Students' Slang Language in WhatsApp on Effective Sentences: Sociolinguistics Review

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Abstract

The aim of this study was to determine the slang used by UMUS students in WA as well as the role of students in its application to the use of effective sentences. This research uses descriptive qualitative research. The data collection technique used structured interviews. The data collected from the UMUS students who's at that time communicated using slang and its application to the use of effective sentences both outside campus or during teaching and learning activities. Types of data and data sources obtained directly from the field interviews with the students who carry out their activities with WhatsApp (WA). The results of the research on the slang used by UMUS students in WhatsApp (WA) are: 1) colloquial slang, 2) variations from speakers' aspects, 3) diction, 4) meaning in sentences, and 5) emphasis. The research purpose that will be achieved is that students are expected to be able to use sentences effectively in communicating both orally and writing. Thus, in their social life they can apply effective sentences.

Keywords: Effective Sentences; Slang

Introduction

Nowadays, the use of slang in everyday life is starting to be used frequently. Slang sometimes appears during the usage of Indonesian language in official situations which resulted in bad and incorrect language. The increasingly slang used by some modern societies, especially students requires action from all parties who care about the existence of Indonesian language which is the national language. Generally, the college students still use *prokem* language until now or it is now known as slang language. Thus, they have to get used to changing it into effective sentences. The use of effective sentences should be more accustomed and applied to daily communication, either directly or indirectly.

Language functions as a means of communication with one another. Therefore, language is called as a tool to unite the nation. Conveying the truth in language has an influence on the correctness of the conveyed information. The application of using effective sentences when speaking or writing is the best solution to minimize the development of slang.

The problem of language characteristics is included in the sociolinguistics study. The interdisciplinary of sociology and linguistics, two fields study of empirical science that are closely related is called sociolinguistics. Therefore, to understand what sociolinguistics is, it is necessary to firstly discuss what is meant by sociology and linguistics. Pride and Holmes (in Sumarsono: 2014) says that sociolinguistics is "… *the study of language as part of culture and society*" or to put it simply it is the study of language as part of culture and society. It can be emphasized into, language is part of culture (language in culture), language is not something that stands alone (language and culture) Fishman (in Wijana: 2013). Sociolinguistics as something that is interdisciplinary in dealing with linguistic problems in relation to its social, situational and cultural factors. From Fishman's opinion, it can be said that sociolinguistics is a branch of linguistics that studies the language and culture of the language users in social communication in society (Eduardus: 2017).

The current of globalization certainly affects all aspects of human life and livelihood. The influence of this globalization is affecting on educations, cultures (including language), which often prioritize the use of foreign language rather than Indonesian. Likewise, slang which is also known as *prokem* language is a form of language variety from non-formal languages favored by language users (Nina: 2014).

The students use this slang in spoken and written forms. The use of slang vocabulary continues to grow and change according to trends. Especially during this time, the use of a green application (WhatsApp) is currently rampant, which offers various application to write in various forms. In addition, mobile network service providers also offer applications for writing slang. Various stickers and language styles are a trend that is "loved" at this time (Trisnani: 2017).

Slang language develops along with the times, from time to time undergoing changes. Slang vocabularies that have developed lately is often irregular, there is no exact formula or abbreviated words, such as: DKI (*di bawah ketiak istri*/ under the wife's armpit), Suzuki (*sungguh-sungguh laki-laki*/ really male), Bisnis (*bisik-bisik manis*/ sweet whispers). There are also those who use foreign language. Lumintaintang (1998) states that "The data of functional spoken Indonesian also shows that the use of speech is influenced by elements of foreign languages; such as: the word OTW (On The Way/ *di jalan*/ *dalam perjalanan*), hang out (out for a walk/ *jalan-jalan*), shopping (*berbelanja*), OMG (Oh My God/ *Ya Tuhan*). The speakers usually use foreign language in their daily conversations to make them look cool or more prestigious (Hendra Sastratmaja: 2013).

