

Slang Words in Providing Valuable Insights for Language Educators in Bali

Kadek Adyatna Wedananta

Universitas Pendidikan Nasional, Indonesia

adyatnawedananta@undiknas.ac.id

I Gst. Ayu P. Jesika Sita Devi N

Universitas Pendidikan Nasional, Indonesia

jesikasita@undiknas.ac.id

Abstract-This study aims to find how slang words can provide valuable insights for language educators in Bali in enhancing language instruction and cultural understanding among students. The methodology used in this study was qualitative. This study was carried out in schools in Bali. Data for this study were gathered by documentation, interviews, and observation. This study resulted and discussed that slang words can provide valuable insights for language educators in Bali in enhancing language instruction and cultural understanding among students in the following ways, Cultural Relevance: Slang words are often deeply rooted in the culture and daily life of a community. Informal Communication: Slang words are predominantly used in informal settings, such as conversations among friends or peers. Nuances and Expressions: Slang words often convey specific nuances and expressions that may not be easily translated or understood through formal language instruction alone. Language Evolution: Slang words are dynamic and reflect the ever-evolving nature of language. Bridging Generational Gaps: Slang words are often associated with younger generations. It is recommended for further researcher to expand the topic.

Keywords: Slang Words, Language Educators, Language Barrier

I. INTRODUCTION

Slang words play a significant role in language development and cultural expression. While slang is often associated with informal speech, it provides valuable insights into language evolution, social dynamics, and cultural trends. This article explores the importance of slang words in language education, highlighting their potential benefits for language educators. The discussion will draw upon relevant research, studies, and linguistic references to support the arguments presented.

Slang words serve as a reflection of linguistic evolution. They emerge as a response to cultural shifts, technological advancements, and social changes. Studying slang can provide language educators with a deeper understanding of how languages evolve over time (Crystal, 2011). By incorporating slang words into language curricula, educators can engage students and help them keep pace with the changing nature of language.

Slang is closely tied to specific communities, social groups, and subcultures. Learning slang words can expand students' cultural competence by exposing them to the linguistic nuances and expressions used in different contexts (Bucholtz & Hall, 2005). Language educators can leverage slang to promote cross-cultural understanding, encourage conversations about identity, and foster empathy among students.

Slang words often exist outside the realm of standard grammar and vocabulary. Incorporating slang into language education can help bridge the gap between formal and informal language use. By introducing students to slang words, educators can equip them with the necessary skills to navigate various linguistic registers and adapt their language use to different social contexts (Cheshire & Adger, 2008).

Including slang words in language education allows students to develop a more authentic linguistic repertoire. By

incorporating real-world language use, educators can help students communicate effectively in informal settings and understand authentic conversations (Tagliamonte, 2016). This approach fosters a deeper connection between language learners and native speakers, facilitating meaningful interactions and cultural integration.

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Slang words serve as a reflection of linguistic evolution. They emerge as a response to cultural shifts, technological advancements, and social changes. Studying slang can provide language educators with a deeper understanding of how languages evolve over time (Crystal, 2011). By incorporating slang words into language curricula, educators can engage students and help them keep pace with the changing nature of language.

Language learning can sometimes be perceived as monotonous or disconnected from real-life communication. However, integrating slang words into language instruction can significantly increase learner engagement and motivation. Slang is often associated with informal and casual communication styles, which resonate with learners, particularly younger generations. By introducing slang, educators can create a more vibrant and relatable learning environment, encouraging students to actively participate in language activities (Thornbury, 2006).

Proficiency in a language goes beyond formal grammar and vocabulary. It involves the ability to comprehend and produce authentic, natural language in various contexts. Slang words provide language educators with valuable insights into the colloquial aspects of a language, enabling them to develop learners' skills in

understanding and using language in real-life situations. Integrating slang into language instruction helps bridge the gap between formal language rules and everyday communication (Larsen-Freeman, 2018).

Sociolinguistic competence refers to the ability to use language appropriately in different social settings. Slang words are prevalent in informal conversations and specific social groups, making them an essential component of sociolinguistic competence. Language educators can utilize slang words to teach students about the appropriate use of language in different contexts, including slang's limitations and potential risks. Understanding slang helps learners navigate the intricacies of social interactions and adapt their language use accordingly (Hudson, 2000).

Studies on slang words have been conducted by several researchers. Auni (2018) investigated how teens used Sundanese slang terms when chatting on Line apps. She discovered thirty Sundanese slang terms that youngsters use, and clipping and imitative phrases are two categories for these terms. She also discovered that a few slang terms are English and Indonesian language borrowings. An investigation was carried out by Budiasa et al. (2021) to determine the slang terms utilised by Indonesian social media users. The data they gathered allowed them to identify twenty slang terms. Nugraha (2022) conducted research in order to determine the slang terms used on DPIDAMU's Instagram account . He recognised the following: prefixation, reduplicative, reversed form, variation, acronym or initialism, blending, clipping, compounding, word construction, and fantastical formation. He did not categorise those colloquial terms in his study according to their original language. However, there is no any research that relates to language educators, that is why this study is needed to conduct.

