SLANG USAGE ANALYSIS
ON STUDENTS' DAILY COMMUNICATION
(A Descriptive Research at the Eleventh Grade of SMA Negeri 7 Soppeng)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in partial fulfillment of the Requirement for the degree of Sarjana Pendidikan in English Department

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2017

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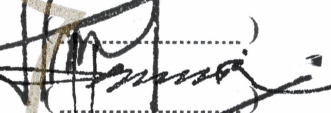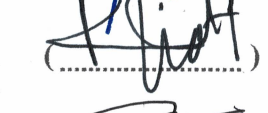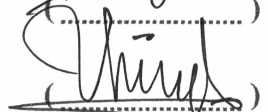
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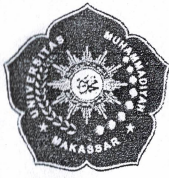**Consultant II**   :   **Muh. Arief Muhsin, S.Pd., M.Pd**
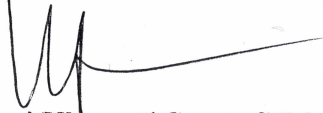
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MOTTO AND DEDICATION

"Success is simple.

Do what's right,

the right way,

at the right time."

This thesis is dedicated to my beloved parents and my beloved brothers.

Who always pray, support, and love me.

ABSTRACT

ZAINUDDIN, DINI APRIANI. 2017. *Slang Usage Analysis on Students' Daily Communication (A Descriptive Research at the Eleventh Grade of SMA Negeri 7 Soppeng)*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Syamsiarna Nappu and Muh. Arief Muhsin).

The objectives of the research were intended to find out the kinds of students' slang usage, the reasons why the students' use the slang words and the frequency of students' slang usage at the Eleventh Grade of SMA Negeri 7 Soppeng.

This research applied a qualitative descriptive method. Thus, it employed by conducting observation, questionnaires, and interviews. The researcher used purposive sampling to determine the participants in this research. Namely the eleventh grade students of XI Exact 3 class which consists of 20 students.

The research findings indicated that: (1) the students knew and used the slang words which belong to the acronym. It also showed that 29% of blend is used by them. Then, 15% used aphaeresis and the remaining 3% use new insight of the pre-existing word; (2) most of them answered for happiness in using English slang; (3) and it showed that they often used English slang words in their daily informal communication.

Based on the research findings, it can be concluded that the students in the eleventh grade of SMA Negeri 7 Soppeng often used English slang words in their daily informal communication.

Key Words: Slang, Daily Communication, Acronym, Aphaeresis, Blend.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to Allah SWT, Lord of the world. Peace and blessing be on The Messenger of Allah the Almighty for His blessings leading to the completion of this research. Salam and Shalawat are delivered to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to all of them.

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In writing this thesis the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

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Finally, Alhamdulillahi Robbil Alamin and she would like to thank everybody who was important to the successful realization of this thesis. This thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

Makassar, 2017

Dini Apriani Zainuddin

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CHAPTER I

INTRODUCTION

A. Background

Language has an important role in human life that is as a means of communication. As Owen in Amrianism (2013: 1) says that language can be defined as a socially acceptable code or conventional system for delivering concepts through the use of symbols and combinations of the desired symbols are governed by the provisions. This happens because as social beings, humans are always communicating with others as a form of interaction. English language learning includes four language skills is listening skills, speaking, reading and writing. Language reflects one's mind.

Talking is one effective way for us to communicate. By talking we can convey the intent and purpose our mind quickly. Language varies from one social group to another social group, from one situation to another situation, and from one place to another place. The variation shows that every speaker does not speak the same way all the time.

Finegan in Muhartoyo and Wijaya (2014: 330) says that language varieties indicate that the speakers are distinct from members of other groups.

One of language variations is slang. Ternah-Abah in Yule (2014: 3) says that slang was used by criminal and lower class people but today it is used in everyday interaction. Slang is not only found in everyday conversation but also in movies, novels, comics, magazines, and lyric of songs.

Slang is mainly used because it relaxes the mouth, and allows people to speak in a more comfortable way. However as the matter of fact, some of the student of the eleventh grade at SMA Negeri 7 Soppeng use slang words in daily communication but they do not know that it is slang. The other problem is the students do not know when they can use slang words. It is because slang can be described as informal, nonstandard words or phrases which tend to originate in subcultures within a society. Thus, they cannot use it in the formal situation. Based on the observation before, there is a student use 'cool' that it means great when he is studying in the classroom. That he may not know if he is using slang word. Therefore, he does not know that he cannot use it in a formal situation like in the learning process.

Based on the previous explanation above, the researcher investigated the students' slang knowledge and the students' reason for using the slang words. This research hopefully has some benefits about slang for all readers. Therefore, the students' are able to apply their knowledge about slang in the appropriate daily communication, especially in the informal situation.

B. Problem Statements

The researcher formulated the problems in the following questions:

1. What kinds of slang language are used in the eleventh grade students of SMA Negeri 7 Soppeng?

2. What are the reasons of students use slang in their daily communication?

3. How often do they use English slang in their daily communication?

C. Objectives of the Research

Based on the problems mentioned previously, the objectives of the research were to find out:

1. The kinds of students' slang usage

2. The reasons why the students' use the slang words

3. The frequency of students' slang usage

D. Significance of the Research

Basically, the significance of this research was to increase the study about slang usage and understand kinds of slang language that used in the eleventh grade students at SMA Negeri 7 Soppeng. By knowing the theory and the meaning of the slang, it will help the readers to increase knowledge particularly in understanding slang language. This research hopefully had some benefits for the researcher and all the students, especially at SMA Negeri 7 Soppeng student. Moreover, in this research the students applied their knowledge and comprehension in the appropriate daily communication, especially in informal occasion.

E. Scope of the Research

The researcher focused on the kinds of the students' slang usage, the students' reason for using the slang words, and the frequency of students' slang usage. Thus, researcher investigated the eleventh-grade students at SMA Negeri 7 Soppeng.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the review of the related literature dealing with some related research findings, some pertinent idea, and the theoretical framework.

A. Previous Research Findings

Shahraki (2011) in her research ”*Check This One out Analyzing Slang Usage among Iranian Male and Female Teenager*” found that slang usage is as a result of the age factor, and how the male and female use of such expressions.

Muhartoyo (2014) in his research “*The Use of English Slang Words in Informal Communication Among 8th Semester Students of English Department in Binus University*” found that It will be interesting to find out what kinds of slang words that students usually use, what factors or media that influence young people to use slang and also the reason behind the use of slang.

Muhammad (2016) in his research “*A Classificatory Analysis of Students Slang: A Case Study of the University of Maiduguri students*” found that slang expressions are colloquial and informal in character, thus differ from formal speech. Youths and members of various professional groups use slang for ingroup communication. Thus slang terms are often particular to a certain subculture. They may be transitory in certain cases or may be widely accepted and used.

Based on the previous findings above, it can be concluded that the expert's research similar to this research that the researcher analyzed the students' slang in their daily communication.

Nevertheless, the researcher is different to analyze the kinds of students' slang, the students' reasons for using slang and also the students' frequency of using slang.

B. Some pertinent idea

1. The concept of speaking

   a. Definition of Speaking

   Language skills are divided into two; receptive and productive skills which are intended to be achieved by students. Nunan in Bailey (2003: 48) says, "*Language Generated by the Students (in Speech or Writing) was Referred to Productive*". Language directed at the students (in reading or listening) was called receptive."It will be explained about the definition of speaking skill, aspects of speaking, assessing of speaking skill, difficulties in speaking, teaching speaking in the classroom, principles for teaching speaking skill and objectives of teaching speaking.

   Brown in Zare (2012: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

   Based on the previous explanation above, it can be concluded that speaking probably the language skill that most language learners wish to perfect as soon as possible. It can be formal or informal. Formal speaking

is used when we meet people for the first time or in academic situations. However informal speaking is used with friends and family.

b. Components of Speaking

According to Harmer in Lagalo (2014: 343) speaking is a complex skill because at least it is concerned with components of fluency, pronunciation, grammar, vocabulary, and comprehension. Speaking has some important components, there are:

1. Fluency

Thornbury in Singh (2013: 8) says that people can be said as fluent speakers if they fulfill the following features:

a. Pauses may be long but not frequent

b. Pauses are usually filled

c. Pauses occur at meaningful transition points

d. There are long runs of syllables and words between pauses

2. Pronunciation

Thornbury in Singh (2013: 128-129) says that pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements.

3. Grammar

Brown in Singh (2013: 362) says that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

4. Vocabulary

   Thornbury in Singh (2013: 22) suggests three usual things used by speakers in what they are being said:

   a. When people speaking, they are involving a high proportion of words and expressions that express their attitude (stance) to what is being said.

   b. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.

   c. A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

5. Comprehension

   Comprehension also is the one components of speaking. Hornby in Creswell (2013: 194) states that comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. There are four components of speaking that must to attention by the students if they want to speak well.

