The existence of vocabulary of this sort within a language is possibly as old as language itself, for slang seems to be part of any language used in ordinary interaction by a community large enough and diverse enough to have identifiable subgroups. The origin of word slang is unknown. It's resemblance in sound and figurative meaning. Slang as linguistic phenomenon is universal. It can be found in any language. It is a kind of very colloquial and extremely word style, therefore slang is used in informal environments and avoided in formal setting, like in the work or the classroom. This is because the use of slang in such circumstances (in the formal situation) could result that the speaker will be evaluated negatively.

Although slang is for informal situations and environments, it can be used for many purposes. In writing, it possesses characteristic such as novel conception, rich image and lively humor. Generally slang expresses a certain emotional attitude, the same term may express different attitude when it is used by different people. Some slang words are primarily derogatory, although they may also be ambivalent when they are used in intimacy or affection. Because slang is in the area of fundamental emotions, slang become the most changeable and most productive language.

Slangs are often invented to fit particular situation at a given moment, such as *wetback* and *flop*. In American English *wetback* describes a Mexican agricultural worker who enters the united states illegally by swimming across the Rio Grande, and *flop* has meaning “to flap around loosely”. Some slang words are essential because there are no word in standard language which express the exact meaning, such as *rubberneck* that refers to the people who are curious to go where the crowds are. Besides it can be used to express emotions, slang can be used to give identification for definite social group. People belonging to the same social group of the same trade, profession, hobby, age, or social position tend to behave in the same way. This behavior influences not only the clothes they wear, but also the language they use.²⁴

The language of a social group, particularly slang, is one of several forms of behavior that keeps the ground distinct from other groups. One of the commonest social grouping is that of people who work together, like student have *lab* (the clipped form of laboratory) and *gym* (the clipped form of gymnasium), and the second hand car dealers have *creampuffs* (excellent car). Moreover, slang is being seriously studied by linguist and other social scientist as a revealing index to the culture that produces and uses it. According to the scientific view, slang is part of natural growth of language. A living language must continually change, and some of the changes first appear as slang. Some slangs make the language capable of giving new and delicate shades of meaning to words or add vividness, clarity, and directness to everyday

²⁴ Eric Partidge, *Slang Today and Yesterday*, (London: Routledge and Kegan Paul, 1998), p. 148.

expression. Slang has probably always existed and probably always will exist, in all languages at all times.

There are four identifying criterias for slang according to Lighter cited in Eriksen:

- a. Its presence will markedly lower, at least for the moment, the dignity of formal or serious speech or writing.
- b. Its use implies the user's familiarity either with the referent or with that less status full or less responsible class of people who have such familiarity and use the term.
- c. It is a tabooed term in ordinary discourse with persons of higher social status or greater responsibility.
- d. It is used in place of the well-known conventional synonym, especially in order to protect the user from the discomfort caused by the conventional item or to protect the user from the discomfort or annoyance of further elaboration.²⁵

B. Characteristics of Slang

Abadi in thesis by Luk Sau-ling explains some characteristics of slang are as follows:²⁶

- a. Creativity

Creativity means that slang language has cleverness, imagination, productivity and talent.

²⁵ Lighter, J.E. *Random House Historical of American Slang*, (New York: Random House, 1994), p. 221.

²⁶ Luk Sau-ling, *The Use of Cantonese Slang by Teenagers in Hong Kong*, Thesis Unpublished, 2005, p. 38.

b. Flippant

Flippant means that slang language has irrelevant word of the contexts. For example: for these games and *stupid tricks* means someone to do something amazingly.

c. Fresh

Fresh means that slang language has familiar words, different words and up to date words. For example: *dime* means small amount of money.

d. Onomatopoeic

Onomatopoeic means that slang language has imitation words. Example: Buzz like winds means invisible.

According to Spolsky cited in Veronika that there are some characteristics of slang:

- a. Slang is a kind of jargon marked by its rejection of formal rules. It is comparative freshness and its common ephemerality and its marked use to claim solidarity.
- b. Slang regularly transgresses other social norms, making free use of taboo expression.
- c. Slang arises as vocabulary which is used by a particular social group with specific, for example as a device for familiarizing a conversation.
- d. Slang comes in the form of new words with new meaning or old words with new meaning.²⁷

²⁷ Veronika Burdova, *Students' Slang in Brno*, Thesis Unpublished, 2009, p. 18.

C. Types of Slang

According to Chamdan, there are two types or forms of slang, the primary slang and secondary slang.²⁸

a. Primary slang

Primary slang is the pristine speech of subculture members; it is so natural to its speakers that it seems they might be mute without it. Of course, they would not be, since we know that slang is by definition always an alternative idiom. Much of teenage talk and the speech of urban street gangs would be examples of primary slang. Primary slang can be detected by contrast, their oral language is often rich, complex, and powerful, and they live by using it effectively. Chapman calls the specialized social vocabulary of subculture primary slang. The primary slang of groups is often appropriated into general slang. It strikes members of the mainstream as novels which are rich in imaginative things. It suggests a way of life with greater fun and excitement than the well-regulated lives of most.

Adopting the vocabulary is a way of sharing vicariously in the daring while remaining apart from what is unsafe or objectionable about the way of life in the subculture. From the sixteen samples of lyrics, fifteen lyrics that consist of eighteen slang words and phrases are identified as primary slang. They are; *sposed means closed, hoes means lapse*. The slang words and phrases are identified as primary slang

²⁸ Hotten, John Camden., *A Literature Modern Slang, Cant, and Vulgar Words; Used at the Present Day in the Streets of London*, (London: Forgotten Books, 2010), p. 69.

because this kind of slang is used to express anger, as a general expression used by English people on their daily communication, or it is an alternative pronunciation used by a rapper or hip hop singer to shorten, alter, or change the sound of a word. It is not related to someone's attitude or something secret.

b. Secondary slang

Secondary slang is chosen not so much to fix one group to express one's attitudes and resourcefulness by pretending momentarily, in a little stick of guerrilla theatre to be the member of street gang or criminal or gambler or a drug user or a professional football player, and hence to express someone's contempt, superiority, cleverness by borrowing someone's verbal dress. It is also a matter of stylistic choice rather than true identification. This slang word is used to express something secretly in which just restricted people who understand the meaning of those words. It is the reason why the slang word 'bankroll' is classified as a secondary slang. Eventually, the users of slang are not only limited to underworld people but spread out through certain groups of people in the society. Most slang words are metaphoric and cannot be directly found through their literary meaning, for example, "what is the hell?" it is quite far from our imaginary of a place for punishment by god but here the aim of saying that expression is to show something which is surprising which means "what is this?".