Slang is often underestimated. Slang for language critics, is considered "damaging" Indonesian language. However, there are some who argue that the use of slang in everyday life is not a problem because the use of formal language in casual occasion actually feels strange. Clear and good sentences will be easily understood by other precisely. Such sentences can be said to be effective sentences. An effective sentence must accurately represent the thoughts and desires of the writers or speakers. This means that effective sentences must be composed consciously to achieve the right information power (Parto: 2015). Based on previous description, the researcher chooses the title of "Students' Slang Language in WhatsApp on Effective Sentences: Sociolinguistics Review".

From the stated research background, it can be formulated several research problems to make this research discussion more focused and clearer. The problems are: (1) What are the slang language used by the students in WhatsApp (WA)? (2) How are the role of students in implementing the use effective sentences?

Research Methodology

This research uses descriptive qualitative research, because this study using data as a data source in form of words or sentences and not using numbers that examine data in form of descriptions and statements (Mahsun: 2011). Qualitative research only states specific variables will be studied and understood their relationship with other variables (Sutopo: 2002). Its aims to describe the framework used by researchers to study and understand the research problems. To find out the implementation of effective sentences in students' WA. So that, if the students have learned about the effective sentences, they should not use slang when communicating anymore.

This research location in Muhadi Setiabudi University to obtain effective results or not on the application of effective sentences used when to communicate with the WhatsApp (WA). In addition, the research objects are the students' UMUS because almost all UMUS students were using this green application. The data sources of this research are: a) primary sources, obtained data directly from the field through interviews with UMUS students; b) secondary data sources, namely searching for data, information or information are indirectly obtained through literature studies, documentation materials, scientific writings, and other written sources. The students interviewed are students who carry out activities using WA. The secondary data used in this research were in form of various book related to social media and effective sentences as well as online media in form of journals, articles, dictionaries, and etc.

Results and Discussions

1) **Slang language used by students in WhatsApp (WA)**

There are various slang terms used by the students in communicating on WhatsApp. The slang language used by the students in communicating on WhatsApp can be categorized into as follows:

a. *Colloquial* **Slang**

Sumarsana and Partana (in Laili: 2012) stated that colloquial is non-formal or un-official language. Colloquial also called as daily language and have distinctive features. The distinctive features are this language reduces the use of linguistic features such as letters and syllables in sentences. The reducing the use of linguistic language aims to make the communication more concise and practical, intimate and informal. For example:

Data (1)　A　　　: "*Bu Lia mau **ngumpulin** tugas, nanti ditaruh di meja ibu **gitu** bu*?"
　　　　　B　　　: "*Ya, silakan*".

In data (1) there is a change in the word "***ngumpulin***" which should be "***mengumpulkan***" and the word "***begitu***" becomes "***gitu***" there is an omission of the first syllable.

Data (2)　A　　　: "*Ibu nanti di **kpz jm brp**? Saya mau bimbingan*"
　　　　　B　　　: "*Saya ke kampus jam 8.00 - 10.00 WIB*"

Data (3)　B　　　: "*Di mana mba? Ini hampir jam 10.00!*"
　　　　　A　　　: "*Bu, **plis ngertiin** saya bu tadi ibu sakit makannya saya beberes dulu*".

It can be seen in data (2) and data (3) there is the writing of the word "*kpz*" which should be "*kampus*" and "plis" in English "please" and the word "*ngertiin*" which should "*mengerti*". The reduction in the use of linguistic features is intended to make the communication more concise and practical, intimate

and create an atmosphere that is not rigid (formal/official). It is commonly used for writing electronic messages (email, sms, chat, etc.).

b. Variations from Speakers' Aspects

The term of languages variety can be equated with variations. The language variations are seen based on the speaker and each individual has their own characteristics. This speakers' variation is related to the color of the voice used, diction, sentence structure and language style. For example, if people say that the models are very diverse, it implies that the models are very varied. The existence of variety or variation implies that from the various variations there is one model that is used as the reference. Thus, regardless of the variation model, there must be variations or common characteristics. If the essence has deviated far from the essence that is the reference, it means that it is no longer a variation of the reference, but a completely new model (Hendra Sastratmaja: 2013). Abdul Chaer and Leoni Agustina (2004) divide the types of language variations in terms of speakers as follows:

a) Idiolects

This language variation is individual with respect to voice color, choice of words, language style, sentence structure, and so on. The most obvious variation of this language is the color of the speaker's voice. We can recognize speakers without seeing who is speaking by looking at the color of their voice.

