



Analyzing Slang Usage in Informal English Communication Among 6th Semester English Education Student in IKIP PGRI Bojonegoro

Fitri Nur Hidayati¹(✉), Fitri Nurdianingsih², Refi Ranto Rozak³

^{1,2,3}English Education Department, IKIP PGRI Bojonegoro, Indonesia

fitrigenrifindi@gmail.com

abstract – This study investigates the prevalence and impact of slang use among sixth semester students of English Education Study Program at IKIP PGRI Bojonegoro. This study used surveys, interviews, and observations to determine the varieties of slang used, the reasons for using it, and the impact on speaking skill. The data indicate that slang is widely utilized in informal contexts, with social media and peer interaction serving as the primary sources of slang acquisition. Students believed that slang may increase communication and relationships with peers without sacrificing formal speaking skills, however some students tried to avoid using it in academic settings. Recommendations include incorporating slang discussions into the curriculum and performing additional research on the long-term effects of slang on language proficiency. These measures aim to balance informal and formal language use, and foster better communication skills among students.

Keywords – Language, Speaking, Slang

abstrak – Penelitian ini menyelidiki prevalensi dan dampak penggunaan bahasa gaul di kalangan mahasiswa semester enam Program Studi Pendidikan Bahasa Inggris di IKIP PGRI Bojonegoro. Penelitian ini menggunakan survei, wawancara, dan observasi untuk menentukan jenis bahasa gaul yang digunakan, alasan penggunaannya, dan dampaknya terhadap kemampuan berbicara. Data menunjukkan bahwa bahasa gaul digunakan secara luas dalam konteks informal, dengan media sosial dan interaksi teman sebaya sebagai sumber utama akuisisi bahasa gaul. Siswa percaya bahwa bahasa gaul dapat meningkatkan komunikasi dan hubungan dengan teman sebaya tanpa mengorbankan keterampilan berbicara formal, namun beberapa siswa mencoba untuk menghindari penggunaannya dalam lingkungan akademis. Rekomendasi yang diberikan antara lain dengan memasukkan diskusi bahasa gaul ke dalam kurikulum dan melakukan penelitian tambahan mengenai efek jangka panjang dari bahasa gaul terhadap kemampuan berbahasa. Langkah-langkah ini bertujuan untuk menyeimbangkan penggunaan bahasa informal dan formal, serta menumbuhkan keterampilan komunikasi yang lebih baik di antara para siswa.

Kata Kunci – Bahasa, Berbicara, Bahasa Gaul

INTRODUCTION

In the era of globalization, English plays an important role as a lingua franca, facilitating communication across cultures and countries. Language is the primary medium through which people share information, express thoughts and emotions, and interact with each other. According to Ur in (Leong & Ahmadi, n.d.) among the four language skills of listening, speaking, reading, and writing, speaking is the most important ability to communicate effectively. English language teaching is aimed at improving students' proficiency in this skill in order to communicate effectively.

Speaking is very important in language learning because, as social creatures, people need to interact to share ideas and thoughts, organize and persuade others. Speaking is an essential skill for students because it is critical in helping them learn English. The ultimate goal of language learning is effective communication (Azizah et al., 2023). Speaking is a type of communication where speakers and listeners exchange information, feelings, and ideas directly. The speaker initiates the discourse by introducing the topic and sharing thoughts, facts, and opinions (Ningsih et al., 2023).

Mastery of speaking skills is essential in second language acquisition and teaching. Nowadays, the emphasis in teaching speaking lies on improving students' communicative abilities so that they can effectively express themselves and acquire expertise in using their target language (Ilham et al., 2020). Students with great selfmotivation have higher speaking skills. Motivation increases students enthusiasm to try new things. They are highly curious and passionate about improving their speaking skills (Purnama & Nurdianingsih, 2019).

Language is the primary component of communication. Everyone has a unique way of using language for communication. People are more polite while speaking with the speaker's elder than when speaking with the speaker's younger (Muhartoyo & Wijaya, 2014). Language is an evolving tool for human interaction, and continues to be shaped by cultural and social developments. For example, today's use of English slang has become increasingly common, especially among young people.

Slang language refers to informal, colloquial expressions and vocabulary used within specific social groups or contexts. It is characterized by its dynamic and ever-changing nature, often reflecting cultural trends and societal influences. Considering that the use of slang can affect language proficiency, it is important for language teachers to be able to balance the use of informal and formal language in an academic setting (Manurung et al., 2020).

This focuses on the use of slang among sixth semester students of English Education Study Program at IKIP PGRI Bojonegoro. This study aims to find out the types of slang used, the reasons behind its use, and the relationship between the use of slang in an informal communication environment and the speaking proficiency of students of the English Education Study Program at IKIP PGRI Bojonegoro.

By observing these aspects, this study seeks to provide insights that can inform teaching strategies and improve students communication skills in informal and formal contexts. Through a descriptive qualitative approach, this study observes the use of slang, as well as highlighting its role in the scope of students English learning.

