

## THE CORELLATION OF USING ENGLISH SLANG ABBREVIATIONS ON STUDENTS WRITING DESCRIPTIVE TEXT AT SMA DARUL ABROR

**Khoirunnisa**

Universitas Panca Sakti Bekasi, Jawa Barat, Indonesia

\*Correspondence Author Email: [nisak3360@gmail.com](mailto:nisak3360@gmail.com)

**Abstrak:** Penelitian ini bertujuan untuk menentukan apakah terdapat korelasi antara penggunaan bahasa gaul inggris terhadap menulis teks deskriptif di kelas sebelas SMA Darul Abror. Metode penelitian ini menggunakan metode kuantitatif asosiatif kausal, yaitu metode untuk memperoleh data secara alami dari tempat tertentu. Dalam penelitian ini, peneliti melakukan perlakuan untuk mengumpulkan data, misalnya dengan menyebarkan kuesioner dan melakukan tes. Untuk memastikan hubungan - hubungan sebab akibat antara variabel independen (variabel yang memengaruhi) dan variabel dependen (variabel yang di pengaruhi), penelitian kuantitatif asosiatif juga dilakukan. Teknik penelitian kuantitatif asosiatif dipilih berdasarkan seberapa baik pendekatan tersebut sesuai dengan judul penelitian, yang bertujuan untuk memahami hubungan antara variabel dependen (menulis teks deskriptif) dan variabel independen (bahasa gaul Inggris). Berdasarkan hasil analisis temuan penelitian, penggunaan bahasa gaul inggris dan kemampuan siswa untuk menghasilkan teks deskriptif dalam pembelajaran bahasa gaul inggris di SMA Darul Abror berkaitan. Ada hubungan antara penggunaan bahasa gaul inggris dan kemampuan menulis siswa pada tingkat sedang. Hubungan yang signifikan antara kedua variabel di tunjukan oleh koefisien korelasi, atau 'r' sebesar 0,473 dan nilai signifikansi (p-value) sebesar 0,020. Akibatnya, hipotesis nol (Ho) di tolak dan hipotesis alteranatif (Ha) didukung, yang menghasilkan teks deskriptif dipengaruhi secara positif oleh penggunaan bahasa gaul Inggris.

**Kata kunci:** Bahasa Gaul, Bahasa Inggris, Menulis

**Abstract:** This research aims to determine whether there is a correlation between the use of English slang and writing descriptive texts in eleventh grade at SMA Darul Abror. This method in this research uses a casual associative quantitative method, namely method for obtaining data naturally from certain places. In the research, researchers carry out treatments to collect data, for example distributing questionnaires and conducting tests. To as certain the cause and effect link between independent variables (variables that influenced) and dependent variables (variables that are influenced) associative quantitative research is also conducted. The associative quantitative research technique is chosen based on how well the approach fits the study title, which seeks to understand the relationship between the dependent variable (writing descriptive text) and the independent variable (English slang). The usage of English slang and students' capacity to produce descriptive writings in English slang learning at SMA Darul Abror are related, according to the analysis of the research findings. There is a link between the usage of English slang and pupils' ability to write at a moderate level. A substantial connection between the two variables is shown by a correlation coefficient, or 'r', of 0.473 and a significance value (p-value) of 0.020. As a result, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is supported, showing that students' capacity to produce descriptive texts is favorably impacted by the usage of English slang.

**Keywords:** Slang, English, Writing

**Submission History:**

Submitted: October 13, 2024

Revised: October 20, 2024

Accepted: October 20, 2024

## **INTRODUCTION**

Since gaining its independence, English has been taught in Indonesian classrooms as a foreign language. This government initiative, which strives to raise the caliber of Indonesia's human resources, is well-founded. Studying English not only helps students meet future obstacles, but it is also a valuable tool that the government uses to improve the quality of Indonesian human resources in general and students' knowledge in particular. These challenges require students to be proficient in English, both orally and in writing.

The fundamental proficiency in English writing that students need to demonstrate during their first year of high school is the ability to create and produce basic functional written texts, such narrative, recount, and descriptive writings. Among these, descriptive text is a typical kind. A descriptive text is one that is used to describe or explain something and is directly relevant to the daily lives of the pupils. Text that is descriptive is used to identify a person, location, or object. Generally speaking, it consists of two basic parts: identification, which is figuring out who, what, where, or what the item or person being described is. The features, form, color, and any other aspects pertaining to the subject the author is describing are described in the second section. Descriptive text also includes linguistic features, such as the dominant use of adjectives and the simple present.

In this modern era, with the increasing development of language, particularly slang, slang is not knowing the fact that language development is increasing, especially slang, slang is not only used in direct or face to face communication but also when creating statuses or chatting on social media networks.

Based on the author's observations at SMA Darul Abror, the teaching and learning process in class remains passive. Students do not yet fully understand descriptive text, how to identify it, or how to describe people, places, and objects in written English. Therefore, it is important to conduct this research to ensure that students can write correctly and accurately according to the structure and linguistic rules of descriptive texts. This research aims to determine whether there is a correlation between the use of English slang and writing descriptive texts in the eleventh grade at SMA Darul Abror.

Based on the background above, the writer takes a title of this "thesis" " The correlation of using English slang abbreviations on students writing descriptive text at SMA Darul Abror ".

In light of the problem's background as previously described, the author identifies the following issues to serve as the basis for the study: How do students at SMA Darul Abror perform in writing descriptive texts in English learning? Additionally, is there any correlation between the use of English slang and their ability to write descriptive texts in English at SMA Darul Abror? These questions guide the research in exploring the impact of language variations on students' writing skills.

