



The Use of Slang Varieties by Students of SMAN 12 Banda Aceh City

Putri Wahyuna¹, Asriani², Nurul Azmi³

¹Student of Indonesian Language Education Department, Universitas Serambi Mekkah, Indonesia

^{2,3}Lecturers of Indonesian Language Education Department, Universitas Serambi Mekkah, Indonesia

*putriwahyuna7@gmail.com

ABSTRACT

Slang is a linguistic phenomenon that develops among teenagers as a form of informal communication. It is often used to strengthen social relationships, express group identity, and follow popular cultural trends. This study aimed to analyze the use of slang varieties by Class XII students at SMAN 12 Banda Aceh City, identify the factors that influence it, and examine its impact on students' standard language skills. The research method used was descriptive qualitative with data collection techniques through direct observation, as well as listening, recording, and note-taking techniques. The data obtained were analyzed through data reduction, data presentation, and conclusion drawing. The results showed that slang has become an integral part of student communication, especially in interactions with peers. The vocabulary used generally came from social media such as TikTok and Instagram, popular culture, and the influence of the social environment. The types of slang found included abbreviations, puns, foreign language absorption, and local dialect modifications. Slang functions as a means of self-expression and social solidarity among students. However, excessive use has the potential to reduce students' ability to differentiate between standard and nonstandard language, and affect the level of politeness in formal communication. Some students unconsciously incorporate slang terms into academic assignments or interactions with teachers.

Keywords: *slang, student communication, social relationship*

1. INTRODUCTION

Indonesian language has diversity that reflects the diversity of ethnicities and cultures in Indonesia. These language variations occur not only because of ethnic differences but also because of diverse social interactions. The wider the use of a language, the greater the variations that arise, especially with technology and social media that make it easier for the younger generation to communicate.

Language use in Indonesia is diverse and varied due to the many ethnic groups and cultures. The phenomenon of language variation is not only caused by non-homogeneous speech. However, social interactions are also very diverse and different. This diversity will increase if the language is used by very many speakers, as well as in a very large area. Language variation can be grouped into four types, namely language variation in terms of speakers, language variation in terms of use, language variation in terms of formality, and language variation in terms of means. Language variation is growing, one of the growing variations is slang.

Slang is used to describe language that is not standard and may be difficult to understand by others who are not members of the social group. However, slang can also be recognized as a language variety that has a temporary nature. In this context, slang can be considered a non-standard variety of Indonesian that is used in a short and unique form, is temporary, and is not standard or formal language (Mulyana, 2023).

Slang is generally used as a means of communication among a group of teenagers for a certain period of time. This is because teenagers have their own language in expressing self-expression. Means of communication are needed by teenagers to convey things that are considered closed to other age groups or so that others cannot know what they are talking about (Sari, 2015).

A phenomenon often encountered in the school environment is the use of slang by students, which has a negative impact. One of the impacts is the threat to the existence of Indonesian language which is displaced by slang. The use of slang can also affect the variety of language used by students, so that it can be the subject of satire for other groups of students.



2. METHODS

This study used descriptive qualitative research which aimed to describe and analyze the use of slang varieties by students of Class XII of SMAN 12 Banda Aceh City. The descriptive qualitative method was chosen because it could describe the phenomenon of slang naturally in students' social interactions, without manipulation of the variables under study.

The approach used in this study was a sociolinguistic approach, which focused on the relationship between language and society. This approach helped in understanding how slang was used by students as a means of communication, group identity, as well as the factors that influence its use.

Data in this study consisted of primary and secondary data. Primary data was obtained directly from students' utterances containing slang elements in daily conversations, both inside and outside the classroom environment. Meanwhile, secondary data was obtained from various references such as books, journals, and previous research relevant to the research topic.

Data collection methods were carried out with several techniques, namely observation, listening, recording, note-taking, and interviews. Observation was used to directly observe students' interactions to find out the patterns of slang usage. Listening, recording, and note-taking techniques were applied to document students' conversations containing slang elements, both in written form and voice recordings. In addition, interviews were conducted with students and teachers to find out their perceptions of slang and its impact in academic and social communication.

