

CHAPTER IV

FINDING AND DISCUSSION

This chapter the researcher will explain the data that has been obtained from the results of interview, observation and documentation. This chapter the data obtained will be presented in the form of analysis or description but based on the problems studied by the researcher. And the problem about language variation in better school: a slang perspective at IAIN Madura. Some data divided into two, namely research result and dicussion. The finding and the discussion are;

A. Finding

Here, the researcher will explain in detail the data obtained from observation, interviews and documentation. The researcher will explain the data that has been obtained previously, namely regarding language variation in Better School; a slang perspective at IAIN Madura. This research was conducted at tutors and students of Better School of English at IAIN Madura. The topics that the researcher will discuss based on the research focus that the researcher has previously made. The topics is about what extent does slang usage vary among different student demographics at IAIN Madura and how does this variation support communication within the school environment. The researcher explained the data in detail about the result of the data obtained after conducting previous research.

1. The Result Observation

The exploration began on January 10th, 2024 of slang usage among students and tutors in classroom interaction revealed a rich tapestry of

linguistic diversity, cultural nuances, and demographic variations. This section synthesizes the findings from qualitative interviews, and observational research to dig the multifaceted nature of slang usage within the educational context of the Better School of English at IAIN Madura.

a. The slang usage vary among different student and Tutors demographics at IAIN Madura.

1). Regional Variations in Slang

The research findings underscored the influence of regional and cultural backgrounds on students' and tutors' preferences for slang expressions. Students from diverse regions exhibited distinct slang usage patterns, reflecting the linguistic richness of Indonesia's multicultural landscape. For example, while students from urban areas tended to incorporate contemporary slang derived from popular culture and social media, those from rural areas favored slang expressions rooted in traditional cultural contexts.

"..... the advanced classes, how the student pronounce naturally vary as students originate from diverse districts. For some, their native languages have transitioned into their secondary tongues."⁴²

Meanwhile, another student offers a different statement.:

".....Certainly, variations exist across regions and cultures, each carrying its own inherent influence. Hence, adaptation or mutual understanding in communication is imperative within the Better School setting. For instance, speech inherently impacts communication, manifesting differences in accents or language."⁴³

⁴²Sri Wahyuni, Advance Class Tutor, data interview, January 10, 2024

⁴³Interview with Tutor, Samsul, January 12, 2024

Presenting an alternative viewpoint, Maghfiroh articulated a distinct perspective, stating that:

“.....The students I've collaborated with in basic classes at Better School hail from three districts: Sampang, Pamekasan, and Sumenep. These regions boast distinct traits, resulting in the pronunciation of certain phrases with their respective regional accents. For instance, individuals from Sumenep, renowned for their low intonation style, showcased its influence on their English pronunciation during our sessions.”⁴⁴

Based on the student statement above we could acknowledge the varied pronunciation methods found among students in advanced classes, attributing this diversity to their diverse regional origins. It also recognizes the influence of students' mother tongues, which may have evolved into their second language. This awareness of linguistic diversity underscores the importance of tailored language instruction that accommodates different pronunciation styles and respects the linguistic heritage of each student. It emphasizes the need for educators to create inclusive learning environments that embrace the richness of students' linguistic backgrounds while promoting effective communication across dialectal variations.

2). Slang Preferences

Based on the observation done, it could be shown that the study identified generational differences in slang usage, with younger students [low intake's] demonstrating a greater propensity for contemporary slang derived from digital platforms and youth culture. In contrast, older students and tutors exhibited preferences for slang expressions reflective of their generational experiences and cultural influences. This highlights the dynamic nature of slang as a linguistic phenomenon that evolves over time in response to shifting social norms and technological advancements. Younger students

⁴⁴Interview with Tutor, Fifi, January 14, 2024

may be more likely to use contemporary slang expressions derived from popular culture, social media, or online platforms. For instance, they might use phrases like “squad goals” or “on fleek”. On the other hand, older students and tutors might prefer slang terms that were popular during their youth.