   Based on the previous explanation above, it can be concluded that speaking included in one of difficult skill for students to learn. In addition, Speaking also is one of the most difficult aspects for students to master. Therefore, students must

practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English.

2. Slang

a. Definition of Slang

Wardhaugh in Rosa (2013: 135) says that language variation is one way of characterizing in certain variations is to say that speakers of a particular language sometimes speak in the different dialect of that language.

Finegan in Sau-ling (2005: 44-56) says that slang is particularly popular among teenagers and college students in general.

Adams in Daliman (2014: 57) says that the speaker uses slang in order to achieve social dynamics with the people to whom he/she is speaking and slang outlines social spaces, and attitudes towards slang helps identify and construct social groups and identity

Based on the previous explanation above, it can be concluded that slang used in the informal setting, especially in young generation or teenagers. Therefore it uses in particular group of people.

b. Characteristic of Slang

Battistella in Jimmy (2013: 83) states "as unique and rare language slang has characteristics itself that make different", they are:

1. Its presence will markedly lower, at least for the moment, the dignity of formal or serious speech or writing.

2. It is used implies the user's special familiarity either with the referent or with that less satisfied or less responsible class of people who have such special familiarity and use the term.

3. It is a taboo term in ordinary discourse with persons of higher social status or greater responsibility.

4. It is used in place of the well-known conventional synonym, especially in order (a) to protect the user from the discomfort caused by the conventional item or (b) to protect the user from the discomfort or annoyance of further elaboration.

Based on the previous explanation above, it can be concluded that there are four majors characteristics of slang that stated by Battistella. This definition gives specific information about characteristic of slang language.

c. Kinds of Slang Language

Slang words is formed by linguistic process that is found in morphology study such as: coinage, compounds, acronym, clipping, back-formation, abbreviation, blends, cockney, public-house slang, workmen's slang, commercial, and also standard slang. From that many kinds of slang, this research only focuses on the four kinds of slang words that are usually used and circulated in students' communication.

Khan and Illson in Salma (2013: 2) says that the kinds of slang are blend, acronym, new insight of the pre-existing word, and aphaeresis. The definition of these four slang words is as follows.

a. First, blend. Blend is similar to compound but parts of the words that are combined are deleted, for example bittersweet (adj + adj), this one is the example of compound. Beside, smog (smoke + fog), this is the example of blend. So, blend is the process of combining two or more words to create a new words with parts of the words that are combined are deleted.

b. Second, acronym. Acronym is word derived from the initial of several words, for example ASAP (As Soon As Possible), OMG (Oh My God), BTW (By The Way). The difference between acronym and abbreviation is, abbreviation is pronounced the same although it is written differently from the expanded form, for example, Mr. pronounced Mister, etc. pronounced et cetera.

c. Third, new insights of pre-existing words. Nearly all slang consists of old words changed in form or, far more often, old words with new meanings or new shades of meaning. The slang that is common to all those who, speaking Received Standard or, in less formal moments, good colloquial English use slang at all. Standard slang is more flexible and picturesque than standard English. So, it's not surprising that the new insights of the pre-existing word appears as part of a kind of slang which develop among students in school.

d. Lastly, aphaeresis. Aphaeresis is formed from Greek, apo "away" and hairein "to take" which means the loss of an unstressed vowel from the beginning of a word. According to Demoss it is also called front-clipping. Aphaeresis refers to the shortening of a word by dropping an initial sound or sounds, especially an unstressed syllable, as when bout was formed from earlier about, or fence from defence.

d. Definitions Usage of Slang

Ellis in Sari (2013: 53) says that slang is a variety of languages used in certain contexts by the meaning of which people express their sense of belonging to a particular group within the community which is not specific to any geographic location. It allows people to be creative and playful, to be unconventional and challenging, to make other people laugh, to establish solidarity with someone, to offend, to do social commentary. All of us are creative with language all the time, and slang is often language at its most creative. Thus, one of the particular group that uses a creative word is the students.

Dooly in Jimmy (2013: 61) says that it is mostly young people who use slang, generally because it is cool. Using slang shows that the speaker is in tune with the time. It means the usage of slang language usually used by young generation in order to look cool among others.

Ober in Jimmy (2013: 20) says that using slang in everyday speech presents no problem; it covey precise information and might indicated

group members. It means slang will not make serious problem even slang can be a differentiator indicate among group.

Matiello in Jimmy (2013: 53) says that slang generally creates a sense of intimacy among in-group members, but at the same time it may create a sense of exclusion or even rejection among those people who are not part of the group. It means the usage of slang can be two sides one side the usage of slang can create familiarity among group and one other side the usage of slang can causing denial from outside group.

Based on the previous explanation above, it can be concluded that people using slang language in communication because they want to looked cool and also in order to create intimacy each other again to help them identify member group among people.

e. The Functions of Slang

Mattiello in Jimmy (2013: 26) proposes six functions of using slang. According to her, slang may be used in situations of:

(1) Requiring secrecy,

(2) Establishing intimacy,

(3) Arousing jocularity,

(4) Causing offensiveness,

(5) Entailing sympathy, and

(6) Mitigating the seriousness of the dominant tone.

f. The Reasons for Using Slang

Partridge (2015: 9) says that the students use slang for several reasons. There are:

1. In sheer high spirits, by the young in heart as well as by the young in years; "just for the fun of the thing"; in playfulness or waggishness.

2. As an exercise either in wit and ingenuity or in humor. (The motive behind this is usually self-display or snobbishness, emulation or responsiveness, delight in virtuosity).

3. To be "different", to be novel.

4. To be picturesque (either positively or—as in the wish to avoid insipidity— negatively).

5. To be unmistakably arresting, even startling.

6. To escape from cliches, or to be brief and concise. (Actuated by impatience with existing terms).

7. To enrich the language. (This deliberateness is rare save among the well-educated, Cockneys forming the most notable exception; it is literary rather than spontaneous).

8. To lend an air of solidity, concreteness, to the abstract; of earthiness to idealistic; of immediacy and appositeness to the remote.

9. To lessen the sting of, or on the other hand to give additional point to, a refusal, a rejection, a recantation.

10. To reduce, perhaps also to this parse, the solemnity, the pomposity, the access seriousness of a conversation (all of a piece of writing).

11. To soften the tragedy, to lighten or to "prettify" the inevitability of that or madness, or to max the ugliness or the pity of profound (e.g., treachery, ingratitude); and/or thus to enable the speaker or his author or both to endure, to "carry on".

12. To speak or write down to an inferior, or to amuse a superior public ; or merely to be on a colloquial level with either one's audience or one's subject matter.

13. For ease of social intercourse. (Not to be confused or merged with the preceding).

14. To induce either friendliness or intimacy of a deep or durable kind. (Same remark).

15. To show that one belongs to a certain school, trade, or profession, artistic or intellectual set, or social class ; in brief to be " in the swim " or to establish contact.

3. Communication

Hybels and Weaver in Muhartoyo and Wijaya (2014: 13) says that communication is a process between people to share information, ideas and feelings. It involves not only the spoken and written word but also body language, personal mannerisms, and style-anything that adds

meaning to message. The process of communication is made up of various elements, which are sender and receiver, messages, channels, noise, feedback, and setting.

Rizvi in Muhartoyo and Wijaya (2014: 94) says that there are two ways to make a conversation in communication, formal and informal. Conversation is an interactive process involving speaker and listener. As a tool of social interaction, it is essential to be able to converse well in both informal as well as formal situation. Formal conversation is the type of conversation that we have in formal situations, it may include making inquiries and exchanging information at public offices, shopping, and other official work. While informal conversation involves exchanges of personal information with friends and relatives including greetings and general inquiries during social interactions and everyday informal situations.

Based on the previous explanation above, it can be concluded that communication is the process of sending and receiving messages through verbal or nonverbal means including speech or oral communication, writing or written communication, signs, signals, and behavior.