Slang is the use of informal words and expressions that are not considered standard in the speaker's language or dialect but are considered acceptable in certain social settings. Slang expressions may act as euphemisms and may be used as a means of identifying with one's peers. The definition of slang can be found in literature of slang. Slang is an ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness in society at large. Eble's definition differs significantly from the definitions presented in dictionaries. While she agrees that slang is colloquial, Eble's definition highlights the social aspects of slang which the dictionaries ignore or do not find relevant to explain.

As a mentioned the boundaries between slang and other types of informal language can be difficult to determine. That is the reason why some linguists can use different names for this kind of vocabulary. Some of them consider words with local colouring as dialect and not slang. Moreover, dialect is a type of slang and call it regional slang.²⁹ As slang changes during the time, it is very difficult to give exact criteria for slang groups.

This is a general division of slang according to Kvetko:³⁰

1. Special slang

Vocabulary typical for certain groups of people which makes them different from the others (e.g. teenagers, soldiers, religion groups). Special

²⁹ Jackson Howard, *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*, (London: Continuum, 2007), p. 18.

³⁰ Kvetko Pavol, *English Lexicology In Theory and Practice*, (Trnava: Cyrila Press, 2005), p. 79.

words usually used in particular places as a sign to talk something. In military forces, they often used special slang to consider strategy in the war. For example: the abbreviation “DIY” stands for “Do It Yourself”, and it tends to refer to home improvements.

2. General slang

Vocabulary that is informal but not used by certain group of people. General slang usually used to express feeling of falling in love. Moreover, general slang often used to talk joke or message language which are nowadays highly used by teenagers. For example: “Cash”, “dosh”, “moolah”, “dough” and “wonga” means that to mention general money,

3. Back slang

Words that are read from the back, such as *emit* (time), *nottub* (button). Back slang is thought to have originated in Victorian England, being used mainly by market sellers, such as butchers and greengrocers, to have private conversations behind their customers’ backs and pass off lower quality goods to less observant customers.

4. Rhyming slang

Slang used in London, also known as Cockney. Originally Cockney was also a language of criminals in London’s East End in the nineteenth century.³¹ Nowadays it is spoken by working-class community. The basic idea is replacing a Standard English word with words that rhyme with it, such as *joy of my life* (wife), *dog and bone* (phone), *Duke of Kent* (rent),

³¹ Katamba Francis, *English Words: Structure, History, Usage*, (Sydney: Routledge, 2005), p. 170-171.

bread and honey (money).³² Moreover, Hotten used a very different division of slang. He divided slang according to its users' jobs, social class and background.³³ Beside Hotten explained in his book entitled a literature modern *slang, cant and vulgar words: used at the present day in the streets of London* that slang can be divided into:

a) Fashionable slang

Also called as Upper-class slang. Its origin is in French language and has been used in books and newspapers for the upper class members, during their parties and events. For example: "telly", means that watch TV is also very common.

b) Parliamentary slang

This type of slang has been used by the members of houses of parliament in London. It is a mixture of fashionable and literary slang types. It includes mainly phrases and words connected to politics. Examples: *plumper* (a single vote at an election), *a walk over* (a re-election without opposition).

c) Military slang

It is called as officers' slang. It contains words and phrases connected to a military service and has been used by British soldiers. Examples: *drag/trap* (a vehicle), *lobster-box* (a military station).

³² Kvetko Pavol, *English Lexicology*,.....p. 80.

³³ Hotten, John Camden., *A Literature Modern Slang, Cant, and Vulgar Words; Used at the Present Day in the Streets of London*, (London: Forgotten Books, 2010), p. 58.

d) University slang

As foreign language, slang is usually restricted to concrete place, time or even to particular school and studying branch.³⁴ Furthermore, slang refers to students creativeness, originality, freshness, informality, nonstandard way of expressing full of emotions. Moreover, university slang has been used by university students and contains also expressions of the fashionable slang. Examples: *crib* (house or apartment), *dead-men* (empty wine bottles), *dickey* (a half shirt).

e) Religious slang

This type of slang refers to a terminology used by members of the English church. It contains expressions connected to a faith, God and religious people's believes. Examples: *gracious* (nice), *dark* (without religious principles).

f) Legal slang or slang of lawyers

Slang used among lawyers that contains terminology connected to law and business. Examples: *fullied* (fully committed for trial), *monkey with a long tail* (mortgage).

g) Literary slang

Also called as Slang of Criticism. This type of slang includes dramatic, artistic and scientific expressions. Examples: *balaam box* (a depository for rejected newspaper articles).

³⁴ Veronika Burdova, *Students' Slang in Brno*, Thesis Unpublished, 2009, p. 13

h) Theatrical slang

Slang used by actors who perform on a stage. It contains expressions connected to particular profession or activity in the theatres.

Examples: *daddy* (the stage manager), *pro* (an actor by profession).

i) Civic slang

This type of slang includes terminology used in the Stock Exchange, connected to wealth, shares and business. Examples: *bear* (a speculator on the Exchange), *breaking shins* (borrowing money).³⁵ It means that it is important used to businessman so that they could talk a private conversation to facilitate their business. Civic slang also used to determine the number of shares to be awarded to entrepreneurs.

According to Akmajian, each of us use both formal and informal language styles and shift between them very naturally according to different situations at a certain moment. These shifts are unconscious and automatic.³⁶ The feature according to which distinguish formal and informal language is called tenor.³⁷ It is a situation of a language use. The differences between the formal and informal language are the words that are used. In formal language people tend to be more objective and keep their personal opinions and attitudes for themselves. On the other hand when they use the informal language, they

³⁵ Hotten, John Camden., *A Literature Modern Slang, Cant, and Vulgar Words; Used at the Present Day in the Streets of London*, (London: Forgotten Books, 2010), p. 60.

³⁶ Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, and Robert M. Harnish. *Linguistics: An Introduction to Language and Communication*, (New York: The MIT Press, 2001), p. 287.