After the data was collected, the data processing method was carried out through data reduction, data presentation, and conclusion drawing. Data reduction was done by selecting and filtering data relevant to the research objectives. Data presentation was conducted in the form of narrative descriptions and tables to provide a systematic overview of the use of slang. Finally, conclusions were drawn based on the results of data analysis to provide a broader understanding of the phenomenon of slang among students and its impact on their language skills.

3. RESULTS & DISCUSSION

The results of the research on the use of slang varieties by students of SMAN 12 Banda Aceh City show the students tend to use slang in interactions with peers, both inside and outside the school environment. Factors such as the influence of social media, popular culture, as well as group solidarity play an important role in preserving and developing slang among students.

3.1 Observation Results

Based on observation and data analysis, some of the main factors influencing students' use of slang include social media, group solidarity, popular culture, and ease and efficiency in communication. Social media, such as TikTok, Instagram and Twitter, are the main sources of slang vocabulary, with new terms being quickly adopted in daily conversations. Group solidarity is also an important factor, where slang is used as a social identity and strengthens relationships within friendships. In addition, popular culture from music, movies and internet trends contribute to creating and disseminating slang terms. Meanwhile, slang is often used because it is shorter, concise, and easy to understand in informal communication.

Data analysis showed that students used various forms of slang, such as abbreviations and acronyms, puns, a mixture of local dialect and slang, and foreign words. Examples of abbreviations and acronyms that were often used included "OTW" (On The Way) and "*Bucin*" (Love Slave). Puns such as "*Santuy*" meaning "Keep calm" and "*Anjay*" as an expression of surprise were also frequently used. In addition, students often combined regional languages such as Aceh with slang to enrich communication expressions. Absorbed words from foreign languages such as "Bestie" (from English) are also part of daily conversation.



3.2 Results of Listening, Recording, and Note-taking

The method of listening, recording, and note-taking on the Use of Slang Variety of Students of SMAN 12 Banda Aceh City aimed to identify slang variations used by students in daily communication. Through direct observation, recording conversations, and note-taking, this research can recognize the types of words, phrases, and expressions that often appear in various situations, such as when talking with friends, in a classroom environment, or on social media. It also explores the context in which slang is used, including in informal and academic situations, and how it differs when interacting with teachers and peers.

In Class XII IPA 1, students tend to use slang by adopting a mixture of local dialects and modern slang terms. Many words undergo a shift in meaning for the purpose of humor or affirmation of expression. Examples found are “*Ke saket an?*” which means “You are sick, aren’t you?” and “*Ke mau ambek jurusan apa?*” which means “What major do you want to take?”. The use of slang in this class was mostly in the form of puns and hyperbolic expressions.

In Class XII IPA 2, the slang used was more directed towards expressive expressions with additional expletives or emphasis words, such as “*anjir*”, “*cok*”, and “*anjay*”. Phrases such as “*Dekat simpang lima anjir*” and “*Tiap ari ko makan mie gelas anjir*” showed that students used slang to emphasize feelings or jokes in daily conversations. This reflects the great influence of social media on their language habits.

Meanwhile, in Class XII IPA 3, slang was found in the form of questions or expressions describing surprise and spontaneous responses. For example, “*Anjiiii pasang behel cok*” was used to express surprise, while “*Mo cabot gigi dia cok*” showed slang variations in response to certain situations. Slang variations in this class tended to be more flexible in formal and informal contexts.

In Class XII IPS 1, slang was used in the context of casual conversation and group interaction. Students often used phrases with a light mocking tone such as “*Ko pake sandals njir*” or “*Lasak kali kok ko*” which showed familiarity and solidarity in communication. In addition, they also used slang to ask or comment on something in a more relaxed and informal style.

In Class XII IPS 2, it was found that the use of slang was more influenced by social media trends. Words such as “*bestie*”, “*baperan*”, and “*bucin*” were often used to describe social and emotional conditions. Example sentences such as “*Pagi bestie*” and “*Eh you know what? Si Rara tu bucin banget loh sama pacarnya*” showed that students used slang to build more intimate relationships and strengthen social bonds between them.

Overall, the tables that present the results of the listening, recording and note-taking techniques show that the variety of slang used by students was very diverse, ranging from abbreviations, puns, to a mixture of local dialects. Students in both science and social studies classes had the same tendency to use slang terms, although some typical terms were more common in certain groups. For example, terms such as “*anjay*”, “*cot*”, and “*bucin*” frequently appeared in their conversations, indicating the considerable influence of social media trends in the formation of their vocabulary.