C. Conceptual framework

The conceptual framework underlying in this research is given in the following diagram.

```
                                           ┌──────────────────────────┐
                                           │  Components of Speaking   │
   ┌─────────────────┐                     │   1.  Fluency            │
   │                 │                     │   2.  Pronunciation      │
   │    Speaking     │────────────────────▶│   3.  Grammar            │
   │                 │                     │   4.  Vocabulary         │
   └────────┬────────┘                     │   5.  Comprehension      │
            │                              └──────────────────────────┘
            ▼
   ┌─────────────────┐
   │                 │
   │     Slang       │
   │                 │
   └───┬─────────┬───┘
       │         │
       ▼         ▼
┌───────────┐ ┌───────────────┐
│ Interview │ │ Questionnaire │
└─────┬─────┘ └───────┬───────┘
      │               │
      ▼               ▼
   ┌─────────────────┐
   │                 │
   │    Analysis     │
   │                 │
   └────────┬────────┘
            ▼
   ┌──────────────────────────────┐
   │  1.  The Types of Slang      │
   │  2.  The Reason for Using    │
   │      Slang                   │
   │  3.  The frequency of        │
   │      students' slang usage   │
   └────────────┬─────────────────┘
                ▼
      ┌───────────────────┐
      │   Finding and     │
      │   Conclusion      │
      └───────────────────┘
```
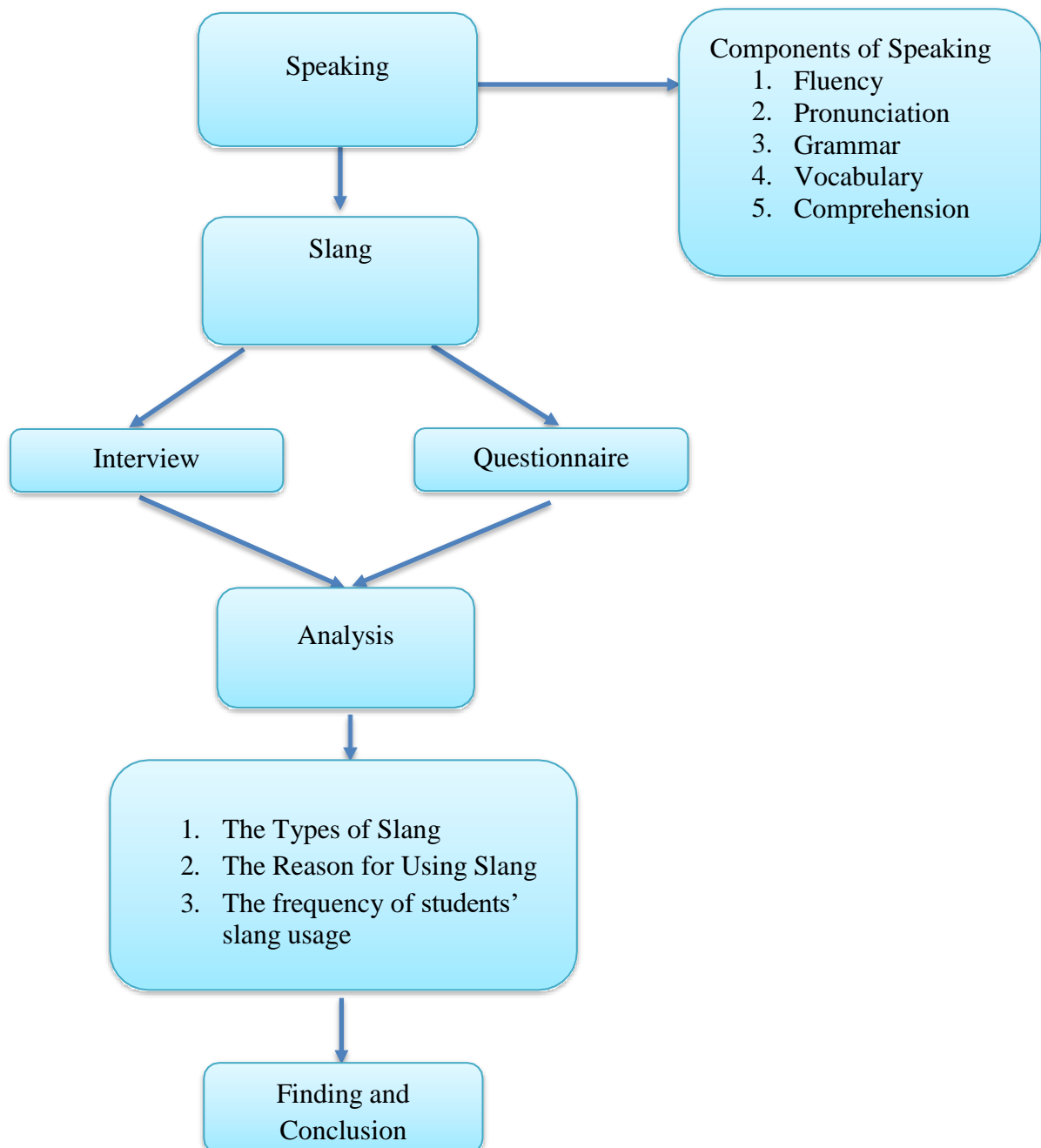
Figure 2.1 The Conceptual Framework of the Research

The conceptual framework of this research consists of some major points which are interrelated one another which is shown in Figure 2.1. The researcher pays attention to the 5 components of speaking that the students used. However, this research analyses the students' slang usage through the questionnaire. The researcher knows the kinds of students' slang usage knowledge, the students' reason for using slang, and the frequency of students' slang usage.

CHAPTER III

THE METHOD OF THE RESEARCH

This chapter consists of research design, the object of the research, the procedure of collecting the data and technique of data analysis.

A. Research Design

This research was applied a qualitative descriptive method. The research was applied a qualitative method that used natural setting to describe the factual phenomenon. Thus, the method employed by conducting observation, questionnaires, and interviews in order to analyze the kinds of students' slang usage, the students' reasons for using slang, and the frequency of students' slang usage in students' daily communication.

B. Object of the Research

The researcher used purposive sampling to determine the participants in this research. Cohen in Fauzi (2014: 3) says that in purposive sampling, the case included in the sample is the basis of judgment of typicality or possession of the particular characteristics being sought.

The object of this research was the eleventh grade students' slang usage at SMA Negeri 7 Soppeng Kabupaten Soppeng. The researcher decided to choose XI Exact 3 class which consisted of 20 students. It is supported by the pre observation before that the students are intentionally or purposefully selected. Therefore, they have certain characteristics related to the purpose of the research.

C. Research Instrument

This research was used three instruments, namely, observation, questionnaire, and documentation. It explained as follows:

1. Questionnaire

    Arikunto in Salma (2013: 126) says that a questionnaire is a sum of written question which is used to obtain information from respondents. The questionnaire was given to the 20 students of eleventh grade students at SMA Negeri 7 Soppeng. It took about an hour and a half for the class. The researcher adopted the questionnaire from Mindstrom and Hanvast International Trading Limited. These questionnaires were relevant to the objectives of the research. Thus, it answered the problems statement.

    The Mindstroms' questionnaire has four questions. There is a part concentrated on personal information about the students'. The students were asked for their country, state, sex, and age. The question about the students' slang knowledge.

    The Hanvast International Trading Limited questionnaire has 8 questionnaires. It has two parts. The first part concentrated on personal information about the students'. The students were asked for their gender, age and year of study. It has 8 questions about students' slang knowledge, students' reason for using slang, the frequency for using slang. The questions were conducted based on the items in the questionnaire (see Appendix I).

2. Interview

Arikunto in Salma (2013: 132) says that an interview is a dialogue which is conducted by the interviewer to get information from interviewee. He also said that the function of interview is to cross-check the form questionnaire and get the data that are not covered by the questionnaire. Therefore, the research was used interview as the instrument in collecting data from the students as respondents after they had answered the questionnaires completely. The interview was held on August, 11th 2017 after they filled the questionnaires. It took about 30 minutes for the class. The questions were conducted based on the items in the questionnaire (see Appendix II).

3. Observation

Observation is needed to collect the data such as the slang words that used in the students' daily communication. It is aimed at answering the research questions through elaboration in questionnaire and interview. The observation was held in a day by using recording and taking a note of the students' daily communication in the classroom at the eleventh grade of students' SMA Negeri 7 Soppeng.

D. Procedure of Collecting Data

The researcher used questionnaire to collect the data. The researcher had the procedure as follows:

a. The researcher took the eleventh grade students of XI Exact 3;

b. The researcher   explained to the respondents about the questionnaire;

c. The researcher gave an hour and a half for a student to answer all of the questions;

d. The researcher collected the data from the respondent;

e. The researcher concluded all of the data.

E. Technique of Data Analysis

After collecting data, researcher analyzed the data by using some steps. Gay in Febriyanti (2011: 223) says that there are steps in analyzing qualitative data, they are data managing, reading/memorizing, describing, classifying, interpreting and representing the finding in a report.

a. Managing data is used to organize and check the data for its completeness.

b. Reading/memorizing is used to read the transcript or field note to get the sense of data.

c. Describing data is used to provide a true picture of the setting and even that took place in it so the researcher and the reader have an understanding of the context in which the research took place.

d. Classifying is used in ordering field notes or transcriptions in two categories that represent the aspect of data.

e. Interpreting is used to interpret the data explicitly by the researcher.

f. Representing is finding above the researcher concludes that all of the data about slang usage.