³⁷ Barry Turner, *Tenor of discourse in translated diglossic Indonesian film subtitles*, *Journal of Translation and Interpreting Research*, Vol. 2, No. 2, 2010, p. 27

express their both positive and negative attitudes directly.³⁸ In addition, they also used slang to express of privating conversation in daily activities.

1. Formal language

We observe the usage of the formal language clearly in serious, formal and official situations. In these situations people must pay attention on what they say and how. An example of such situation can be a job interview, meeting an important person or standing before a court. In formal situations people frequently use full forms of words, titles and words expressing politeness.³⁹ Formal language does not include any slang words and swear words. It usually used in particular place, such as; school, office and other.

2. Informal language

The informal speech, on the other hand, is used in relaxed conversations. In these situations the speech is rapid and spontaneous and is not censored by the speaker. People use the informal language when speaking to their close friends and family. The informal language contains colloquial vocabulary, slang and abbreviated forms. Other typical features of the informal speech are first names, nicknames, interruptions and swear words.⁴⁰ Moreover, slang is a part of informal language. According to Kvetko informal vocabulary consists of more or less unstable words that are

³⁸ Eggins Suzanne, *Introduction to Systemic Functional Linguistics*, (London: Continuum, 2004), p. 101.

³⁹ Shima Kameli, *The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies*, Journal of Language Teaching and Research, Vol. 3, No. 1, 2012, p. 26

⁴⁰ Else David, *British Language and Culture (Lonely Planet Language and Culture) (Language Reference)*, (Victoria: Lonely Planet, 2007), p. 123-124.

used in everyday speech.⁴¹ There are several groups of informal vocabulary and they are all considered as a part of informal language. The boundaries of individual groups are difficult to determine, especially between slang and colloquialism. Therefore, the most common categories of informal language and gave definitions and examples.

a. Categories of informal language

1) Cant

In daily activities, an old secret language often used among beggars, thieves and criminals. It was always created as a code with a purpose of secrecy. Cant and slang are often regarded as synonyms but unlike cant, slang is always modern and up-to-date.⁴² It is clear that cant and slang used in informal conversation which is related to private or the importance information.

2) Jargon

Jargon contains technical vocabulary that is connected with a specific activity or profession such as IT specialists, astronomers or officers.⁴³ In other words, jargon may also contain slang words. The reason for using jargon is to include the insiders (members of one certain group) and to exclude the others who do not belong there.⁴⁴ Examples:

⁴¹ Kvetko Pavol, *English Lexicology In Theory and Practice*, (Trnava: Cyrila Press, 2005), p. 77-78.

⁴² Hotten, John Camden., *A Literature Modern Slang, Cant, and Vulgar Words; Used at the Present Day in the Streets of London*, (London: Forgotten Books, 2010), p. 6-7.

⁴³ Jackson Howard, *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*, (London: Continuum, 2007), p. 13.

⁴⁴ Yule George, *The Study of Language*, (New York: Cambridge University Press, 2001), p. 245.

sport jargon: *matchball* (the last ball after a match is finished), computer jargon: *cookies* (data saved in a computer after visiting a certain website).

3) Collocation

Collocation can be defined as groups of words that are used in informal everyday speech.⁴⁵ They are known by most of the people who use English or other certain languages as their mother tongue. These words are logically connected to each other and together form a phrase that is used by native speakers naturally. Unlike slang, collocations tend to be stable. They do not change quickly according to present and modern issues. Examples: *square-jawed hero* (handsome man, women's idol), *chain smoking* (smoking another cigarette after one is finished). Of course there are differences in collocations in different types of English.⁴⁶ For example word *salt* is usually collocates with *pepper*. However for people living by the sea it may better collocate with commonly used *salt water*.

4) Words with local colouring

Local words used in certain areas are called dialect or dialectisms.⁴⁷ Their boundaries are not very stable so dialect changes a lot because of standard language taught in schools. Previous generations

⁴⁵ Nafez Antonious Shammās, *Collocation in English: Comprehension and Use by MA Students at Arab Universities*, Journal of Humanities and Social Science, Vol. 3, No. 9, 2013, p. 107.

⁴⁶ Yule George, *The Study of Language*,.....p. 122-123.

⁴⁷ Laura Wagner, *Children's Perception of Dialect Variation*, Journal of Child Language, Vol. 41, No. 5, 2014, p. 167.

used dialect much more than people do today. That is why we can hear the traditional dialect mostly from our grandparents.

There are many reasons for using slang. In many cases people use slang just for fun or to become part of certain group. On the other hand, there is Cockney states slang which has a deeper reason of usage and that is to enrich the language.⁴⁸ So reason for using slang depends on an individual.

Typical reason of slang usage for teenagers is to create a code. They want to be distinguished from children and adults, so they create their own language and use it among people of the same age. This slang is then used mostly at school, in teenagers' free time spent with friends or while visiting internet chat rooms and social networks. According to Partridge, these are some other reasons for using slang is to be original, different and new, to be entertained because slang is playful, to be witty, expressed in a humorous way, to be picaresque and not boring, to attract attention, to avoid clichés, to be brief and clear, to be concrete or abstract, to lessen or intensify our statements, to reduce or to extend our statements, to soften or mask our statements, to amuse the audience, to be part of certain school, profession, social class or intellectual group, to prove somebody is not part of certain group.⁴⁹ Therefore, slang is important to be used in informal conversation and it is also used to spent time in daily activities. furthermore, everyone knows that using slang can improve their speaking skill and their performance in real conversation.

⁴⁸ Ardo Kuncoro, *An Analysis on Slang for Young Students*, Thesis Unpublished, University of Surakarta: 2013), p. 10.

⁴⁹ Partridge Eric, *Slang To-Day And Yesterday*, (London: William Press, 2007), p. 6-7.

According to Dalzell, there are some reasons of slang usage as follows: first, In sheer high spirits. Second, as an exercise in wit or humour. Third, to be 'different' to be novel. Fourth, to be picturesque. Fifth, to be startling: to startle. Sixth, to escape from cliché's and long-windedness. Seventh, to enrich the language. Eighth, to give solidity and concreteness to the abstract the idealistic and nearness to the distant scene or object. Ninth, to reduce solemnity, pain, tragedy. Tenth, to put oneself in tune with one's company. Eleventh, to induce friendliness or intimacy. Twelfth, to show that one belongs to a certain school, trade or profession, intellectual set or social class. It is short to be in the fashion or to prove that someone else is not. Thirteenth, to be secret; not understood by those around one.