Additional data derived from the conducted observations reveals insights into the student teaching-learning process, as depicted in the table provided below:

Expressions	Greeting & Informal Phrases	"Hey, what's up?" "How's it going?" "What's the scoop?" "Catch you later!" "Chill out, dude!"
	Expressions of Agreement and Approval	"Totally!" "Right on!" "You got it!" "No doubt!" "For sure!"
	Expressions of Disagreement and Dissapproval	"No way, man!" "That's whack!" "I beg to differ." "You're kidding, right?" "That's a no-go."
	Casual Language for Everyday Situations	"I'm gonna grab some rub." "Let's hang out after class." "I'm feeling kinda meh today." "That movie was lit!" "I'm so stoked for the weekend."
	Expression of Surprise and Amazement	"Whoa, that's insane!" "That's wicked cool!" "Mind blown!" "I can't even..."
	Interjections and Exclamations	"Dang!" "Aw man!" "Holy cow!" "Yikes!" "Bummer!"

3). Slang Variations Based on Gender

The other data found in the observation is about gender emerged as another influential factor shaping slang usage within the classroom environment in Better School English in IAIN Madura. While male students tended to employ slang expressions associated with camaraderie and informality, such as “bro” or “dude,” female

students often used slang terms emphasizing solidarity and friendship, such as “girlfriend” or “sis.” These gender-based differences reflect broader societal norms and expectations regarding language use and social interactions. There may be differences in slang usage between male and female students. For example, male students might use slang expressions like “bro” or “dude” more frequently in informal interactions, while female students might use terms like “girlfriend” or “sis” to address their female peers.

4). Societal and Cultural Contexts

Students from different socioeconomic backgrounds or cultural contexts may use slang differently based on their experiences and social influences. For instance, students from urban areas might use urban slang associated with city life, while students from rural areas might use slang specific to their rural lifestyle. As Samsul said, one of the English Tutor:

*“.....The presence of ethnicity and culture amplifies diversity. For instance, students fluent in Indonesian as their first language exhibit greater proficiency, whereas those whose primary language is Madurese may experience challenges and potential gaps in fluency. Thus, ethnicity and culture significantly impact language proficiency enhancement.”*⁴⁵⁴⁶

5). Levels of Education and Academic Fields

The research revealed variations in slang usage based on students’ educational levels and academic disciplines. Students in higher education and specialized fields exhibited a propensity for

⁴⁵Observation, Saturday 4, November 2023

⁴⁶Samsul, data interview 12 Januari 2024

discipline-specific jargon and slang related to their areas of study. This suggests that slang serves not only as a marker of social identity but also as a means of signaling expertise and insider knowledge within academic and professional contexts. Slang usage may also vary based on students' educational levels and academic disciplines. Students in higher education or specialized fields might use discipline-specific jargon or slang related to their areas of study.

6). The Impact of Tutors and Flexibility

Tutors played a pivotal role in shaping slang usage within the classroom environment, with their language choices often reflecting a balance between pedagogical objectives and cultural sensitivity. While some tutors embraced slang as a tool for fostering rapport and engagement with students, others exercised caution in its usage to maintain a formal teaching demeanor. This highlights the importance of tutor flexibility and adaptability in navigating the complexities of slang usage within educational settings. They may adapt their slang usage based on their perception of students' preferences, cultural sensitivities, and the educational context. Some tutors might intentionally incorporate slang to create a relaxed and informal learning atmosphere, while others might avoid slang altogether to maintain a more formal teaching style.

b. The diversity aids communication within the school setting.

Investigating the ways in which differences in slang utilization enhance communication within the educational environment, elucidated through concrete examples for each elucidation:

1). Fostering Rapport and Bonding

Variation in slang usage fosters rapport and connection among students and between students and tutors. When students use slang expressions familiar to their peers, it creates a sense of camaraderie and belonging within the classroom. As shown by the data observation based during group discussions, students often use slang expressions like *“What’s up?”* or *“How’s it going?”* to initiate conversations and establish rapport with their classmates..

2). Promoting Authentic Communication

Slang usage promotes authentic communication by reflecting real-world language use and cultural norms. When students incorporate slang into their speech, it allows them to express themselves in a manner that feels natural and genuine. As shown by the data observation based in role-playing activities, students may use slang expressions such as *“Cool beans!”* or *“That’s lit!”* to simulate authentic conversations and practice using colloquial language in realistic scenarios.