In this research, the researcher used triangulation technique. Stenbacka in Golafshani (2003: 552) says that the concept of reliability is even misleading in qualitative research. If a qualitative study is discussed with reliability as a criterion, the consequence is rather that the study is no good.

Cohen in Jamison (2006: 112) says that triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior. Thus, triangulation technique means the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings.

Patton in Maskhurin (2014: 33) says that there are four techniques in triangulation. Those are: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

- In triangulation, the researcher investigated whether the data collected with one procedure or instrument confirm data collected using a different procedure or instrument.

- One wants to find support for the observations and conclusions in more than one way.

- Periodic debriefing with the inquirer's peers and member checks (submitting the inquirer's interpretations to members in a setting for their validation) are other important procedures.

Creswell in Flick (2014: 190) says that qualitative validity is based on determining if the findings are accurate from the standpoint of the researcher, the participant or the readers.

The procedures for checking on or enhancing validity and reliability include the following:

a. Using a variety of instruments to collect their data.

b. Checking one informant's descriptions of something against other informant's descriptions of that same thing. Discrepancies in descriptions may mean the data are invalid.

c. Learning to understand and, where appropriate, speak the vocabulary of the group being studied.

d. Writing down the questions they ask (in addition to the answers they receive to these questions).

e. Recording their own thoughts as they go about their observations and interviews.

f. Documenting the sources of remarks whenever possible and appropriate.

g. Documenting the bases for inferences they make.

h. Describing the context in which questions are asked and situations are observed.

i. Using audiotapes and videotapes when possible and appropriate.

j. Drawing conclusions based on one's understanding of the situation being observed and then action on these conclusions.

k. Interviewing individuals more than once.

l. Observing the setting or situation of interest over a period of time.

The data from slang' words that can be taken as a clue or indicator for students' activeness in using slang. The result of questionnaire is analyzed such as below:

$$P = \frac{\text{Actual Score}}{\textit{Ideal Score}} X\ 100\%$$

Notation:

P = Percentage of Respondents' Responses

Actual Score = The Respondents' Answers

Ideal Score = The Highest Score (Sugiyono, 2011: 45)

To rate the students' responses percentage of slang usage, the researcher used the criteria as follows:

1. Score 84.01 – 100 % is categorized excellent

2. Score 68.01 – 84 % is categorized very good

3. Score 52.01 – 68 % is categorized good

4. Score 36.01 – 52 % is categorized fair

5. Score 20.00 – 36 % is categorized poor

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the findings of the research and the discussion of the research. The finding presents the result of data analysis that is collected through questionnaire and interview about whether the kinds of students' slang language, the reasons why the students' use the slang words, and the frequency of students' slang usage.

A. Findings

The findings of the research deal with the scoring item of students' questionnaire for each item and mean score of the students' questionnaire. In this part, the researcher presents the data that have been analyzed in the slang fields.

1. Table of Slang Words

KINDS	SLANG	MEANING
BLEND	Wanna	The urban slang for "want to".
	Gonna	The urban slang for "going to".
	Gotta	The urban "got to", meaning "have to".
	Wassap	A need to attract people's attention.
APHAERESIS	'bout	Short for "about".
	'cause	Slang for "because".
	'kay	How bout, a way to say "Okay".
	'cept	Short for "except".
ACRONYM	Lol	Its original definition was "Laughing out loud" (also written occasionally as "Lots of Laughs"), used as a brief acronym to denote great amusement in chat conversations.
	Omg	Net-centric abbreviation for the popular exclamation "Oh my God!" (Generally used in conversations to exclaim surprise or disgust).
	Imho	Supposedly "in my humble opinion", used to clarify that the statement being made

		should not be quoted as a fact, but only as an opinion.
	Idk	Shorthand form for "I Don't Know".
NEW INSIGHT OF PRE-EXISTING WORDS	Chill	Means that hang out, relax, and stop doing something
	Nerd	The most dangerous people in the entire world.
	Epic	An overly used word that's getting totally out of hand.
	Lame	A very subjective term, usually describing someone who goes against someone's way of thinking

Table 4. 1 Slang Words

2. Scoring Item of the Students' Questionnaire for Each Item

    a. Scoring Item of the First Students' Questionnaire for Each Item (See Appendix IV)

    Item 1

Figure 4.1 Question Number 1 Analysis

Figure 4.1 shows that all of the students (20 students) or 100% of them answered "yes". It means that they all know what English slang is.

Item 2
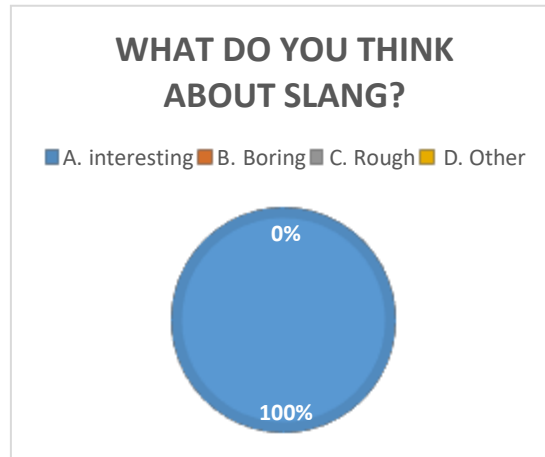
Figure 4.2 Question Number 2 Analysis

Figure 4.2 shows that all the students (20 students) or 100% of them

answer "interesting" for this second question of the questionnaire.

Item 3
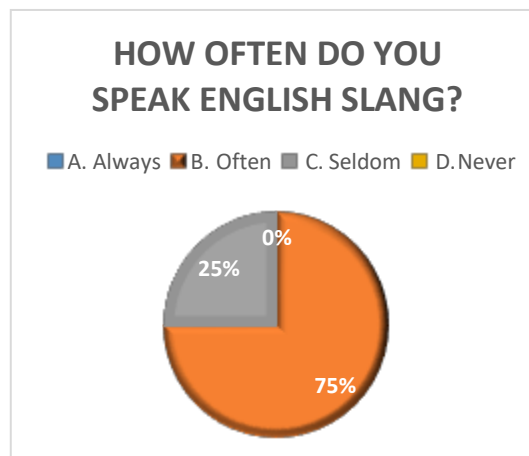
Figure 4.3 Question Number 3 Analysis

Figure 4.3 shows that 15 students or 75% of them answered "often"

and the other 5 students or 25% of them answered "seldom". This result

already describe the researchers' assumption that there are many students in

the eleventh grade of MA Negeri 7 Soppeng often use English slang words in their daily informal communication.

Item 4

Figure 4.4 Question Number 4 Analysis

Figure 4.4 that all of the students or 100% of them answered for happiness in using English slang. It shows that the students in the eleventh grade of SMA Negeri 7 Soppeng used English slang words in their daily informal communication in the happy situation.

Item 5
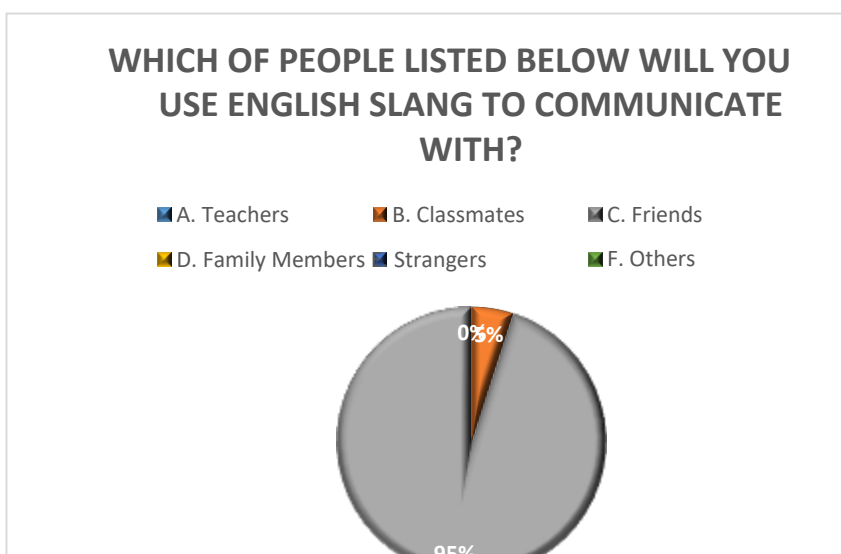
Figure 4.5 Question Number 5 Analysis

Figure 4.5 shows that 19 students or 95% of them answered with friends and only a student or 5% of them answered with classmates for using English slang.