In addition, the analysis also showed that slang was often used in the context of emotional expression, humor, and group solidarity. Students used certain terms to show closeness, joke, or even convey criticism in a lighter way. However, in some cases, the use of slang also contained vulgar elements that could affect politeness in communication.

The impact of the use of slang in the school environment can be seen from two sides, namely the positive side and the negative side. On the positive side, slang can strengthen social relationships and increase solidarity within student groups and encourage linguistic creativity in creating unique terms and ways of communicating. However, from the negative side, the use of slang has the potential to reduce students’ ability to use standardized language in academic and formal contexts. Some students had difficulty distinguishing between formal and non-formal language, especially in academic assignments. In addition, the use of slang can also reduce the level of politeness in communicating with teachers and elders.



To prevent the use of slang from negatively impacting students' standardized language skills, several strategies can be implemented. Balanced language education needs to be taught so that students can distinguish the use of language in various contexts, such as academic and informal. The application of language ethics is also needed to encourage the use of language that is polite and appropriate to the communication situation. Schools can organize language literacy campaigns to raise students' awareness of the importance of using good and correct Indonesian.

Based on the results of observations regarding the use of slang varieties by students of SMAN 12 Banda Aceh City, it showed that slang has become part of students' daily communication, especially in conversations with peers. Suleman & Islamiyah (2018) showed that teenagers use slang as a form of self-expression and group identity. Slang was often used to create more familiar and relaxed communication among adolescents.

The vocabulary used generally came from social media, popular culture and peer influence. Some vocabulary such as "*bestie*", "*vibes*", and "*anjir*" were often used. This finding is in line with Azizah's research (2019) which found that social media plays a big role in the spread of slang vocabulary. Trends from platforms such as Instagram and TikTok accelerate the adoption of the language among students.

This slang tended to appear more often in informal situations, while when in class or talking to teachers, students tried to use formal language. However, the negative impact was that some students had difficulty distinguishing between slang and standard language. In other words, slang can potentially threaten the existence of Indonesian because of its widespread use. The influence of media and cultural trends makes slang increasingly dominate daily communication, which has the potential to reduce students' awareness of the importance of standard language. It is feared that the continuous use of slang can lead to the degradation of good and correct Indonesian language skills among students.

Slang functions as a tool to show identity, group solidarity and self-expression. Teachers generally tolerate its use, as long as it is not excessive or violates the norms of politeness. In a study conducted by Satriani et al. (2023), slang is often used by teenagers as part of social interaction and daily communication. This language develops within certain groups and is used as a form of identity and solidarity between group members.

Based on the results of listening, recording and recording data, the use of slang among students in classes XII IPA 1, XII IPA 2, XII IPA 3, XII IPS 1, and XII IPS 2 shows that the use of slang among students is very diverse. The vocabulary and phrases used differ in terms of variety and context of use.

Students in Class XII IPA 1 showed a dominant use of local Acehese dialect combined with slang. Some expressions were hyperbolic and used in a joking context, as follows:

- "*Ke saket an*" → Meaning: You are sick. This expression is a mixture of local dialect with a casual language style.
- "*Dia hampir mati*" → Meaning: Very sick/tired. This phrase is hyperbolic and is often used to describe extreme conditions, but in a joking context.
- "*Ke mau ambek jurusan apa?*" → Meaning: What do you want to major in? This phrase reflects the mixing of local dialect with non-standard Indonesian, often used in academic conversations.
- "*eh tunggu, ko bukannya anak SNBT?*" → Meaning: Aren't you an SNBT participant? Used to emphasize one's academic status.
- "*ya lah, dia kan pande ga kek ko ogeb*" → Meaning: It is obvious that he is smart, unlike you who are stupid. Used in a joking context with a sarcastic tone.

The language used by students in Class XII IPA 1 belongs to the colloquial and slang varieties, which are languages commonly used in casual conversations among peers. In terms of speakers, the language is a form of idiolect and sociolect, which describes the characteristics of individuals or social groups of adolescents in a particular environment, with a strong influence from local Acehese dialects. However, Suryadi's (2020) research highlighted that the excessive use of slang and colloquialisms can interfere with students' ability to use formal language, especially in academic environments.