According to Yule there are many factors that influence our language. It is not only the place we grew up which makes our dialect different from the others. There are also social factors that make our speech different from people who live at the same place as we do. It may be age, gender, social class, education or ethnicity.⁵⁰ All together they affect the way we speak and create our own language which is a part of our identity. Studying of language from the social point of view is called sociolinguistics.⁵¹ In other words, sociolinguistics has become an increasingly important and popular field of study, as certain cultures around the world expand their communication base and intergroup and interpersonal relations take on escalating significance.

⁵⁰ George Yule, *The Study of Language*, (New York: Cambridge University Press, 2001), p. 249.

⁵¹ George Yule, *The Study of Language*,.....p. 254.

Some facts about languages are that they are always changing over time, different between one another, and have a lot of varieties. The language variation exist because of the use of single language which is different within a single community, such as men do not speak like women, and older people do not speak like younger people. Trudgill stated that language, in other words, varies not only according to social characteristics of the speaker (such as his social class, ethnic group, age, and sex). The same speaker uses the different linguistics varieties in different situation and different purposes.

1. Dialect

Dialect is one variety of language. According to Trudgill, dialect is defined as the differences between kinds of language in vocabulary, grammar, and pronunciation. Dialect refers to all the differences between varieties of language, those in pronunciation, word usage, and syntax. On the level of vocabulary or word usage, for example, American English called the underground railway as “subway” while British English use the term “underground”. And “corn” which means “maize” in the U.S., Canada, and Australia, “wheat” in England, and “oats” in Scotland. Even though dialects of the same language are different, it still has common point of features.

2. Register

Different professional and different group may develop distinctive vocabularies. Ferguson in Wardhaugh, says that people participating in recurrent communication situations tend to develop similar vocabularies,

similar features of intonation, and characteristic bits of syntax and phonology that they use in this situation. Wardhaugh defines the term register as sets of language item related with discrete occupational or social group. By using register, people can express their identity at a specific time or place.

3. Style

People speak in different ways, formally or informally, according to the situation and the circumstances. Ceremonial occasions require very formal speech, public lectures somewhat less formal, casual conversation quite informal, and conversation between friends may be extremely informal and casual. Speech varies with the situation; different situation requires different style of speech. Style refers to the selection of linguistics forms to convey social or artistic effects. Style is also as set of instructions. The message it conveys is not normally conveyed in words.

Sociolinguistics deals with the relationship among language and society.⁵² It is connected to anthropology and sociology. It studies how culture where people live influence our own speech and vocabulary. So the level of our slang usage is mostly based on our background. Some groups of people, usually ethnic minorities and working class tend to use more slang. The reason is that they live surrounded by people of the similar social class and education where slang is not regarded as a bad language.

⁵² Sharon K. Deckert, *An Introduction to Sociolinguistics: Society and Identity*,(USA: Continuum Publishing, 2011), p. 121.

As foreign language, English has important role in communication both formal or informal. Slang is one of expressions which is often used by teenagers in informal communication. There are some factors to use slang in our language, they are;

1. Social Class and Education

Education influences our speech in a significant way. The students do not hear highly educated people saying slang words, but that does not mean they never use any. More important is where they use them. People mind their language at work, at meetings and job interviews, where slang is certainly improper. However in not serious situations they might use slang words just for fun or to be original. According to Yule, people who attended university tend to use less of bad language compared to people who left education system earlier.⁵³

This is a consequence of spending a lot of time with reading books and dealing with written language. That is also why people may come across with expression “*he talks like a book*”. This is mostly used for professors who graduated from more universities and this affected their language in an extreme way. Members of different social classes also have different language. The difference usually lays in their pronunciation.

2. Sub-culture and Its Influence on Our Speech

In every society there are sub-cultures formed. People become members of them according to their common ideas and interests. And it is

⁵³ George Yule, *The Study of Language*, (New York: Cambridge University Press, 2001), p. 258.

the sub-culture what also influences people's language. This vocabulary then becomes one of the main features of certain sub-cultures. Members of these sub-cultures have their own slang and use this special lexicon to prove they share the same ideas and to show where they belong. Being part of a group is the main reason of slang usage within the sub-culture.

Slang serves as a confrontation against the mainstream culture and so do teenage slang. Slang is a kind of anti-language against the established social norms and the authority. Teenagers tend to be playful and rebellious in nature. During puberty, teenagers try hard to seek psychological independence and differentiate themselves from adults. It is known that they have to live up to the expectations of their parents and teachers. The finding may show that apart from group identification, slang also gives them lots of fun and provides them a channel to release pressures from adult authority like parents and teachers.

Jackson mentions a youth culture as one of the most significant ones. It is a group of teenagers and adolescents.⁵⁴ This group can be further divided according to their hobbies and interests. One of the typical criteria for further division is music these young people listen to. Then we can come across expressions related to different music styles, such as *funk*, *grunge*, *hip hop*, *indie*, *jungle*, *ragga*, *new wave* or related to partying such as *rage* (to party), *mosh* (dance recklessly), *stage diving* or *break-dancing*. Words used by sub-cultures are not usually recorded in general dictionaries because

⁵⁴ Helena Jelinkova, *Slang Used Among British and Czech Teenagers*, Thesis Unpublished, 2011, p. 28.

of their informal character. Members of youth culture also stop using them when they become adults.

3. Trends in Teenage Talk

Language of teenagers and their parents may differ. Young people do not have to care about a proper language much because they spend most of their time with their friends. On the other hand adults have to behave according to their age which also includes choosing the right vocabulary. Yet they spend most of their time at work where formal language is always needed. Here are some other features typical for teenage language:

a. Taboo words

According to Jackson, taboo words are a vocabulary which is restricted by the society because of its offensive character.⁵⁵ They contain words connected with parts of human body, sex and excretion. They may be called also vulgar words or coarse slang. Taboo words have similar life cycle as slang. After they become widely used in everyday speech, they can even occur in newspapers and literature and lose their taboo character.

