# ABSTRACT

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A language speaker is supposed to be able to modify the language based on the situations. There are generally two main situations, namely formal and informal. The occurrence of slang characterizes the informality of language use. In this case, adolescents are closely related to the use of slang words. Moreover, the males often show the greater prevalence of slang use whereas the females tend to use the 'better', more 'standard' in language use.

This study aims to find out various slang words, to categorize the slang words based on syntactic categories and to identify the relationship between the use of slang words and its speakers, whether it is still males dominated or female adolescents that tend to use slang words in informal situations.

This study applies qualitative descriptive method. The data are collected by recording fifteen conversations of Surabaya secondary school students, which respectively consists of five conversations of female-female speakers (situation 1), five conversations of male-male speakers (situation 2), five conversations of male-female speakers (situation 3).

The study finds 42 slang words, which consist of 9 verbs, 22 adjectives, 10 nouns, and 1 adverb. Besides, it also finds that the females have greater tendency to use slang words in their daily conversations. The percentage of females is 71. 05% and the males is 28. 95%.

However, the finding reveals that the previous theories and assumption may not be relevant anymore with the condition found in society nowadays. In this case, the females, who tend to choose more 'standard' forms in language formerly, now show the greater tendency to choose slang words in informal situations.
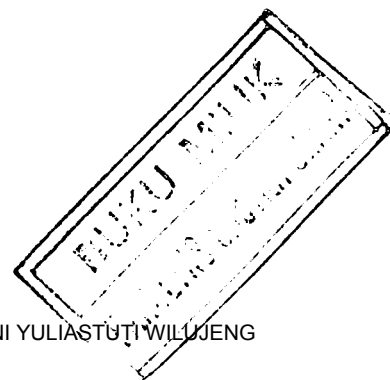
# TRANSCRIPTION CONVENTIONS

The transcription conventions used for the conversational data are as follows.

1. A slash (/) indicates the end of a tone group or chunk of talk, e.g.: she pushes him to the limit/

2. A question mark indicates the end of a chunk of talk which I am analyzing as a question, e.g.: do you know anyone who's pregnant?

3. A hyphen indicates an incomplete word or utterance, e.g.: I was- I was- I was stopped by a train/

4. Pauses are indicated by a full stop (short pause - less than 0.5 second) or a dash (long pause), e.g.: he sort of. sat and read the newspaper/ why doesn't that creep - start to go wild/

5. An extended square bracket indicates the star of overlap between utterances, e.g.:

   A :    and they have newspapers and ⌜ stuff/
   B :                                ⌞ yes very good/

6. An equals sign at the end of one speaker's utterance and at the start of the next utterance indicates the absence of a discernible gap, e.g.:

   A :    because they're supposed to be =
   B :                                 = adults/

7. Where material is impossible to make out, it is represented as ((xx)), e.g.: you're ((xx))- you're prejudiced/

8. Angled brackets give additional information, e.g.:

   A :    this is on tape you know

B :  &lt;LAUGHS&gt;

9.  The symbol [ ... ] indicates that material has been omitted, e.g.: Tom [ ... ] says there's a German word to describe that/

10.  The symbol → indicates that the line to the right of the arrow is the one to pay attention to.

( Coates, 1996: xii - xiv )

# CHAPTER I

# INTRODUCTION