Data (4) "*Cobalah untuk melihat masalah tersebut dari **perspektif** yang berbeda*"

This idiolect is influenced by the speakers' background. Data number 4 which taken from WA status of the students with the background of the head of KKN often say "*perspektif*" when speaking, and these words or phrases arise because of their habit of using that word.

Data (5) "*Gitu aja kok repot*"

In the data number 5 which taken from WA status of the student that have habit or way of thinking to immediately complete the assignment.

b) Dialects

This language variation is performed by a relatively group of speakers who are in a certain place, region or area. Because this dialect is based on a particular region, place, or area, this dialect is commonly called the areal dialect, regional dialect, and geographic dialect.

Data (6): "*yuh diborong mumpung regane endhog sekilo wolulas*"
(let's buy an egg with price of eighteen thousand rupiah).

Data number 6 show the characteristics of the language and dialect used in the market when selling online with the WhatsApp "status" informs that the price of eggs is in the cheaper range compared to yesterday's price which had soared. The language and dialect used are informal / unofficial / local languages in the local area. The language and dialect are brief and unclear.

c) Chronolects/ temporal dialects

This language variation is used by social groups at certain times. This language variation is like in Indonesia, the language variations in the thirties are different from the language variations in the fifties and today.

Data (7): "*dina kiye menune sotong, yuh gercep*"
　　　　　(Today's menu is cuttlefish, let's move quickly)

The WA status in the data number 7 informs that the student has a business in the culinary field. The menu for the day is *sotong* which means squid (this word is still widely used in people around Java.

Data (8): "*lGi aPa kMu*?"
　　　　　("What are you doing?")

In the datum number 8, it can be seen that the usage of the capital letter combined with latin letters.

d) Sociolect/ social dialects

These language variations are related to the status, class, and social class of the speakers. This variation concerns all the speaker's personal problems such as age, education, sex, work, socio-economic conditions, and so on.

Data (9): Sentences used numeric markers or money in Chinese which have sound adjustments.

China and Javanese Language	Indonesian
A: *kong, beras sekilo piro regane kong*? B: *Ceban bu*. A: *ra iso dikurangi ceceng kong*? B: *gak iso bu, ceban wes mentok*.	A: *kek, beras satu kilo berapa harganya*? B: *'ceban' bu* A: *tidak bisa dikurangi seribu kek*? B: *tidak bisa, 'ceban' sudah mentok*.

The previous illustration of conversation depicts two Javanese and Chinese ethnics, which mutually bargain the price of rice. They mutually understand one language with another. The buyer bids the price with the nickname *kong* which is used to call the grandfather, namely *engkong*. This shows the buyer understands Chinese culture and that they are accustomed to and adapt to calls at the family level. In addition, buyers also understand the use of currencies that are often used in Chinese.

e) Language variation based on age

The variation of language based on age can be seen from the use of language in children, adolescents, adults, and elderly people. The use of language variations at each age level is, of course, very different. As the children's language variations will certainly be different from the language variations of adolescents, adults or even the elderly.

Data (10): "*udah malem..ayuuu kita bobok*"

Invitation to sleep for children will be different from the language variations used for adolescents or adults.

Data (11): "*maemnya udah habis*?"

From the data number 11 it can be seen that it is sentences asking about the food given to the children will be different language variation used to ask for adolescents or adults.

f)Language variation based on education level

The language variety according to the educations' level can be clearly seen from the structure of the pattern or arrangement in composing words or sentences in speaking. Highly educated speakers will appear to have a different variety of languages from those with secondary, low or no education.

Data (12): "*Coba untuk lebih **spesifik** lagi apa yang telah dipaparkan*".

Spesifik words are used by people who have higher education. People who only graduate from elementary school generally do not use these words, but they use special words to replace the word *spesifik*.

g) Language variations based on sex (gender)

In this language variation, it can be seen the differences in language variations carried out by women/ mothers with men/ fathers as well as the differences in the language variations used by *waria* and gay people.