The meaning of a word is changing when it is used as a taboo word. Some tabooed words can lead their replacing words to receive additional meaning. For example, the word “*Rest Room*” is not a place to take a rest, but it is euphemism of Water Closet a place to defecate or wash and arrange your hair. Chunming mentions euphemisms as a way

⁵⁵ Helena Jelinkova, *Slang Used Among British*,... p. 29.

how to get rid of taboo words.⁵⁶ They are substitutions for offensive words by other, less vulgar and appropriate. The stronger the taboo word is, the more synonyms it usually has. Examples: *pass away* (die), *adult video* (pornography), *tired and emotional* (drunk), *expectorate* (spit).

b. Swear words

Swearing is the use of taboo language with the purpose of expressing the speaker's emotional state and communicating that information to listeners.⁵⁷ Moreover, Kolar states that people swear when they are annoyed, surprised or when they want to insult the others. Examples: *Damn! Hell! Shit! My God! What the hell? You bastard! Bloody.*⁵⁸ Swear word is one of trends in teenage talk used people in expressing the emotional or talking new information to the listeners.

c. Vague words

In informal conversation, vague word conveys imprecision that hedges and that in generic reference the noun refers to a whole class rather than to an individual person or thing.⁵⁹ They occur in teenage talk as much as in adults' talk. Their function is just to fill spaces in a sentence and to sound more colloquial. Examples: *kind of, sort of, whatever, and stuff, for ages, plenty of, millions, billions and other.*

⁵⁶ Chunming Gao, *A Sociolinguistic Study of English Taboo Language*, Journal of Language Studies, Vol. 3, No. 12, 2013, p. 312.

⁵⁷ Timothy Jay, *The Pragmatics of Swearing*, Journal of Politeness Research, Vol. 4, No. 2, 2008, p. 268.

⁵⁸ Stenstrom, Anna-Brita, Gisle Andersen and Ingrid Kristine Hasund, *Trends in Teenage Talk: Corpus Compilation, Analysis and Findings (Studies in Corpus Linguistics)*, (USA: John Benjamins Publishing, 2002), p. 138.

⁵⁹ Yen Liang Lin, *Vague Language and Interpersonal Communication: An Analysis of Adolescent Intercultural Conversation*, Journal of Society, Culture and Language, Vol. 1, No. 2, 2013, p. 70.

D. Conversation

Conversation can be defined as sharing of thoughts and ideas. There are a few characteristics of conversation that help to define it further. Conversation is Spontaneous. The lack of time to prepare a structural turn or completely pre-think a thought, along with the difficulties of an ever-changing language situation, makes conversation different from other forms of oral discourse.⁶⁰ Moreover, conversation is generally person-oriented, face-to-face with a shared context, and highly interactive. With these features, the conversational context can vary greatly from moment to moment, and the participants must constantly adjust and respond to the immediate issues they face.

Conversation is socially motivated. As a literate society, we could easily avoid the imperfections of conversation with the clear, pertinent style of written language, yet we daily choose to engage in conversation with those around us. Social interaction is necessary for our daily life: society works through the interdependence of its members, and conversation is the language we use to mediate our social relationships. Speakers are aware of the interpersonal factors involved, and they adjust their vocabulary and grammar accordingly.

Conversation is the exchange of thoughts, feelings, opinions, and ideas. Although it is often regarded as any oral production of a meaningful combination of words and phrases, real conversation requires a true communication of ideas.⁶¹ It means that conversation considers ideas to find out real information and actual so that they can give opinion and suggestion in social interaction. Moreover,

⁶⁰ Pask, G., *An Essay on the Kinetics of Language, Behavior and Thought*, (London: Longman, 2001), p. 214.

⁶¹ R. David Lankes, *The Library as a Conversation*, (USA: Cyrila Press, 2002), p. 342.

conversation is needed for people to improve their knowledge and experience in daily activities.

There are some processes of conversation as follows:

- a. Open a channel*, when participant A sends an initial message, the possibility for conversation opens. For conversation to follow, the message must establish common ground; it must be comprehensible to participant B.
- b. Commit to engage*, participant B must pay attention to the message and then commit to engaging with A. Such a commitment may amount to nothing more than continuing to pay attention. For conversation to persist, the commitment must be symmetrical, and either side may break off for any reason, at any time. Put another way, each participant must see value in continuing the conversation, which offsets the personal cost of being engaged: what we call the “bio-cost,” or the energy, time, attention, and stress required.
- c. Construct meaning*, conversation enables us to construct (or reconstruct) meaning, including meaning that is new to the destination. Conversation theory has a highly detailed model that we must leave to other descriptions though it is useful even in this skeletal form.
- d. Evolve*, participant A or B (or both) are different after the interaction. Either or both hold new beliefs, make decisions, or develop new relationships, with others, with circumstances or objects, or with themselves. Here we define an “effective conversation” as an interaction in which the changes brought about by conversation have lasting value to the participants.

- e. *Converge on agreement*, participant B may wish to confirm understanding of A's concept. To do so, B must create and transmit a different formulation of the topics under discussion, one that captures his model of the concept.
- f. *Act or transact*, sometimes one or more of the participants agrees to perform an action as a result of, and beyond, the conversation that has taken place.⁶² For example, they may agree to play a game together or enter into a relationship. They may agree to an exchange, as when money is traded for a product or service.

E. Previous Research

The relevant research was conducted by Annisa Salma, entitled “*Gender Influence on Slang Used by Teenagers in Their Daily Conversation at School*”. The result of this study indicated that there were 12 types of slang used by male and female teenagers, such as *back, centre, clipping or shortening, blending, compounding, nonsense reduplication, acronyms, loan or borrowing, onomatopoeia, substitution, and two types of slang categorized by Willis*. The results of analysis also reveal that gender may affect the use of slang. It can be seen from the total number that slang used by male teenagers (54,3%) tend to be higher than females (45,7%). Therefore, it can be concluded that male teenagers use slang more than females and it can also be understood that the tendency of males to use standard language is to show their machismo.⁶³

⁶² Scot B., *Conversation Theory: Applications in Education and Epistimology*, (New York: Elsevier, 2002), p. 189.

⁶³ Annisa Salma, *Gender Influence on Slang Used by Teenagers in Their Daily Conversation at School*, Thesis Unpublished, 2013.