3). Improving Cultural Insight

Variations in slang usage provide opportunities for students to learn about different cultures and linguistic traditions. By exposing students to slang expressions from diverse backgrounds, it promotes cultural

understanding and appreciation. When the researcher observe during cultural exchange events, students may share slang expressions unique to their regions or countries fostering cross-cultural dialogue and understanding.

4). Fostering Creativity and Ingenuity

Slang usage encourages creativity and linguistic innovation among students. When students invent new slang expressions or repurpose existing ones, it demonstrates their ability to adapt language to suit their communication needs and express novel ideas. When the researcher observed in creative writing assignments, students may incorporate slang expressions creatively to add authenticity and flair to their narratives, such as using phrases like “She’s a total boss babe” or “He’s got mad skills” to describe characters.

5). Overcoming Linguistic Obstacles

Variations in slang usage can help break down language barriers and promote inclusivity within the school environment. When students use slang expressions that transcend linguistic boundaries, it creates a shared language of communication that bridges cultural and linguistic divides. When the researcher observe in language exchange programs, students from different linguistic backgrounds may rely on common slang expressions like “LOL” (laugh out loud) or “OMG” (oh my god) to communicate humor or surprise, regardless of their native languages.

6). Inspiring Linguistic Discovery and Inquisitiveness

Slang usage encourages students to explore and expand their language skills by exposing them to new vocabulary and expressions. When students encounter unfamiliar slang terms, it sparks curiosity and encourages them to learn more about language variation and cultural context. When the researcher observe during vocabulary-building exercises, students may encounter slang expressions like “FOMO” (fear of missing out) or “YOLO” (you only live once), prompting them to research their meanings and usage in different contexts, thereby expanding their linguistic repertoire.

B. Discussion

1. The use of slang among students and tutors from various demographic backgrounds at IAIN Madura.

a. Regional and Cultural Variations in Slang Usage

The research findings highlight the significance of regional and cultural variations in slang usage among students at IAIN Madura. Students from different regions bring with them unique linguistic expressions and colloquialisms reflective of their cultural backgrounds.

NO	NAME	REGION
1.	Fitria Ramadhani	Pamekasan
2.	Itsnaini Jamila	Pamekasan
3.	Kurnia Indah	Pamekasan
4.	Rini Handayani	Pamekasan

5.	Moh. Kamiluddin	Sumenep
6.	Hidayatullah Nurul Hakiki	Pamekasan
7.	M.Ali Sajidin Y.	Pamekasan
8.	Nur Kamilah	Pamekasan
9.	Fai Solah	Sumenep
10.	Alvina Nur Jamilah	Pamekasan
11.	Konitatul Maghfiroh	Sumenep
12.	Salwaa Maulidan S.P	Pamekasan
13.	Faurhikatul Afivah	Sumenep
14.	Wasilatur Rahmah	Sumenep
15.	Ach. Jailani	Pamekasan
16.	Gagah Berlian Putra	Pamekasan
17.	Ach. Alfani Nurut Tamam	Pamekasan
18.	Rifqiyatul Amelia	Sumenep
19.	Lailatul Badriyah	Sumenep
20.	Riska Ramadhani	Sampang
21.	Fadhilatur Rahmah	Sampang
22.	Liny Rofiqoh	Pamekasan
23.	Khotibul Umam	Sampang
24.	Nita Aprilia Utami	Pamekasan
25.	Indah Amelia	Sumenep

26	Feby Iriyanti	pamekasan
27	Rizqi Amaliya	Sumenep
28	Syarifah Aini	Sampang
29	Nuri Fitriyah	Sumenep
30	Berlian Dwi Rahayu	Pamekasan
31	Melisa Wulandari	Pamekasan
32	Nur Harishatul Imamah	Pamekasan
33	Nur Lailiyatul M.	Geresik
34	Musbehah	Sampang
35	Ady Supriyadi	Sampang
36	Ayu Faradila Safira	Pamekasan
37	Aflahatul Izzah	Pamekasan
38	Imana Zulfa	Pamekasan
39	Nabila Shafa F.	Pamekasan
40	Leady Karisma Putri	Pamekasan
41	Moh. Rifki	Pamekasan
42	Ulfi Muflihah	Pamekasan
43	Nabila Rana Hanansi	Pamekasan
44	Aulia Putri	Pamekasan
45	Dianatul Kamilah	Pamekasan
46	Lulu'ul Mubeynah	Sampang
47	Fadhilatun Hunaiifa	Pamekasan