Item 6
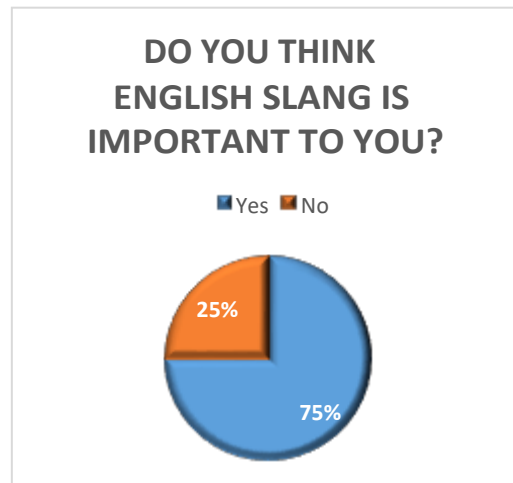
Figure 4.6 Question Number 6 Analysis

Figure 4.6 shows that 15 students or 75% of them answered "yes" and 5 students or 25% of them answered "no". It means that English slang is important.
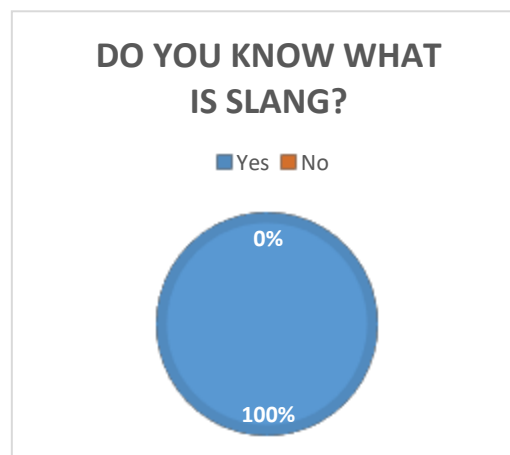
Item 7
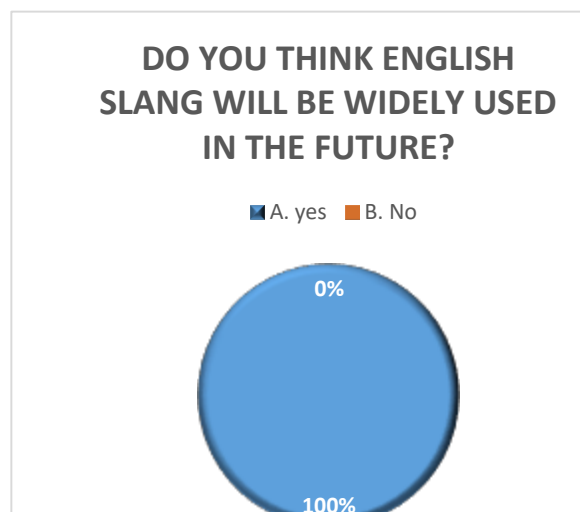
Figure 4.7 Question Number 7 Analysis

Figure 4.7 shows that all of the students or 100% of them answered "yes". It means that English slang will be widely used in the future.

Item 8
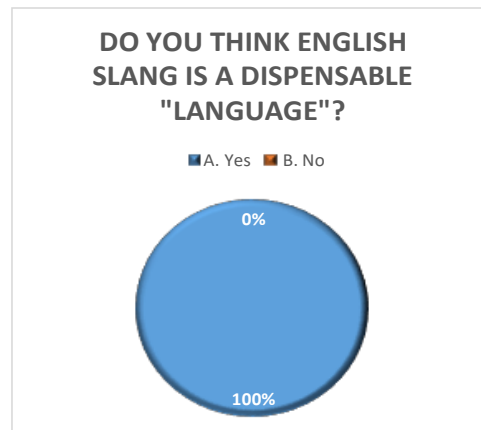
Figure 4.8 Question Number 8 Analysis

Figure 4.8 shows that all of the students or 100% of them answered "yes". It means that English slang is not a dispensable "language".

b. Scoring Item of the Second Students' Questionnaire for Each Item

Item 1
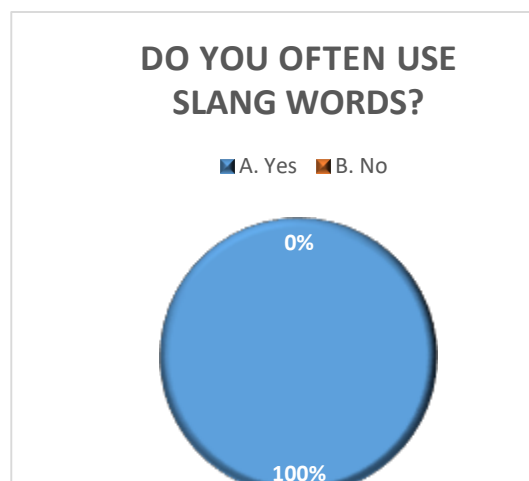
Figure 4.9 Question Number 1 Analysis

Figure 4.9 that all of the students or 100% of them answered "often". It means that they have often used slang words.

Item 2
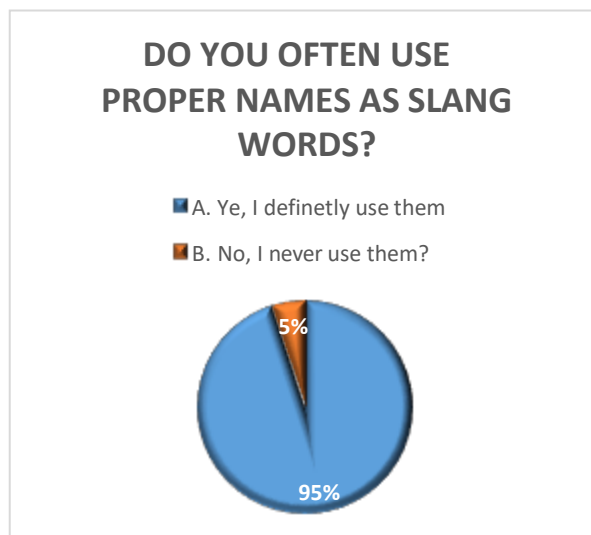
Figure 4.10 Question Number 2 Analysis

Figure 4.10 shows that 19 students or 95% of them answered "yes" and only a student or 5% of them answered "no". It means that they have often used proper names as a slang word.

Item 3

KINDS	SLANG	FREQUENCY	TOTAL	PERCENTAGE (%)
BLEND	Wanna	0	17	19.31%
	Gonna	0		
	Gotta	0		
	Wassap	17		
APHAERESIS	'bout	2	34	38.63%
	'cause	17		
	'kay	15		
	'cept	0		
ACRONYM	Lol	8	34	38.63%
	Omg	16		
	Imho	0		
	Idk	10		
NEW INSIGHT	Chill	0	3	3.40%
	Nerd	1		

OF PRE-EXISTING WORDS	Epic	0		
	Lame	2		
TOTAL		88		100%

Table 4.2 Summary of English Slang Words Written by All Students

For the second column, 17 students or 19.31% of them used slang words. For the third column, 20 students gave 34 checklists or 38.69% of slang words used by them. For the forth column, 20 students gave 34 checklists or 38.69% of slang words used by them. For the fifth column, 20 students only gave 3 checklists or 3% of slang words used by them.

3. The Students' Interview Each Item

KINDS	SLANG	FREQUENCY	TOTAL	PERCENTAGE(%)
ACRONYM	Gws	12	53	84%
	Otw	19		
	Btw	12		
	Omg	8		
	Wru	2		
APHAERESIS	'cause	7	10	16%
	'bout	1		
	'key	2		
TOTAL		63		100%

Table 4.3 Summary of English Slang Words Spoken by All Students

For the second column, 20 students gave 53 checklists or 84% of slang words used by them. For the third column, 20 students gave 10 checklists or 16%. It shows that the most of the students used acronym in their daily communication.

B. Discussion

1. The Reasons of Using Slang

The researcher assumes that the reasons of using slang (blend, aphaeresis, acronym, and the insight of pre-existing words) like the words *wassap, 'bout, 'cause, 'kay, lol, omg, idk, otw, btw, wru, gws, nerd,* and *lame* as follows:

a. To reduce seriousness of a conversation. This reason is the use for the slang terms "btw", "otw" and "wassap". The researcher's assumption that the students are still a teenager. Thus, they may not like to use a serious language. Afterwards, the students use these slang to reduce a seriousness in a conversation.

    A: Yo bro, *wassap*?

    B: Dude, stop actin' like everything is fine

    From the conversation above, the students use "wassap" for the original joy of making sounds or even for a need to attract people's attention by making noise. The word "wassap" means an abbreviated way to say "I'm cool"

    The researcher categorizes the word "wassap" called blending because it combines the word what + up and it produce a single new term. The researcher assumes that the students use this slang to reduce seriousness of conversation. It is supported by the theory proposed by Guitar in Pradianti (2013: 95) says that teenager can accept unsettling experiences by translating the formal words into slang and getting laugh.

b. To show or express friendliness. This reason is the use of the slang terms 'bout. The researcher assumes that the students are interested in a group.