Slang words are informal, non-standard vocabulary used by specific groups or communities. In the context of language education, slang words can pose challenges for both language learners and educators. Bali, a culturally diverse region in Indonesia, attracts a large number of

international tourists and expatriates. With the increasing influence of globalization and the frequent interactions between locals and foreigners, the presence and usage of slang words in Bali are likely to be prevalent. Language educators in Bali face the challenge of incorporating slang words into their curriculum effectively, as they can significantly impact language acquisition and classroom instruction. Therefore, slang words might offer valuable insights for language educators in Bali that leads to a research question "How can slang words provide valuable insights for language educators in Bali in enhancing language instruction and cultural understanding among students?".

II. METHODS

The methodology used in this study was qualitative. The goal of this study is to recognise and value how slang words can provide valuable insights for language educators in Bali in enhancing language instruction and cultural understanding among students. This study was carried out in schools in Bali. Data for this study were gathered by documentation, interviews, and observation. Because the researcher refrained from participating in classroom conversation, this study employed the first methodology, non-participant observation. Non-participant observation was used to get information on slang words used by students where they can provide valuable insights for language educators. Before being analysed, the data collected for this study were turned into transcripts. The focus of interviews which served as the second study method of data collection, was asking in-depth questions to five language educators in Bali. This type of interview was conducted in order to thoroughly examine the viewpoints and contributing factors related to the study problem as well as to confirm the facts gathered from observations. The last one made use of the documentation approach, in which the researcher gathers literature and other materials on slang words can provide valuable insights for language educators in Bali in enhancing language instruction and cultural understanding among students to supplement the findings from interviews and observations. Researchers served as

the primary research instrument in this study. Nevertheless, the researcher used an observation checklist, a notebook, and an interview guide in accordance with the previously described data collection approach to get the required data. Technique and source triangulation were used in this study. Using the interactive data analysis paradigm developed by Miles and Huberman (2018), observational and interview-based data were qualitatively assessed. The process of analysing data consists of three steps: data reduction, data display, and conclusion.

III. RESULT AND DISCUSSION

Balinese students, like students in any other region, often use slang words and expressions in their conversations. These slang terms are part of their everyday language and are used to add a touch of informality and familiarity to their interactions. Here are a few examples of slang words that Balinese students might use in the classroom based on the observation:

Data 1.

"Bokap" or "Bok" - Slang for "father" (from the Indonesian word "bapak").

Example: "Aku pulang nanti bareng bokap, ya" (I'll go home with my dad later, okay).

"Nyogok" - To bribe or give money under the table.

Example: "Jangan lupa nyogok, biar nilai bagus" (Don't forget to bribe, so we get good grades).

"Abis" - Short for "habis" (finished).

Example: "Tugas ini abis bikin pusing" (This assignment is giving me a headache).

"Kenceng" - Fast or speedy.

Example: "Ayo, kencengin belajar biar bisa lulus cepet" (Come on, study hard to graduate quickly).

"Ngaret" - Late or tardy.

Example: "Jangan sampe ngaret, nanti kena hukuman" (Don't be late, or you'll face punishment).

"Mager" - Lazy or unmotivated.

Example: "Aku lagi mager banget hari ini, gak mau ngapa-ngapain" (I'm feeling really lazy today, don't want to do anything).

"Puyeng" - Confused or puzzled.

Example: "Pelajaran ini bikin puyeng, gak ngerti sama sekali" (This subject is really confusing, I don't understand it at all).

It's important to note that slang words can vary among individuals and over time, so these examples might not encompass all the slang words used by Balinese students. Additionally, it's crucial to use slang appropriately and be mindful of the context in which it is used, especially in formal settings like classrooms.

Here are some more slang words and expressions commonly used by Balinese students:

"Cepetan" - Hurry up or do something quickly.

Example: "Cepetan ngerjain PR-nya, besok harus dikumpulin" (Hurry up and do your homework, it's due tomorrow).

"Kerjain" - Short for "mengerjakan" (to do or work on something).

Example: "Aku lagi sibuk kerjain tugas, jadi gak bisa ikut jalan-jalan" (I'm busy working on my assignment, so I can't hang out).

"Jadoel" - Old-fashioned or outdated.

Example: "Buku pelajaran ini bener-bener jadoel, gak up to date" (This textbook is really outdated, not up to date).

"Jaim" - Acting snobbish or pretentious.