Moreover, other similar research was conducted by Luk Sau-ling, entitled “*The Use of Cantonese Slang by Teenagers in Hong Kong*”. This study indicated that girls used slang slightly more than boys, gender is not a salient factor affecting the use frequency. Instead, the age of the teenager is a dominant factor. The findings also show that adults used slang as frequently as teenagers, implying that teenagers are not the only prime users of Cantonese slang. The findings also show that teenagers preferred to use slang of less vulgarity, indicating that they watch their language and know when and where to use slang appropriately.⁶⁴

The differences of this study, the writer is not focus on gender or kinds of slang in this study. However, the writer considers the impact of teenagers used slang and what for they used slang in conversation at boarding school AL-Yusriyah, Langkat Sumatera Utara. Moreover, the writer focuses on impact for teenagers’ conversation in daily activities. Students used slang in their conversation will consider as participants in this research.

⁶⁴ Luk Sau-ling, *The Use of Cantonese Slang by Teenagers in Hong Kong*, Thesis Unpublished, 2005.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

The writer conducted the research at Boarding School Al-Yusriyah Langkat Sumatera Utara because it was one of Boarding School which was in daily life using two language on communication (English and Arabic) and many of students of Boarding School Al-Yusriyah Langkat Sumatera Utara were preferred using the arabic language than English language, especially for teenagers which have the weakness in English speaking skill. Moreover, teenagers used slang words to express their feeling by using their daily language and in order to avoid punishment of using Indonesian language or local dialect. This study conducted at boarding school Al-Yusriyah Langkat Sumatera Utara from 1st January to 15th 2015. Before the writer started conducting the research, the writer made some steps in conducting this study with the time set was three weeks. The writer started from the preparation of this study whether the writer accepted the school permission to make a research. Then, the writer started to observe the students' conversation in daily activities. Next, the writer collected the data as the result of this study.

B. Population and Sample

Population was all objects which is researched.⁶⁸ The population in this research were teenagers who learned at boarding school Al-Yusriyah

⁶⁸ Iqbal Hasan, *Metodologi Penelitian dan Aplikasinya*, (Jakarta: Ghalia Indonesia, 2002), p.58.

Langkat Sumatera Utara was 579 students. 274 students for Junior High School (MTs) and 305 students for Senior High School (MA). Moreover, the writer used sample as a part of population which wants to be researched.⁶⁹ According to Sugiono, sample was a small group that was observed consisted of people, events or subjects.⁷⁰ Moreover, the writer used snowball sampling which became subject in this research. Snowball sampling was a type of non-probability sampling technique.⁷¹ Non-probability sampling focused on sampling techniques that were based on the judgement of the researcher. Moreover, there were three types of snowball sampling, they were; linear snowball sampling, exponential non-discriminative snowball sampling and exponential discriminative snowball sampling. Therefore, the writer used linear snowball sampling because the writer wanted to find out teenagers who considered slang in conversation in daily activities.

C. Method of Research

In this research, the writer used a descriptive qualitative method. This research did not give any treatment or manipulation but just give the real picture of certain phenomenon. Moreover, the writer used descriptive qualitative in this research. Qualitative research is concerned with conditions, practices, structures, differences or relationships that exist, processes that were

⁶⁹ Iqbal Hasan, *Metodologi Penelitian*,... p.58.

⁷⁰ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif dan Kualitatif*, (Bandung: Alfabeta, 2009), p.197.

⁷¹ Mark Schramper., *on the Concept of Snowball Sampling*, (Journal of Methodology and Science, 1 (2), 2012), p.34.

going on or trends that are evident.⁷² The purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place and time. It also attempted to describe, explain and interpret conditions of the present.

D. The Technique of Collecting Data

The instruments of collecting data are as follows:

a. Observation

Observation is a way of gathering data by considered behavior, events, or noting physical characteristics in their natural setting.⁷³ There were two kinds of observation, they were participant and nonparticipant observation. Schensul and Lecompte defined participant observation as the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting.⁷⁴ Furthermore, Schensul and Lecompte listed the following reasons for using participant observation in research is to identify and guide relationships with informants, to help the researcher get the feel for how things were organized and prioritized, how people interrelate, and what were the cultural parameters, to show the researcher what the cultural members deem to be important in manners, leadership, politics, social interaction, and taboos, to help the researcher become known to the cultural members, thereby easing facilitation of the research process; and to provide the researcher with a source of questions to be

⁷² Matthew S. Dryer, *Descriptive Analysis Theories, Explanatory Theories, and Basic Linguistic Theory*, (Berlin: Felix Ameka, 2009), p.71.

⁷³ Taylor Powell, E., *Data Collection Methods for Program Evaluation: Observation*, Journal of Linguistics and Methodology, Vol. 1, No. 6, 2008, p. 1.

⁷⁴ Schensul and Lecompte, *Qualitative Social Research*, Journal of Methodology, Vol. 6, No. 5, 2005, p. 2.

addressed with participants.⁷⁵ Nonparticipant observation is a relatively unobtrusive qualitative research strategy for gathering primary data for some aspects without interacting directly with its participants.⁷⁶ Therefore, the writer used participant observation where the writer focused on teenagers who used slang in conversation.

Rubric for the assessment of speaking.⁷⁷

	1	2	3	4
Completion of task	Information provided was inadequate	Information provided was limited	Adequate information provided	Extensive information provided
Grammatical accuracy	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech
Effort	Lack of effort and attention to detail	Lack of effort or attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail

b. Interview

The writer used interview as instrument for collecting data to support the data. Interview is particularly useful for getting data. Moreover Lexy in Deny Setyaningrum quoted that interview is a conversation with their certain

⁷⁵ Schensul and Lecompte, *Qualitative*,...4.

⁷⁶ Williams, *Nonparticipant Observation*, Journal of Education and Literature, Vol. 2, No. 3, 2010, p. 563.

⁷⁷ Glenn Fulcher, *Assessing Speaking: Putting the Pieces Together*, Journal of Language Testing, Vol. 7, No. 4, 2009, p. 237.

purposes, which is done by the side as the interviewer and interviewee.⁷⁸ In line with this definition, Massom and Bramble, defined interview as a verbal discussion conducted by one person with another for obtaining the information.⁷⁹ So, interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about particular topic. In this study, the writer conducted an interview to teenagers who learned at Boarding School Al-Yusriyah Langkat Sumatera Utara. Moreover, the writer used unstructured interview. In which Sugiono explained that unstructured interview is an instrument to collect the data, where the questions were not prepared by researcher.⁸⁰ Unstructured interview is to gather the data related to the using of slang language in which spoken by the students of Boarding School Al-Yusriyah Langkat Sumatra Utara in their daily communication.