Even though they have a new friend, they will always show their

friendliness each other.

A: why do you look so sad?

B: I need some money, you know what I'm talkin '*bout*!

From the conversation above, the word 'bout means conjunction for

the reason. The researcher categorizes the word 'bout into aphaeresis

because it is the loss of a word initial unstressed syllable. The researcher

assumes that the students want to show their own language style. It is

supported by the theory proposed by Thongkamdee in Pradianti (2013: 94)

states that teens use slang words in sentences shorter, faster, and easier to

say.

c.   To show or express friendliness. This reason is the use of the slang terms

'cause. The researcher assumes that the students are interested in a group.

Even though they have a new friend, they will always show their

friendliness each other.

A: why did you do it?

B: I did it *'cause* I felt like doing it.

From the conversation above, the word 'bout means conjunction for

the reason. The researcher categorizes the word 'cause into aphaeresis

because it is the loss of a word initial unstressed syllable. The researcher

assumes that the students want to show their own language style. It is

supported by the theory proposed by Thongkamdee in Pradianti (2013: 94)

states that teens use slang words in sentences shorter, faster, and easier to say.

d. To reduce seriousness of a conversation. This reason is the use for the slang terms 'kay. The researcher's assumption that the students are still a teenager. Thus, they may not like to use a serious language. Afterwards, the students use these slang to reduce a seriousness in a conversation.

    A: Dude you see that girl over there?

    B: Yeah, that's *'kay*

    From the conversation above, the word 'kay means okay or agree. The researcher categorizes the word 'kay as aphaeresis because it is the loss of a word initial unstressed syllable. The researcher assumes that the students use this slang to express their agreement in a cool and an easy way. It is supported by the theory proposed by Thongkamdee in Pradianti (2013: 94) states that teens use slang words in sentences shorter, faster, and easier to say.

e. To express a pleasure or just for fun thing. This reason is the use slang terms "lol". The researchers assumes that the students use "lol" to express their fun thing when they make their daily communication.

    A: I just watched a funny movie

    B: *Lol*

    From the conversation above, the word "lol" means laughing out loud. The researcher's assumption this slang into acronym because word derived from the initial of several word. The researcher assumes that the

students use this slang to express their fun in a cool and an easy way It is supported by the theory proposed by Guitar in Pradianti (2013: 95) says that teenager can accept unsettling experiences by translating the formal words into slang and getting laugh.

f. To express disappointment and an anger. This reason is for the use of slang terms "Omg" and "Idk". The researcher assumes that these slang use to express an angry. Because when the students say it in higher intonation, the students automatically express their anger. Thus, the students always these kinds of slang in such a bad and a shocked situation.

A: *OMG* she is so cute!

B: which one do you mean?

From the conversation above, the word "omg" means generally used in conversations to exclaim surprise or disgust. The researcher's assumption this slang into acronym because word derived from the initial of several word. Thus, the researcher assumes that the students use this slang to express their shocked feeling. It is supported by the theory proposed by Pradianti (2013: 8) says that slang used not only represent excitement, jokes but also be used by person in every grade of life.

g. To express disappointment and an anger. This reason is for the use of slang terms "Omg" and "Idk". The researcher assumes that these slang use to express an angry. Because when the students say it in higher intonation, the students automatically express their anger. Thus, the students always these kinds of slang in such a bad and a shocked situation.

A: what do you want to do today?

B: *idk*

From the conversation above, the word "idk" means shorthand form for "I Don't Know". The researcher's assumption this slang into acronym because word derived from the initial of several word. Thus, the researcher assumes that the students use this slang because they wanted to make somebody else confused.. It is supported by the theory proposed by Spolsky in Pradianti (2013: 8) says that it can assert or claim membership of identity or solidarity group.

h. To show that something belongs to a certain group. This reason is for the use of terms "nerd". The students use this kind of slang in their certain group. They use it to say something that only a member of their group will understand it.

A: Who is he?

B: That *Nerd* is my kind of person!

From the conversation above, the word "nerd" means the most dangerous people in the entire world. The researcher's assumption this slang into the new insights of the pre-existing. The new insights of the pre-existing word appears as part of a kind of slang which develop among students. Thus, the researcher assumes that the students use this slang because they wanted to make somebody else confused. It is supported by the theory proposed by Pradianti (2013: 95) says that In accordance with

the reasons why the students use slang words, slang can show the group membership.

i. To say that one belongs to a certain group. This reason is the use slang terms "lame". The word "lame" said by the students when they are arguing each other in their certain group. The researcher assumes that the word "lame" belongs to a certain group. Thus if other member hear it, probably they cannot understand about it.

A: He writes so small, that's *lame*.

B: It's lame because he doesn't act exactly like you? You sound lame.

From the conversation above, the word "lame" means a very subjective term, usually describing someone who goes against someone's way of thinking. The researcher's assumption this slang into the new insights of the pre-existing. The new insights of the pre-existing word appear as part of a kind of slang which develops among students. Thus, the researcher assumes that the students use this slang because they wanted to make somebody else confused. It is supported by the theory proposed by Pradianti (2013: 95) says that in accordance with the reasons whythe students use slang words, slang can show the group membership.

2. Analysis of Students' Questionnaire for Each Item (See Appendix IV)

a. Analysis of the First Students' Questionnaire for Each Item (See Appendix IV)

Analysis of Item 1

From this first question of the questionnaire, all of the respondents or 100% of them answered "yes". It means that they all know what English slang is. However the question does not specify further whether they really know what English slang word is. For example by asking the students to write the definition or characteristic of slang. The researcher believes their answers show they know what English slang words are. Drake in Sau-ling (2015: 64) although slang is a common linguistic behavior, it has been collected rather than defined and studied.

Analysis of Item 2

All the students or 100% of them answer Interesting for this second question of the questionnaire. They all know what English slang is and they think that English slang is interesting to hear and use in informal communication. Enquiring this fact would help the researcher get the idea that slang words are not something the students avoid to use. Guitar in Pradianti (2013: 95) says that teenager can accept unsettling experiences by translating the formal words into slang and getting laugh.

Analysis of Item 3

The result already describes that there are many students in SMA Negeri 7 Soppeng often use English slang words in their daily informal communication. Thus, although they meet each other every day in school or communicate using communication technology indirectly via sms, phone,

Facebook, or anything they still use standard form of language in communication.

Akmajian in Jimmy (2013: 5) says that linguistics field is concerned with the nature of language and communication it is apparent that people have been fascinated with language and communication for thousands of years, yet in many ways we are only beginning to understand the complex nature of this aspect of human life.

Analysis of Item 4

The fourth question of the questionnaire is designed to get the reason of using English slang. The figure shows that all of the students or 100% of them answered for happiness in using English slang. It shows that the students in the eleventh grade of SMA Negeri 7 Soppeng used English slang words in their daily informal communication when they were happy.

Thongkamdee in Pradianti (2013: 94) states that teens use slang words in sentences shorter, faster, and easier to say. The result shows that all of the students give the reason behind the usage of English slang words to express happiness. This fourth question answered the second problem formulation that the reason of using English slang.

Analysis of Item 5

The majority of the students indicate that their friends are their interlocutors when they use English slang. It is not surprising if almost all the students answer friends as the people that they frequently communicate with using English slang.

As English slang is usually used in informal communication, it is understandable that teacher and family are not becoming their interlocutors when they communicate using English slang. The other reason is that teacher and family are the people that are older than them so they have to communicate more formally with them. Teachers may know what English slang is but it seems that it is not formal to use English slang words when students communicate with their teachers. Finally, family is the people that they frequently communicate with but not using English slang. The remaining students who answered classmate as people that they frequently communicate with using English slang also have reasons why they use it with classmate.

Spolsky in Pradianti (2013: 95) says that it can assert or claim membership of identity or solidarity group. According to the answer of question number four about the reason of using English slang, it shows that they use it because they can cut down the time when talking, texting or playing with classmates in the school.

Analysis of Item 6

The result shows that English slang is important. Thus, it is a private language that not everyone can understand. Speaking slang also gives their conversation more emphasis sometimes. One of the primary reasons they use slang is to establish their identities as members of groups. When someone uses the same kind of slang, they recognize them as a member of

their in-group, while those who do not understand the slang terms are members of the out-group.

Holmes in Pradianti (2013: 88) claims that this language variation is a pattern of youth speech; people can find slang words in teenagers' conversation from all around the world.