Example: "Dia tuh suka banget jaim, gak mau ngobrol sama orang biasa" (He/she acts so snobbish, doesn't want to talk to ordinary people).

"Cabe" - Attractive or beautiful.

Example: "Si Aulia tuh cantik banget, kayak cabe deh" (Aulia is so beautiful, like a chili pepper).

"Galau" - Feeling confused or emotionally troubled.

Example: "Gue lagi galau nih, bingung mau pilih jurusan kuliah" (I'm feeling confused, don't know which major to choose for college).

"Garing" - Boring or uninteresting.

Example: "Film yang kita tonton kemarin garing banget, gak seru" (The movie we watched yesterday was so boring, not exciting).

"Kuy" - Let's go or come on.

Example: "Ada konser musik besok, kuy nonton bareng" (There's a music concert tomorrow, let's go watch it together).

Balinese students, like students in any other region, often use slang words and expressions in their conversations. These slang terms are part of their everyday language and are used to add a touch of informality and familiarity to their interactions. Here are a few examples of slang words that Balinese students might use in the classroom based on the observation:

Data 2

Subject 1: Slang words frequently have a strong cultural and everyday foundation. Educators can make language learning more relevant and interesting for pupils by using slang in their lessons.

Subject 2: The majority of the time, slang is used in casual contexts such as among friends or peers.

Educators can better prepare students for conversation outside of the classroom by introducing them to slang.

Subject 3: Slang words frequently communicate particular nuances and idioms that are difficult to interpret or understand with just formal language training. Educators can assist students in understanding the nuances of language, such as humour, sarcasm, and regional differences, by teaching them slang words.

Subject 4: Slang words are dynamic and represent how language is always changing. Educators can introduce students to modern language usage and assist them in staying current with language developments by introducing slang into their lessons.

Subject 5: Younger generations are frequently linked to slang words. Educators can encourage students to have intergenerational conversations by breaking down and analysing slang words, which will allow them to express their experiences and viewpoints.

Based on the answers provided by all informants, this study can draw the conclusion that slang words can provide valuable insights for language educators in Bali in enhancing language instruction and cultural understanding among students in the following ways, according to observations, interviews, and

documentation:

Here are a few previous studies that have explored the topic of slang words relate to education, The purpose of this study from Sari (2021) is to find out what kinds of slang words they use on Instagram. This study aims to investigate the slang phrases used by 15 English Language Education students at Ganesha University of Education on Instagram, particularly from the Instagram story function. It is a sort of descriptive qualitative study that uses observation method. It suggests that the majority of the slang is something new and inventive, with frivolous usage occurring quite infrequently. In addition, the purpose of this research study from Alidin (2022) is to ascertain students' understanding of the many types of slang terms, the words that go into slang words, and the rationale behind their use of slang phrases on WhatsApp. In order to collect participants' opinions and observations about their usage of WhatsApp for the research study, the researchers combined interviews with phenomenology and case study methods as part of a qualitative research approach. The study's findings focused on how well students understood the different types of slang terms and why they used them in typed messages or stories that were shared on Whatsapp. However, there is no any research that relates to language educators, that is why this study has its own novelty

IV. CONCLUSION

Slang words can indeed provide valuable insights for language educators in Bali when it comes to enhancing language instruction and cultural understanding among students. Here are a few ways in which slang words can be useful:

1. **Cultural Relevance:** Slang words are often deeply rooted in the culture and daily life of a community. By incorporating slang into language instruction, educators can make the learning experience more relevant and engaging for students. This helps students understand not only the language but also the cultural contexts in which the slang words are used.

2. **Informal Communication:** Slang words are predominantly used in informal

settings, such as conversations among friends or peers. By exposing students to slang, educators can prepare them for real-life communication outside the classroom. This helps students become more confident and adaptable in their language skills.

3. **Nuances and Expressions:** Slang words often convey specific nuances and expressions that may not be easily translated or understood through formal language instruction alone. By teaching students slang words, educators can help them grasp the subtleties of the language, including humor, sarcasm, and regional variations. This contributes to a more comprehensive understanding of the language and its cultural implications.

4. **Language Evolution:** Slang words are dynamic and reflect the ever-evolving nature of language. By incorporating slang into instruction, educators can expose students to contemporary language usage and help them stay up-to-date with the latest linguistic trends. This fosters language proficiency and encourages students to actively engage with the language beyond textbooks.

5. **Bridging Generational Gaps:** Slang words are often associated with younger generations. By discussing and analyzing slang words, educators can facilitate intergenerational conversations among students, encouraging them to share their perspectives and experiences. This promotes cultural understanding and empathy among students of different age groups.

However, it is important for educators to exercise caution and provide appropriate guidance when teaching slang words. They should emphasize the importance of using slang in appropriate contexts and help students understand the potential impact of using slang in formal situations.

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