E. Steps in Conducting the Study

The writer made some steps in conducting this study with the time set that was three weeks from four or five meetings of each classes started from the preparation of this study. First, the writer accepted the school permission to conduct the research. Second, the writer observed how the teenagers speak English by using slang in conversation. Third, the writer interviewed teenagers with some questions to support the data intensively. Fourth, the writer collected the document to find out students' score and achievement in speaking. In post-

⁷⁸ Denny Styaningrum, *The Implementation of KTSP in Teaching English*, Thesis Unpublished, (2009), p.67.

⁷⁹ Denny Styaningrum, *The Implementation of KTSP*,.....p.68.

⁸⁰ Sugiono, *Metode Penelitian Kombinasi*,.....p.197.

activity, the writer concluded the data and discussed the data how teenagers' achievement in speaking who used slang in daily activities.

F. Techniques of Analyzing the Data

According to Miles and Huberman the data analysis in qualitative research involved three things namely the data reduction, the data presentation or display and the conclusion drawing or verification. In this study, the process of analyzing the data is aimed to describe teenagers who used slang in conversation.

a. The Data reduction

It included the process of taking and selecting the data based on needed criteria. In this phase, the researcher did the process of selecting, focusing, simplifying and abstracting data. In short, the data reduction is part of data analysed suitable to the problem of this research.

b. The Data Representation

The second step of data analysis is the data representation. In this stage, the researcher described teenagers who used slang in conversation. Moreover, the data collected were in the form of description. The data were presented in the narration form

c. The Drawing conclusion and verification.

After describing and interpreting the data, the data were drawn continuously and throughout in the study as the result of interpretation. The researcher took conclusion after interpreting the data collected.⁸¹

⁸¹ Sugiyono, *Metode Penelitian Kombinasi*,.....p.333.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

To consider the data, the writer would be explained the research finding. In this research, the writer collected the data through interview to the students. In group one, there were some slang which is used by the teenagers, such as; *lebay*, *jutek*, *cincay* and *jijay*. They used slang as a joke in teaching and learning process. They used joke when they wanted to speak about their secret. Then, they often expressed *ke*, *ciyus*, *bokap* in daily conversation. It was importance for them to avoid the punishment by the teachers. Moreover, the students also used *LOL* (*Laughs Out Loud*) as language style in English. Even though they did not understand on what they spoke. However, they always used in daily conversation. The reason to used slang as language style in daily activities, such as; they expressed “*selfie*”. It was meant to take photo together.

Moreover, *bullshit* is one of slang which is used by teenagers in daily activities. They were also used “*awesome*” when they looked a handsome boy at school. They often used slang to express their private in daily conversation. They were also used joke to practice in English well. Furthermore, they used joke in simple sentences, it is caused that their friends were easy to understand on what they meant in daily conversation. In other word, slang helped them to speak English fluently. Furthermore they used slang because they did not have vocabularies in speaking. They often practice in everytime and also they considered ideas in speaking activity.

In teaching and learning process, they were more active in learning by using slang because there were some materials that are understood by students. They looked like enjoy and active in learning process because the teacher's abilities to provide materials appropriate to students' characters, levels and competencies. By using slang, they helped their friends practiced in English. Even though they did not have many vocabularies, however they could be practiced in English. It is caused that English is habit and they did not care if they make a mistake in speaking. Moreover, they often used slang to their English teachers. They often said "*he is an awesome English teacher*". They did not shy when they were wrong in speaking. It is purposed that they wanted to practice in English because for them English was very importance when they able to be mastered in daily activities.

In group two, they often used "*gonna and wanna*" in daily activities. "*Take it easy*" is also used by teenagers to express good bye. They used slang to be easy to communicate with their friends in daily activities. Furthermore, by using slang, students were not difficult to consider grammar systematically and also they were confidenced to speak English in daily conversation. *OMG (oh my god)* is also often used by teenagers to talk something and express their feeling, joke and other to a particular group or community in daily conversation. They motivated in speaking by using slang language in daily acitivities. They also were active in speaking with their friends. Unfortunately, they often used slang language, however, they did not master the kinds of slang. They only spoke on what they know and their friends understood on what they meant. Moreover, they

used slang to consider new vocabularies in speaking activity. Furthermore, students were confidence when they were used to speak English well. Indeed, students still used simple words to communicate English, however it was an enhancement for the students to speak English directly. Therefore, they often used slang language to improve their performance in daily activities.

In group three, teenagers expressed *kece, memble, jaim and gitu loh*. Some slang used in daily conversation. They looked happy to express these slangs. Slang helped them to communicate well even though it is not formal language. They mix slang and English to tell something to their friends in daily activities. Moreover, they were also often heard about slang in daily activities. It purposed that to help students increased their vocabulary in speaking activity. It is caused that they would be easy to find out ideas to speak and also they helped to communicate with their friends in daily activities. Moreover, they often used slang when they did not know to tell something with their friends. They used slang language to express joke, habit and other. They were be easy to explained something when they did not know some vocabulary about it. Furthermore, slang language help them to speak the secret in teaching and learning process.

In group four, teenagers often expressed *fulus, cash and cool*. They often used slang to express their private in daily conversation. They were also used joke to practice in English well. They were also used slang in simple sentences so that their friends were easy to understand on what they meant in daily conversation. In other word, slang helped them to speak English fluently and slang were easy to increase their performance in speaking. Furthermore they used slang because they

did not have vocabularies in speaking. They often practice in everytime and also they considered ideas in speaking activity.

In group five, they often expressed "*kemek*" when they wanted to go to canteen. Furthermore, "*nombokin*" is also often used as slang in daily conversation. When they wanted to pay, they mentioned "*goceng*" to pay something. Moreover, they often used the word "*chick and guy*" to call the boy in daily activities. Slang is very importance for them to communicate well and they often mix between slang and English. They did not get a punishment when they used slang in daily conversation. Moreover, they were more active in speaking by using slang rather than they used formal language. They looked like enjoy and active in communicating because slang was easy to increase their performance in English. Furthermore, they often used slang to express their private in daily conversation. They were also used slang to practice in English well. Furthermore, they also used slang in simple sentences, it is caused that their friends were easy to comprehend on what they meant in daily conversation. In other word, slang helped them to speak English and slang helped them to practice in everytime and also they considered ideas in speaking activity.