Analysis of Item 7

The figure shows that all of the students or 100% of them answered "yes". It means that English slang will be widely used in the future. It will be happen because of the internet. The Internet has helped people from all over the world to become connected to one another, enabling "global" relationships to be formed. It is important for the various types of slang used online to be recognizable for everyone. It is also important to do so because of how other languages are quickly catching up with English on the Internet.

Finegan in Dozie and Madu (2012: 102) says that our study is a further confirmation that slang is popular among teenagers and college/university students.

Analysis of Item 8

The figure shows that all of the students or 100% of them answered "yes". It means that English slang is not a dispensable "language". Because of social media, words are moving around the world within weeks and months, whereas before, it could take a few years.

Julie Coleman in Leong and Ahmadi (2017: 2) says that it's not necessarily that language is changing more quickly, but technologies have

developed and they allow the transmission of slang terms to pass from one group to another much more quickly. Therefore, English slang is not a dispensable "language".

b. Analysis of the Second Students' Questionnaire for Each Item (See Appendix IV)

Analysis of Item 1 and Item 2

The first figure shows that all of the students or 100% of them answered Often. It means that they have often used slang words. According to Yule (2014: 260) slang is an aspect of social life that is subject to fashion. Thus, the second figure shows that 19 students or 95% of them answered yes and only a student or 5% of them answered. It means that they have often used proper names as a slang word. TV and Film prove to be the main sources of slang words for most of students, if compared with popular music, social media and friend's chat.

Sometimes a song which is inspired by students' life contains slang words to make the listeners feel familiar with the song which makes it easy for them to memorize and sing it again and again. In this case students in school sometimes hear some kind of words that they do not know before and they ask to their friends what the meaning of it is. Unconsciously they finally use it when they communicate with their friends.

Analysis of Item 3

The third question of the questionnaire is designed to find out what kind of English slang words that the students used. The first is the kind of slang which is categorized as blending (wanna, gonna, gotta, wassup). The second is the kind of slang which is called aphaeresis ('bout, 'cause, 'kay, 'cept), the loss of a word initial unstressed syllable. The third is the kind of slang which belongs to acronym (Lol, Omg, Imho, Idk), word derived from the initial of several words. The fourth is the kind of slang which falls under the category of the new insight of the pre-existing words (Chill, Nerd, Epic, Lame).

The result of all the students' answers as shown by the figure indicates that the students know and use the slang words which belong to acronym, because the advantage of using acronym is really clear which is to cut down the time when texting or speaking.

Yule in Pradianti (2013: 91) says that acronym is the word process which is formed from the initial letters of a set of other words It's not surprising if people see the use of acronyms everywhere, especially when young people communicate with each other by sending message talking each other's. The figure also showed that 29% words that they know and use slang words which fall under the category of blending two words or more that are blended together. Then, 15% use aphaeresis and the remaining 3% use new insight of the preexisting word.

3. Analysis of the Students' Interview Each Item (See Appendix V)

        Based on the data analysis result, it shows that there were 14 slang words found among teenagers in their communication. However, this research presented in Table 4.3 gained from interviews. The data above present the percentage of performing slang words by students is 84% using Acronym and 16% using aphaeresis. From the results of the interview, it can also be seen that the students tend to be more aware of the use of slang. They collected 9 slang words in the interview session and they mention it for 63 times.

        The result of students' answer from this eight questions in the first questionnaire and in the interview session shows that students mostly know and use acronym. Besides, aphaeresis is the second most common kind of English slang words written and spoken by the students. There are also students who wrote additional words of slang in the Appendix III. The term Blend and New Insight of Pre-existing Words are often use but not always.

        Yule in Pradianti (2013: 90) states that blending is a process of combining two separate forms to produce a single new term. So, eight questions answered the first problem formulation that the most kind of slang word which is most frequently used by the students is acronym.

        The Appendix II specifically in number 4 answered the second problem formulation that the the reason why the students use Slang in their daily activity is for happiness. In Appendix II also explained that

the students use slang because slang is interesting words and they use slang with their friends in school.

The Appendix III answered the last problem formulation that how often the students using slang in their daily communication is all of the students or 100% of them answered often. It means that they have often used slang words.

Looking at the students' slang usage from questionnaire and interview, the researcher concluded that mostly of students at SMA Negeri 7 Soppeng used slang in their daily communication.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two sections, the first section deals with the conclusion of the findings of the research and the other one deal with suggestions.

A. Conclusion

This research examines what the most common kind of English slang words that they know and use in their daily communication, finding out the reason of using English slang word is, and also finding out how often they using English slang in their daily communication. The conclusion of this research are:

1. The kinds of slang language that the students used in the eleventh grade students of SMA Negeri 7 Soppeng are blend, aphaeresis, acronym, and new insight of pre-existing words. Thus, the result of the analysis shows that 54 % of Acronym words used by most of them.

2. The reasons of the students use slang in their daily communication is for happiness. Thus, all of the students or 100% of them answered for happiness in using English slang.

3. They often use English slang with friends in their daily communication. It is supported by all of the students or 100% of them answered often used slang words.

B. Suggestions

Language variation has many types that can be discussed. This research only discusses about the kind of slang, focuses on the reason of using slang, the frequency of the students for using slang in their daily communication. Further research may be done by using different respondents from the ones used in this research, for example by using respondents from the tenth grade or the third grade SMA Negeri 7 Soppeng. Besides another research may be done by using other kinds of slang words and to use more respondents (larger population).

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APPENDICES

SLANG

A. DEFINITION OF SLANG

According to Ellis (2005: 53), slang is a variety of languages used in certain contexts by the meaning of which people express their sense of belonging to a particular group within the community which is not specific to any geographic location.

B. EXAMPLES OF SLANG

Wanna	'bout	Lol	Chill
Gonna	'cause	Omg	Nerd
Gotta	'kay	Lmho	Epic
Wassup	'cept	ldk	Lame

C. THE REASONS FOR USING SLANG

Usually, the students use slang for several reasons. There are:

1. In sheer high spirits;

2. As an exercise either in wit and ingenuinity or in humor;

3. To be "different";

4. To be picturesque;

5. To be unmistakably arresting;

6. To escape from cliches, or to be brief and concise;

7. To enrich the language;

8. To lend an air of solidity;

9. To give additional point to;

10. To reduce the accessive seriousness of a conversation;

11. To soften the tragedy;

12. To amuse a superior public;

13. To show that one belongs to a certain school or social class;

SLANG

A. PENGERTIAN SLANG

Slang adalah ragam bahasa yang digunakan dalam konteks tertentu yang biasanya digunakan oleh kelompok sosial tertentu untuk berkomunikasi internal agar yang bukan anggota kelompok tidak mengerti.

B. CONTOH SLANG

Wanna	- Wanna berarti want to - Digunakan untuk menyatakan keinginan terhadap sesuatu
Gonna	- Gonna yang berarti going to - Digunakan untuk mengungkapkan future action yang sudah direncanakan sebelumnya
Gotta	- Gotta merupakan singkatan dari kata got to - Digunakan untuk menyatakan suatu keharusan yang cukup mendesak
Wassap	- Wassap merupakan singkatan dari what's up - Digunakan ketika berjumpa teman sejawat dan sifatnya informal greeting
'bout	- Merupakan singkatan dari about - Digunakan dalam percakapan/chat yang berarti 'tentang'
'cause	- Merupakan singkatan dari because - Digunakan dalam percakapan/chat yang berarti 'karena'
'kay	- Merupakan singkatan dari okay - Digunakan dalam percakapan/chat yang berarti menyetujui
'cept	- Merupakan singkatan dari except - Digunakan dalam percakapan/chat yang berarti 'kecuali'
Lol	- Merupakan singkatan dari Laughing out loud (tertawa keras)
Omg	- Merupakan singkatan dari Oh my gosh (ya ampun)
Lmho	- Merupakan singkatan dari Laughing my a** off (tertawa terbahak-bahak- singkatan kasar)
Idk	- Merupakan singkatan dari I don't know (saya tidak tahu)
To Chill Out	- To chill out maksudnya rileks.
Nerd	- culun dan aneh.
Epic	- Memiliki arti yang sama dengan extremly awesome yang artinya tuh kurang lebih keren banget
Lame	- Memiliki arti terlalu lemah

C. ALASAN MENGGUNAKAN SLANG

1. Untuk meningkatkan semangat;

2. Melatih kecerdasan;

3. Agar terlihat berbeda;

4. Untuk terlihat indah;

5. Untuk lebih memahami;

6. Untuk menyembunyikan kebenaran;

7. Untuk memperkaya bahasa;

8. Untuk memberi ketenangan;

9. Untuk memberi poin tambahan;

10. Untuk mengurangi keseriusan percakapan yang mudah diakses;

11. Untuk mengurangi ketegangan;

12. Untuk menghibur;

13. Untuk menunjukkan bahwa seseorang termasuk dalam kelas sekolah atau sosial tertentu;

APPENDIX II

HANVAST INTERNATIONAL TRADING LIMITED

Please fill the following information before answering the present questionnaire

You are free to use the language of your choice.