Students in Class XII IPA 2 more often used slang mixed with expressions of annoyance or surprise. The influence of social media was very strong in their vocabulary.



- "*Dekat simpang lima anjir*" → Meaning: Near intersection five. The use of the word "anjir" as an expression of annoyance is very common.
- "*Iskah, suruh ulang aja sama kakak tu*" → The meaning: How can you tell me to do it all over again? Expresses annoyance with an academic situation.
- "*Ke Batoh aja sesat njir*" → Meaning: Just go to Batoh and get lost. Describes mockery in a joking context.
- "*Tiap ari ko makan mie gelas anjir*" → Meaning: Every day you eat glass noodles. Mocking someone's habits in a joking tone.
- "*Di korea yak e belik jus awak?*" → Meaning: In Korea you bought my juice? Used hyperbolically in a joking context.

The language used by students in Class XII IPA 2 belongs to the slang and idiolect varieties, characterized by vocabulary influenced by social media trends. In terms of speakers, this variety reflects adolescent sociolect, where language is used as a means of emotional expression and group solidarity. Research from Ratnatika (2022), supports the above findings where the intense use of social media in daily life contributes to changes in students' language styles. Students tend to use informal language and slang that is popular on social media in their communication. Some of the slang terms that are often used include "gabut" (not knowing what to do), "gercep" (fast motion), PAP (post a picture), "anjir" (an emotional expression of the word "dog"), and "fucek" (an expression of the English word "fucking care"). The use of these terms indicates a shift in the norms of politeness in students' language.

The slang used by students in Class XII IPA 3 shows an element of spontaneity and is often used to react to everyday events.

- "*Sapa bejir*" → The meaning: Who is it? The word "bejir" is slang used in a joking context.
- "*Mo cabot gigi dia cok*" → Meaning: I want to pull his tooth. This expression shows a mix of local dialect and slang.
- "*He dia gasaket gigi anjir*" → Meaning: She does not have a toothache. Clarifying a statement with a casual tone.
- "*Anjiiii pasang behel cok*" → Meaning: Wow, put the braces on! Used to express surprise.
- "*Ga papa cot*" → Meaning: It's okay. A calming phrase in casual situations and also slang "cot" from the word "Bacot" which means to talk a lot.

Slang and colloquialism are varieties of slang that are often used by students of Class XII IPA 3. In terms of speakers, the language is a spontaneous idiolect, which reflects the typical expression of individuals in unplanned situations. The use of this language shows flexibility in communicating among peers. This finding is in line with research conducted by Fauziah & Saputra (2021), the use of slang is considered an expression of social identity, where generation Z uses slang more often in daily communication than standard language.

In XII IPS 1 and 2 classes, students mostly used slang to mock habits or make comments in a joking tone, as follows:

- "*Ko juga sandal orang njir*" → The meaning: You wear other people's slippers. Used to mock someone's habits.
- "*Hp sapa di tengah, bekreak li*" → Meaning: Whose phone is in the middle? A question about ownership in a joking style.
- "*Oi jan ko pegang-pegang*" → Meaning: "Don't touch" used to warn someone.
- "*Lasak kali kok ko*" → Meaning: "You can't stay quiet at all", to express annoyance in a joking context.
- "*eh ko ada tengok dia ga tadi*" → Meaning: "I didn't see him earlier" to tell the condition with a surprised tone.

The slang often used by these students belongs to the colloquial and slang varieties, with a lot of use of local terms and expressions of annoyance. In terms of the speakers themselves, this language variety reflects adolescent sociolect, used to build social closeness in groups of friends. This finding is in line with research conducted by Fauziah and Saputra (2021), the use of slang is considered an expression of social identity, where generation Z uses slang more often in daily communication than standard language.

4. CONCLUSION

The conclusion of this study on the use of slang varieties in oral communication of students of SMAN 12 Kota Banda Aceh shows that slang has become an integral part of their daily interaction, especially in informal



situations with peers. Students tend to use slang influenced by social media, popular culture, and local dialects, which creates unique variations in conversation. The vocabulary used is often abbreviations, puns and expressions that reflect emotional expression and group identity. While slang strengthens social relationships and provides a sense of familiarity, it has a negative impact on students' ability to distinguish between standard language and slang, especially in academic contexts. Therefore, it is important to maintain a balance between the use of slang and formal language so that students can still communicate effectively in various situations.

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