Data (13): "*Wah lagi **hamidun** panas gini pengen yang **sueger-sueger***"
    (When pregnant with hot weather like this, make me want to eat something fresh).

Women's language variations are generally gentler than men. Language variations based on gender can also be seen from the resulting vocabulary.

h) Language variations based on occupation, professional position, or the speakers' task

This language variation can be seen in each occupation, the speaker's profession and these differences can be based on the environmental factors of the work of each speaker.

Data (14): "*Semangat kawan untuk hadapi UTS besok*!"

The word UTS stands for Mid-Semester Examination which is a language variation related to students who are facing the exam period.

i) Language variation based on nobility level

Some areas in Indonesia still use this language variation. This is caused by in some areas in Indonesia there are still familiar with the royal or aristocratic system. For example, the Javanese, Sundanese and Balinese languages which still recognize this language variation (Astuti: 2013).

From the Upper/ Middle Class Society of West Java (Sundanese).

Data (15): Guiding Children to Learn

Sundanese	Indonesian
"Aa, hururf naon anu ka langkung? Upami nyalin kalimat te, teu kenginging rurusuhan. Upami bade nyalin kalimat, tinggal kata per kata, huruf per huruf. Anu diserat ku ibu guru kedah persis ku Aa diserat nya. Tuh...aksarana mah tos sae, mung Aa na ceroboh".	*(Kakak, huruf apa yang terlewat? Misalkan menyalin kalimat, jangan terlalu cepat-cepat. Misalkan akan menyalin kalimat, mulai kata per kata, huruf per huruf. Seperti yang ditulis ibu guru harus ditulis oleh kakak. Itu ... tulisannya sudah bagus, hanya kakaknya ceroboh)*

From the Lower-Class of West Java (Sundanese) society.	
Sundanese	**Indonesian**
Neng, kerjakan PRna! Entong ameng wae. Engkeu jadi jelema bodo. Sok gancangan atuh!	*Neng, kerjakan PRnya! Jangan main saja. Nanti jadi orang bodoh. Ayo cepet gitu!)*

From the above data, there are variations in the use of vocabulary and sentences from different social groups. Judging from the internal structure, in the speech of the upper or middle class, the sentence structure is found with a subtle tone, with persuasion, and often accompanied by praise.

j) Language variation based on the speakers' socioeconomic

In this language variation, the socioeconomic level is distinguished by variations in language based on aristocracy. Because it is not certain that people with high socioeconomic status are descended from aristocrats and vice versa, people who are of noble descent do not necessarily have high socioeconomic status today. In language variations based on level, class, status, and social class of the speakers, there are also several language variations terms, such as: acrolects, basilects, vulgar, slang, colloquial, jargon, argot, and ken. And there are also those who add variations in the slang.

Data (16): "*dipe segane ben iso dadi sego aking iso di dol*"
     (Just dry the rice so it can be sold).

Data (17): "*Pagi yang menyenangkan pizza kujadikan sarapanku pagi ini*".

The word *sego aking* is commonly used by people who are at a weak socioeconomic level, while the word pizza shows the name of a food with an upper socioeconomic level (rich people).

c. Diction

Diction is an appropriate and harmonious choice of words that aim is to express ideas so that certain goals can be obtained (Rini: 2018). The following are the dictions produced by students in their WhatsApp "status":

Data (18): "*Mari kita bantu sesama agar hidup lebih bermakna*".

In the WA status sentence above the resulting diction is correct and in accordance with the rules that apply to the scope of the effective sentence. When making a status, the official language is also used and there are no abbreviated words so that the diction and language used are appropriate.

Data (19): "*hemmmm ok beb, otw nih*".

The meaning of the words "*hemmm*", "*ok*", "*beb*", "*otw*", "*nih*" in Indonesian does not have a clear meaning. The word "*hmmm*" implies thinking; the word "*beb*" implies a designation or a calling for someone; the word "*otw*" stands for "on the way" contains the meaning of going to and the word "*nih*" stands for "this".

d. Meaning in sentences

The meaning that can be interpreted by the reader, so that it can have a meaning that can be accepted by readers, especially the public. Sometimes the authors' intent is difficult to accept because it does not use official or formal language.