48	Athala Rania Insyira	Pamekasan
49	Alfina Herlinda Ayu Syah Putri	Pamekasan
50	Ulin Ni'mah	Pamekasan, Waru
51	Ali Musthafa	Sumenep

This diversity enriches classroom interactions by providing opportunities for cross-cultural exchange and fostering a deeper appreciation for linguistic diversity. However, it also presents challenges for educators in ensuring that slang usage is understood and appropriately incorporated into language instruction. By acknowledging and embracing these regional and cultural variations, educators can create inclusive learning environments that celebrate linguistic diversity while promoting effective communication skills.⁴⁷

b. Related Preferences and Generational Shifts

The research identifies age-related preferences and generational shifts in slang usage among students at IAIN Madura. Younger students demonstrate a greater affinity for contemporary slang derived from digital platforms and youth culture, while older students may prefer slang expressions reflective of their generational experiences. This generational divide underscores the dynamic nature of language evolution and the influence of socio-cultural trends on linguistic expressions. Educators must be cognizant of these age-

⁴⁷ Pierre Bourdieu, "The Forms of Capital.(1986)," *Cultural Theory: An Anthology* 1 (2011): 81–93; Manfred Görlach, "Regional and Social Variation," *The Cambridge History of the English Language* 3 (1999): 1476–1776; Kuran Puasa, Andi Asrifan, and Yan Chen, "Classroom Talk in Bilingual Class Interaction," *Research in Pedagogy* 7, no. 1 (2017): 106–21.

related preferences and adapt their teaching strategies accordingly to engage students effectively across different age groups⁴⁸.

c. Gender-Based Slang Dynamics

Gender-based differences in slang usage are also evident in the research findings. Male and female students may exhibit distinct preferences for certain slang expressions, reflecting societal norms and gender roles. Understanding these gender-based dynamics is essential for creating inclusive learning environments that cater to the diverse linguistic needs and preferences of all students. Educators should be mindful of gender-based slang dynamics and strive to create an environment where all students feel valued and respected regardless of their gender identity⁴⁹.

d. Educational Levels and Discipline-Specific Jargon

The research highlights the influence of educational levels and academic disciplines on slang usage among students at IAIN Madura. Students in higher education or specialized fields may use discipline-specific jargon and slang related to their areas of study. This suggests that slang serves not only as a marker of social identity but also as a means of signaling expertise and

⁴⁸ Susan J. Behrens, *Understanding Language Use in the Classroom: Including Teaching Materials for College Educators* (Multilingual matters, 2018), https://books.google.com/books?hl=en&lr=&id=KsJ2DwAAQBAJ&oi=fnd&pg=PT8&dq=+Slang+in+the+classroom:+Opportunities+and+challenges+for+language+educators.&ots=pd_VdjAyuN&sig=9TNmCWn0jtBhZZI2zh-ISSzJ-4; Merav E. Hemi and Ronen Kasperski, "Development and Validation of 'EduSEL': Educators' Socio-Emotional Learning Questionnaire," *Personality and Individual Differences* 201 (February 1, 2023): 111926, <https://doi.org/10.1016/j.paid.2022.111926>; John Loughran, "Professionally Developing as a Teacher Educator," *Journal of Teacher Education* 65, no. 4 (2014): 271–83.

⁴⁹ Kasmawati Amir, "Gender Analysis on Slang Language in Students Daily Conversation," *ETERNAL (English, Teaching, Learning, and Research Journal)* 3, no. 2 (2017): 229–43; Sally L. Kitch, "Gender and Language: Dialect, Silence and the Disruption of Discourse," *Women's Studies* 14, no. 1 (July 1987): 65–78, <https://doi.org/10.1080/00497878.1987.9978686>.

insider knowledge within academic and professional contexts⁵⁰. Educators should leverage students' discipline-specific jargon to enhance learning outcomes and promote interdisciplinary communication skills.

e. The Impact of Tutors and Flexibility

Tutors play a pivotal role in shaping slang usage within the classroom environment. Their language choices and teaching strategies impact students' linguistic development and cultural awareness. The research findings emphasize the importance of tutor flexibility and adaptation in navigating the complexities of slang usage within educational settings. Tutors must be mindful of students' linguistic backgrounds and preferences while also maintaining academic rigor and promoting effective communication skills⁵¹. By embracing slang as a valuable linguistic resource, tutors can create inclusive learning environments that empower students to succeed as confident and culturally aware communicators.