In group six, slang which is used by teenagers, such as; "*busyet*", "*C'mon*", "*kepo*", "*PHP*", "*Kajol (kagak jelas)*". They often expressed to make a joke in daily conversation. Sometime they asked the meaning of slang, such as; *busyet and kepo*. They did not understand on what the meaning was. Moreover, the term of slang they obtained when they watched the movie, television and website. They used slang to particular group to make a joke in daily activities.

Furthermore, by using slang, they did not get a punishment by teachers. Therefore, slang was very importance to support their ideas in improving their performance in speaking activity.

Therefore, there were some slangs which were used by teenagers, they are; *lebay, jutek, cincay and jijay, ke, ciyus, bokap, LOL (Laughs Out Loud), selfie, bullshit, awesome, gonna and wanna, take is easy, OMG (oh my god), kece, memble, jaim and gitu loh, "kemek", "nombokin", "goceng", "busyet", "C'mon", "kepo", "PHP", "Kajol (kagak jelas)", busyet and kepo*. These slangs used to support their daily conversation and help them to make a joke with particular group in daily activities.

B. Discussion

Based on the research finding, the writer was explained the discussion in this research that slang language helped students to speak in daily conversation. The students would be easy to express something. Then, they were more confidence to speak with their friends, teachers and other. Moreover, the impacts on slang used by teenagers in their daily conversation at boarding school Al-Yusriyah Langkat Sumatra Utara was good to consider in daily activities. It would be helped students to speak something and increase their performance in speaking activity.

There were many slangs which were used by the teenagers, such as; *lebay, jutek, cincay and jijay*. These slangs consisted of rhyming slang and civic slang. They often used slang when they wanted to tell about something. Moreover, they often expressed *ke, ciyus, bokap* in daily conversation. It consisted

of rhyming and civic slang as types of slang. Moreover, the students also used *LOL (Laughs Out Loud)* as language style in English. The reason to used slang as language style in daily activities, such as; they expressed “*selfie*”. It was meant to take a photo together. It consisted of civic slang. In addition, *bullshit* is one of slang which is used by teenagers in daily activities. It consisted of civic slang. They were also used “*awesome*” it consisted of rhyming slang.

Moreover, they often used “*gonna and wanna*” which consisted of rhyming slang. “*Take is easy*” which is expressed good bye consisted of civic slang. They used slang to be easy to communicate with their friends in daily activities. *OMG (oh my god)* consisted of civic slang which is used by teenagers in daily conversation. Moreover, they used slang to consider new vocabularies in speaking activity. Furthermore, students were confidence when they were used to speak English well. Indeed, students still used simple words to communicate English, however it was an enhancement for the students to speak English directly. Therefore, they often used slang language to improve their performance in daily activities.

In daily conversation, teenagers expressed *kece, memble, jaim and gitu loh* which consisted of rhyming slang. They looked happy to express these slangs because slang helped them to communicate well even though it is not formal language. They could be used slang in daily conversation which was not considered grammar systematically. They were also often heard about slang in daily activities. It purposed that to help students increased their vocabulary in speaking activity. It is caused that they would be easy to find out ideas to speak

and also they helped to communicate with their friends in daily activities. Moreover, they often used slang when they did not know to tell something with their friends. They used slang language to express joke, habit and other.

Teenagers often expressed *fulus*, *cash* and *cool* which consisted of rhyming slang. They often used slang to express their private in daily conversation. They were also used slang in simple sentences so that their friends were easy to understand on what they meant in daily conversation. In other word, slang helped them to speak English fluently and slang were easy to increase their performance in speaking. Furthermore they used slang because they did not have vocabularies in speaking. They often practice in everytime and also they considered ideas in speaking activity.

Moreover, they often expressed "*kemek*". It consisted of rhyming slang when they wanted to go to canteen. Then "*nombokin*" consisted of civic slang is also often used as slang in daily conversation. When they wanted to pay, they mentioned "*goceng*". It is consisted of civic slang. By using slang, they were more active in speaking by using slang rather than they used formal language. They looked like enjoy and active in communicating because slang was easy to increase their performance in English. Furthermore, they often used slang to express their private in daily conversation. They were also used slang to practice in English well. Furthermore, they also used slang in simple sentences, it is caused that their friends were easy to comprehend on what they meant in daily conversation. In other word, slang helped them to speak English and slang helped them to practice in everytime and also they considered ideas in speaking activity.

Slang which is used by teenagers, such as; “*busyet*”, “*C’mom*”, “*kepo*”, “*PHP*”, “*Kajol (kagak jelas)*”. It consisted of civic and rhym slang. They often expressed to make a joke in daily conversation. Sometime they asked the meaning of slang, such as; *busyet and kepo*. It consisted of civic slang. They did not understand on what the meaning was. Moreover, the term of slang they obtained when they watched the movie, television and website. They used slang to particular group to make a joke in daily activities. Furthermore, by using slang, they did not get a punishment by teachers. In addition, the writer concluded that there were some slangs which were used by teenagers, they are; *lebay, jutek, cincay and jijay, ke, ciyus, bokap, LOL (Laughs Out Loud), selfie, bullshit, awesome, gonna and wanna, take is easy, OMG (oh my god), kece, memble, jaim and gitu loh, “kemek”, “nombokin”, “goceng”, “busyet”, “C’mom”, “kepo”, “PHP”, “Kajol (kagak jelas)”, busyet and kepo*.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There were many impacts on slang used by teenagers in their daily activities. Students were easy to express joke in daily conversation. Then, it helped to increase their performance in speaking activity and they could communicate well in English. Next, they could be practice even though they did not have many vocabularies. Therefore, the impacts on slang used by teenagers was good in daily activities. It would be helped students to speak something and increase their performance in speaking activity.

B. Suggestion

Based on the research findings, the writer would like to propose some suggestions as follows:

1. Teachers should be considered students' performance in speaking. By using slang language, it would be helped them to express something, such as; joke, secret and other.
2. Students must be able to increase their performance in English. Slang language would be easy to speak in daily activities. They must be confidence to express their ideas in speaking activity.

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