Data (20): "*Males ah, dah PeWe banget*".

Data (21): "*Jadi org tu jgn baperan*".

The words "*dah*" and "*PeWe*" are classifications of words that have already been shortened from the word "*sudah*" and "*Posisi Enak*" as well as the writing of "org" that read as "*orang*"; "tu" from the word "itu"; "jgn" read as "jangan" and the word "baperan" which stands for "*bawa perasaan*".

e. Emphasis

A sentence that has an idea that is emphasized or highlighted by the author. The emphasis on a sentence is usually placed at the beginning of the sentence.

Data (22): "*ajiiiiibbb…tugasmu dah selesai? Hebat lu bro!*"

The word "*ajib*" has a meaning of something delicious; fun or clubbing. This word became popular in the 90's when trance music and methamphetamine-type drugs were just starting to catch on. This word is usually used by connoisseurs of both things. This term is taken from ancient times, the sound of trance music has a tempo that sounds like "*ajib...ajib...*".

The above statement emphasizes on the beginning of the sentence which is marked by the word *ajib* which is meant to be amazed by the greatness of his friends and gives a spirit of support for the completion of his task.

2) The role of students in its application to the use of effective sentences.

The result of the answers to the questionnaires given to respondents (UMUS Students) who carried out their role as students in its ability to use the effective sentences on WhatsApp are as follows:

a. Generally, when delivering learning in the classroom, the respondents know about effective sentences spoken by the educators. So that students can indirectly apply these things in various ways.

b. When respondents communicate using WhatsApp, they never use standard and official language rather use everyday language or slang. They also admit that they will change the habit of using ineffective language according to standard language so that they can distinguish between standard and non-standard languages.

c. The student felt that the use of sentences or language that was not effective was understood by the readers more easily than using ineffective language. Thus, they always get used to using unofficial language.

d. Respondents can actually distinguish the use of slang and the effectiveness of a sentence. Because if they use familiar language, it will take a relatively long time to change for the better and someone's personal awareness.

The role of students to increase the use of effective language such as: (a) as educated students, they must be able to master effective and standard language, (b) use effective language repeatedly so that they get used to pronunciation, (c) get used to speaking using effective sentences with all lecturers when on campus whether teaching or not, (d) getting used to it during communicating in cyberspace or real life, (e) implementing an effective language in everyday life so that you can get used to using this language, (f) distinguishing between the usage of official language and slang, (g) use standard language at official

events or activities, (h) always use effective language during lectures and ask questions with lecturers either directly or with social media, (i) as students must be a pioneer in the campus environment and give example of being a pioneer of effective language so that it becomes a habit outside of campus, (j) in communication between students apply the use of effective language so that students are accustomed to and can get used to using the effective language, (k) listen to the lecturer when explaining the material so that they can better use effective language, (l) use writing that uses standard language and make posters, (m) always use standard language in every situation and get used to it and try to practice using effective sentences when writing assignments and reports or others, (n) by applying effective language use to oneself every day, and (0) getting used to using standard language in everyday life both to friends and someone who is older.

Conclusions

1. The results of the analysis on Student Slang in WhatsApp on the Use of Effective Sentences: Sociolinguistic Overview of UMUS students includes colloquial slang, speakers' variations, diction, meaning in sentences and emphasis. Colloquial slang is an informal or formal language that is used every day. The speakers' variation is a characteristic of the language used by individuals. Meanwhile, diction is the right choice of words in a sentence.

2. The results on the use of student roles on its ability to use effective sentences on social media are as follows: (a) students know about effective sentences spoken by educators during lectures, (b) lack of awareness of students using slang language, slang is more easily to understand compared to the official language, (d) students are actually able to distinguish, but because they are accustomed to using ineffective language it is difficult to change it, (e) as a student, they should be able to be a pioneer by using effective sentences both on campus and off campus. Generally, they use ineffective language, (f) Students cannot distinguish between effective and non-effective sentences.

Suggestions

1. Supposedly, when speaking, the students must use appropriate or formal language. Thus, by using formal language, they will get used to speak either verbally or in writing.

2. Students who are already able to understand well should be able to apply it in everyday life both on campus and outside campus.

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