2. The variation support communication within the school environment.

The findings of the research conducted at the Better School of IAIN Madura shed light on how variations in slang usage support communication within the school environment. The research revealed that both tutors and students exhibit a wide range of pronunciation methods and linguistic

⁵⁰ Görlach, "Regional and Social Variation," 1999; Greene, "Understanding Party Identification"; Leonie Huddy, "From Social to Political Identity: A Critical Examination of Social Identity Theory," *Political Psychology* 22, no. 1 (2001): 127–56.

⁵¹ Nistor Gheorghita, "The Role of the Nonverbal Communication in Interpersonal Relations," *Procedia - Social and Behavioral Sciences*, Cyprus International Conference on Educational Research (CY-ICER-2012) North Cyprus, US08-10 February, 2012, 47 (January 1, 2012): 552–56, <https://doi.org/10.1016/j.sbspro.2012.06.694>; Mohd Hanafi Mohd Yasin et al., "Needs Analysis of Augmentative and Alternative Communication Knowledge and Skills among Special Education Teachers for Malaysian Primary Schools," *Universal Journal of Educational Research* 8, no. 11A (2020): 110–16.

backgrounds, influenced by regional origins, age-related preferences, gender dynamics, educational levels, and disciplinary jargon. Despite this diversity, slang usage serves as a common language that bridges cultural and linguistic divides, facilitating communication and fostering a sense of community within the school environment⁵². Variations in slang usage not only promote authentic communication but also enhance cultural understanding and appreciation among students and tutors⁵³. By embracing linguistic diversity and respecting variations in slang usage, students and tutors create inclusive learning environments where all individuals feel valued and respected. For example, students from different regions share slang expressions unique to their cultural backgrounds during classroom discussions, promoting cross-cultural dialogue and enriching the learning experience.

Moreover, variations in slang usage encourage creativity and innovation among students, empowering them to express themselves authentically and confidently. Students invent new slang expressions or repurpose existing ones, demonstrating their ability to adapt language to suit their communication needs and express novel ideas. This fosters a dynamic exchange of language and ideas within the school environment, creating opportunities for collaborative learning and cultural exchange⁵⁴.

⁵² Shoshana Blum-Kulka and Elite Olshtain, "Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns(CCSARP)," *Applied Linguistics* 5, no. 3 (1984): 196–213; D. Davide Lamanna, James Skene, and Wolfgang Emmerich, "Slang: A Language for Defining Service Level Agreements," in *Ninth IEEE Workshop on Future Trends of Distributed Computing Systems, Proceedings* (IEEE Computer Soc, 2003), 100–106, <https://discovery.ucl.ac.uk/id/eprint/721/1/9.9.6slang.pdf>.

⁵³ Sun and Xu, "Tracing Semantic Variation in Slang."

⁵⁴ John A. Bateman, "DYNAMIC SYSTEMIC-FUNCTIONAL GRAMMAR-A NEW FRONTIER," *WORD-JOURNAL OF THE INTERNATIONAL LINGUISTIC ASSOCIATION* 40, no. 1–2 (1989): 263–86.

Additionally, variations in slang usage break down language barriers and promote inclusivity within the school environment. When students use slang expressions that transcend linguistic boundaries, it creates a shared language of communication that fosters camaraderie and connection among peers. For example, students from different linguistic backgrounds may rely on common slang expressions like “LOL” or “OMG” to communicate humor or surprise, regardless of their native languages.

Overall, the research findings highlight the role of variations in slang usage in supporting communication within the school environment. By embracing linguistic diversity, fostering inclusivity, and promoting authentic communication, students and tutors at the Better School of IAIN Madura create a vibrant and inclusive learning environment that celebrates cultural diversity, enhances communication skills, and fosters mutual respect and understanding.