School:

Class:

PART 1 – PERSONAL INFORMATION ABOUT RESPONDENT

Are you male or female?	male		female	
Age				
Year of study?				

PART II – SLANG USAGE IN MULTIPLE CHOICE

1. Do you know what English slang is?
   (if your answer is"NO" the questionnaire has finished).
   A. Yes
   B. No
2. What do you think about English slang?
   A. Interesting
   B. Boring
   C. Rough
   D. Others (write here)
3. How often do you speak English slang?
   A. Always
   B. Often
   C. Seldom
   D. Never
4. Why do you speak English slang?
   A. For happiness
   B. For angriness
   C. For salutation
   D. Others (write here)
5. Which group of people listed below will you use English slang to communicate with?
   A. Teachers
   B. Classmates
   C. Friends

    D. Family members

    E. Strangers

    F. Others (write here)

6. Do you think English slang is important to you?

    A. Yes

    B. No

7. Do you think English slang will be widely used in the future?

    A. Yes

    B. No

8. Do you think that English slang is a dispensable "language"?

    A. Yes

    B. No

APPENDIX II

HANVAST INTERNATIONAL TRADING LIMITED

Silahkan isi informasi berikut sebelum menjawab kuesioner dibawah

Sekolah :
Kelas   :

BAGIAN I - INFORMASI PRIBADI RESPONDEN

Apakah anda pria atau wanita?	Pria		Wanita	
Usia				

BAGIAN II – PENGGUNAAN SLANG

1   Apakah anda tahu Slang dalam bahasa inggris?

(Jika jawaban Anda "Tidak", maka tidak perlu menjawab pertanyaan selanjutnya).

A. Ya

B. Tidak

2   Apa pendapat Anda tentang Slang dalam bahasa inggris?

A. Menarik

B. Membosankan

C. Kasar

D. Lainnya .... (silahkan ditulis)

3   Seberapa sering Anda menggunakan Slang dalam bahasa inggris?

A. Selalu

B. Sering

C. Jarang

D. Tidak pernah

4   Kenapa Anda menggunakan Slang dalam bahasa inggris?

A. Untuk kebahagiaan

B. Untuk kemarahan

C. Untuk salam

D. Lainnya .... (silahkan ditulis)

5   Kelompok orang mana yang tercantum di bawah ini yang biasanya Anda menggunakan Slang bahasa inggris jika berkomunikasi dengannya?

A. Guru

B. Teman sekelas

C. Teman-teman

D. Anggota keluarga

E. Orang asing

D. Lainnya.......... (silahkan ditulis)

6   Apakah menurut Anda penting menggunakan Slang dalam bahasa Inggris?

A. Ya

B. Tidak

7   Apakah menurut Anda Slang dalam bahasa Inggris akan banyak digunakan di masa depan?

A. Ya

B. Tidak

8   Apakah menurut Anda Slang dalam bahasa Inggris adalah bahasa yang tidak dapat dibuang?

A. Ya

B. Tidak

APPENDIX III

We write a Master's paper on the usage of proper names as slang words. Your help will be appreciated.

Please, take a few minutes to answer the following questions:

Country:
State:
Sex:
Age:

1. Do you often use slang words?
a) often
b) rarely
c) never

2. Do you often use proper names as slang words?
a) Yes, I definitely use them
b) I never use them. There is no need to…

3. Tick off the words you use in your everyday speech.
If you can not find the words you use in this list, please, write your favorite:*

Wanna	Gonna	Gotta	Wassup
'bout	'cause	'kay	'cept
Lol	Omg	Imho	Ldk
Chill	Nerd	Epic	Lame

4. Please, write your thoughts on this topic; everything that can be useful for our investigation: _____

_____

Thanks for your help. Please, give this paper back or send it to mindstorm@ukr.net US

APPENDIX III

Penggunaan nama yang tepat sebagai kata slang.
Kuisioner yang sangat singkat

Jenis Kelamin:
Umur:

1. Apakah Anda sering menggunakan kata-kata slang?
A) sering
B) jarang
C) tidak pernah

2. Apakah Anda sering menggunakan nama yang tepat sebagai kata slang?
A) ya, saya pasti menggunakannya
B) saya tidak pernah menggunakannya Tidak perlu ...

3. Centang kata-kata yang Anda gunakan dalam percakapan sehari-hari Anda.
Jika Anda tidak menemukan kata-kata yang Anda gunakan dalam daftar ini, mohon tuliskan
Slang yang biasa anda gunakan:

Wanna	Gonna	Gotta	Wassup
'bout	'cause	'kay	'cept
Lol	Omg	Imho	Ldk
To Chill Out	Nerd	Epic	Lame

4. Tolong tuliskan pemikiran Anda tentang topik ini; Segala sesuatu yang dapat berguna
untuk penelitian kami:

Terima kasih atas bantuan Anda.

APPENDIX IV

Analysis and Percentage of the Data Obtained through Item of the questionnaire

QUESTINNAIREE		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
A	**FR**	20	20		20		15	20	20
	PCT (%)	100%	100%		100%		57%	100%	100%
B	**FR**			15		1			
	PCT (%)			75%		5%			
C	**FR**			5		19			
	PCT (%)			25%		95%			
D	**FR**								
	PCT (%)								
E	**FR**								
	PCT (%)								
Total Frecquency		**20**	**20**	**20**	**20**	**20**	**20**	**20**	**20**
Percentage		**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

DATA FROM INTERVIEW

(Appendix V)

Date   : August, 3rd 2017

Location   : SMAN 1 LILIRILAU (SMAN 7 SOPPENG)

A   : Interviewer

B   : Interviewee

1. A   : Do you know what English slang is?

    B   : Yes, I do

    A   : Do you usually use English slang?

    B   : Often

    A   : What kinds of Slang that you use?

    B   : 'cause, 'bout, Gws, Otw, and Btw.

    A   : What do you think about slang?

    B   : I think interesting

2. A   : Do you usually use English slang?

    B   : Yes

    A   : What kinds of Slang that you use?

    B   : Omg, Otw, Gws,

    A   : What do you think about slang?

    B   : I think interesting

3. A   : Do you usually use English slang?

B	:	Seldom
A	: What kinds of Slang that you use?	
B	: Omg and 'cause	
A	: What do you think about slang?	
B	: I think interesting	

4. A : Do you usually use English slang?

   B   : Yes

   A   : What kinds of Slang that you use?

   B   : Btw, Otw, Gws

   A   : What do you think about slang?

   B   : I think interesting

5. A : Do you usually use English slang?

   B   : Yes

   A   : What kinds of Slang that you use?

   B   : 'cause, Gws, Otw, Btw

   A   : What do you think about slang?

   B   : I think interesting and good

6. A : Do you usually use English slang?

   B   : Yes

   A   : What kinds of Slang that you use?

B   : 'cause, Otw and 'key

A   : What do you think about slang?

B   : I think interesting

7. A   : Do you usually use English slang?

   B   : Yes

   A   : What kinds of Slang that you use?

   B   : Gws and Otw

   A   : What do you think about slang?

   B   : I think it is enjoy and mengikuti zaman

8. A   : Do you usually use English slang?

   B   : Yes

   A   : What kinds of Slang that you use?

   B   : Wru, Btw and Otw

   A   : What do you think about slang?

   B   : I think it is gaul

9. A   : Do you usually use English slang?

   B   : Yes

   A   : What kinds of Slang that you use?

   B   : Otw, Btw, and 'cause

   A   : What do you think about slang?

B   : Seru dan menyenangkan

10. A   : Do you usually use English slang?

   B   : Yes

   A   : What kinds of Slang that you use?

   B   : Omg

   A   : What do you think about slang?

   B   : Menarik

11. A   : Do you usually use English slang?

   B   : Yes

   A   : What kinds of Slang that you use?

   B   : Wru, 'cause, 'kay, and Otw

   A   : What do you think about slang?

   B   : untuk menambah semangat

Students' Picture

CURRICULUM VITAE

Dini Apriani Zainudin, was born on april 21^{st,} 1995 in mallanroe. She is the first child of marriage Zainuddin and Sumarni. She has two brothers. She graduated on elementary school in 2007 at SDN 9 Mallanroe, Soppeng Regency. In the same year, she continued her study at SMPN 1 watansoppeng and graduated in 2010. After that she registered in SMAN 1 watansoppeng and graduated in 2013. She accepted in muhammadiyah university of makassar of English education department.