RESEARCH METHOD

This study uses qualitative method to analyze slang usage in informal English communication among sixth semester English Education students in IKIP PGRI Bojonegoro.

This research uses descriptive qualitative method because it aims to explore the use of slang among sixth semester students of English Education Study Program of IKIP PGRI Bojonegoro in depth. The qualitative approach allows the researcher to understand the meanings, perceptions, and experiences of respondents regarding the use of slang, as well as the social context and media influences that affect them. This method also provides flexibility in data collection and analysis, so as to reveal broad and deep insights into the use of slang in students daily communication.

A descriptive qualitative approach was used in this study to collect comprehensive data, combining questionnaires, interviews and observations. The participants of this study consisted of 25 sixth semester students who filled out the questionnaire, 10 of whom were also interviewed to obtain more detailed information. In addition, observations were also made to understand the use of slang in informal settings.

Questionnaires will be distributed to students at the beginning of the study. The questionnaires aim to gather students comments on the use of slang in an academic context. The questionnaire consists of 20 questions. The questionnaire was administered to a total of 25 students, with a likert scale to assess the frequency and context of slang use. This instrument provided quantitative data on how often students used slang and their opinions on slang.

In-depth interviews were conducted with 10 students to gain qualitative insights into their reasons for using slang and their perceptions of its impact on their language proficiency. These interviews allowed for a deeper understanding of the personal and social factors influencing slang usage.

Observations were made in informal settings, such as student meetings and social media interactions, to see the use of slang first-hand. This method provides contextual data on how slang is used in daily life communication among students.

FINDINGS AND DISCUSSION

FINDINGS

This section presents the results of the data analysis collected through questionnaires and interviews regarding the types of slang language used by students, the reasons for their use, and the frequency of slang usage.

Demographic Information:

1. Participants: 25 questionnaire respondents, 10 interviewees.
2. Age Range: 20-22 years.
3. Gender Distribution: Male (20%), Female (80%).
4. Frequency of Using English in Daily Communication: Rarely: 10%, Occasionally: 25%, Often: 40%, Very Often: 25%

Use of Slang in Informal Communication:

The findings reveal that most students often use slang when speaking English in informal situations. Many students agreed that using slang made their

communication more effective and helped them feel more connected with their peers. They also felt confident in their ability to use slang and formal English appropriately. Social media plays an important role in mastering new slang terms, with many students often learning slang from platforms such as Instagram, Twitter and TikTok. In addition, movies, TV shows and music are also influential media in their use of slang. However, some students admit that they sometimes struggle to avoid using slang in formal academic discussions.

Types of Slang Used:

Students use different types of slang, including abbreviations such as "LOL" and "OMG", cultural terms such as "YOLO" and "FOMO", and internet slang such as "DM" and "meme". Local slang is also clearly present, reflecting a mix of global and local influences in their language use. Slang from movies, TV shows and music lyrics are also widely used by students.

Learning Resources for Slang:

The main sources of slang learning for students are social interactions and the use of social media. Friends and social media platforms are the most significant influences, so students often pick up new slang from their peers and online platforms. Movies, TV shows and music also play an important role in introducing new slang terms. Many students agree that social media is the main source of the slang they use, and they often adopt slang terms that are popular on social media.

DISCUSSION

Level of Slang Usage and Context of Slang Usage:

The findings reveal that slang is widely used among students, especially in informal communication settings. Social interaction and media use are one of the main sources of new slang terms. Social media and peer interactions significantly influence the use of slang, demonstrating the role of digital media and social environments in shaping language use.

Impact on Formal Speaking Proficiency:

Most students believe that slang does not negatively impact their formal speaking skills. They expressed confidence in their ability to switch between slang and formal English. However, most students (56%) still struggle to avoid using slang in formal academic discussions, which suggests that although they can change the context, there may be occasions where informal language makes its way into the formal environment.

Types of Slang and Learning Resources:

The most frequently used types of slang include internet slang, abbreviations and cultural terms, highlighting the influence of global digital culture on students' language use. Although local slang is used less compared to internet slang, it still plays an important role in their vocabulary, showing the influence of global digital culture on students' language use. In addition, media such as movies, TV shows, and music, also play an important role in introducing and expanding the use of slang among students.

Implications for Language Proficiency:

The integration of slang into students' daily communication has both positive and negative implications. On the positive side, it can enhance friendships and make informal interactions more effective. However, on the other hand, there is the potential

difficulty of separating slang from formal language use in academic contexts, which can be a challenge in maintaining academic language standards.

CONCLUSION

This study highlights the dynamic nature of language use among students and emphasizes the need for educational strategies that address the benefits and challenges of using slang in developing well-rounded language proficiency. By implementing these suggestions, educational institutions can support students in developing a balanced approach to language use, so that they can communicate effectively in both informal and formal settings. So, this study will help students improve their general language proficiency and prepare them to face diverse communication challenges in their future academic and professional lives.

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