## **METHOD**

The method in this research uses a causal associative quantitative method, namely a method for obtaining data naturally from certain places. In the research, researchers carry out treatments to collect data, for example distributing questionnaires

and conducting tests. To ascertain the cause and effect link between independent variables variables that influence and dependent variables variables that are influenced associative quantitative research is also conducted. The associative quantitative research technique is chosen based on how well the approach fits the study title, which seeks to understand the relationship between the dependent variable (writing descriptive text) and the independent variable (English slang).

Sugiyono (2017) defines a population as a generalization domain consisting of items or people with certain attributes chosen by the researcher for investigation and conclusion-making. The research population consists of 24 grade XI students from SMA Darul Abror Bekasi in the academic year 2024–2025. In selecting the sample, the researcher used random sampling, where students representing the population were randomly selected from each class cluster, resulting in a total of 24 students as the sample for the study.

The instruments used in this study include a test and a tool for measuring the use of English slang. The test comprises several questions or tasks designed to assess individuals' or groups' knowledge, skills, aptitude, or abilities. In this study, the test focuses on evaluating students' descriptive writing skills by asking them to describe their favorite idol. To measure the quality of the descriptive texts, the author employs Brown's (2007) scoring rubric.

For measuring the use of English slang, the instrument is divided into two parts. The conceptual definition acknowledges that in the modern era, teenagers, who are the primary users of slang, frequently use creative and unique language in their interactions. English slang is characterized by its own vocabulary and is becoming increasingly common. The operational definition follows Allan and Burridge's (2006) classification of English slang into five categories: fresh and creative, compounding, imitative, acronym, and clipping.

Additionally, the Likert scale is used as a grid instrument, a fundamental psychometric tool in social science and educational research. Despite debates on its interpretation and scoring, this study aims to utilize the Likert scale to assess validity, reliability, and scale analysis based on existing literature and scientific reasoning.

According to Patton (2002), data analysis involves classifying and organizing data into fundamental units, categories, and patterns. The instruments outlined in the data collection section serve as the means by which researchers gathered data for analysis in this study. This thesis focuses on the examination of quantitative data, specifically the relationship between English slang usage and descriptive text composition. The data was collected through student surveys and validator assessment questionnaires.

For data analysis, the Pearson Product Moment Correlation method is used, a popular technique for determining the correlation between two variables. Named after Kari Pearson, this method calculates the correlation coefficient by multiplying the moments of the variables being compared. It is referred to as "Product Moment Correlation" due to this process. The technique is applicable under certain conditions: the sample must be drawn randomly, the data must be on an interval or ratio scale, the variation in scores for both variables must be consistent, and the relationship between variables X and Y should be linear.

## **RESULT AND DISCUSSION**

The description of data reveals the findings from the field study conducted at SMA Darul Abror, where 24 students from class XI participated. The study took place on July 17 and 18, 2024, using questionnaires and tests administered in person. There are two variables in this study: the independent variable, which is English slang, and the dependent variable, which is composing descriptive text.

For the English slang variable, 19 valid questions were used to collect data. The lowest score recorded was 52, and the highest score was 73, resulting in a score range of 21. The average (mean) score for English slang was 58.17, with a median score of 56.50, and the most frequent score (mode) being 56. The standard deviation of 5.880 indicates that the scores are spread out around the mean. The total sum of all scores for this variable was 1396, with a minimum score of 52 and a maximum score of 73.

Based on the range of scores, the English slang data were categorized into five levels: very low, low, medium, high, and very high. The analysis shows that the average score of 58.17 (rounded to 58) places the students' use of English slang in the "low" category. This categorization assumes that the research sample follows a normal distribution. Statistical results from SPSS confirm this normality, with the mean, median, and mode values aligning closely.

The frequency analysis of the data showed that 4.2% of the students scored the highest mark of 73, while another 4.2% scored the lowest mark of 52. This distribution of scores highlights the variation in students' use of English slang, with most of the scores clustering around the middle of the range.

The correlation between the use of English slang and writing descriptive text was examined using the Pearson Product Moment approach, with SPSS version 22 employed for data analysis. The correlation value 'r' between these two variables is 0.473, indicating a weak but positive relationship between the use of English slang and the ability to write descriptive text. The significance value (Sig. 2-tailed) is 0.020, which is less than 0.05. This leads to the acceptance of the alternative hypothesis ( $H_a$ ) and the rejection of the null hypothesis ( $H_0$ ), suggesting that there is a statistically significant relationship between students' descriptive writing skills and their use of English slang.

Manual calculations confirmed the Pearson correlation coefficient value, calculated as 0.473. This supports the conclusion that, while the relationship is weak, there is indeed a positive correlation between these variables.

Additionally, a normality test was conducted, and the results showed a significance value of 0.200, which is greater than 0.05. This indicates that the residuals are normally distributed. Moreover, a linearity test was performed, and the results confirmed a linear relationship between English slang and descriptive writing, with a deviation from linearity significance value of 0.681, which is greater than the threshold of 0.005. Therefore, the assumption of linearity is satisfied, further validating the correlation findings.

The results of this study reveal a significant relationship between students' use of English slang and their ability to write descriptive texts at SMA Darul Abror. The data analysis shows a positive correlation, with a significance value of 0.020 and a correlation

coefficient ( $r$ ) of 0.473, indicating a moderate connection between the two variables. This suggests that students who are more familiar with English slang tend to perform better in creating descriptive texts. Using the Pearson Product Moment correlation and analyzed through SPSS version 22, the findings support the alternative hypothesis, confirming that the use of slang positively influences students' writing abilities. Therefore, it can be concluded that English slang has a meaningful impact on the descriptive writing skills of students at SMA Darul Abror, providing insights into the role of language variation in academic writing proficiency.

## **CONCLUSION**

The usage of English slang and students' capacity to produce descriptive writings in English slang learning at SMA Darul Abror are related, according to the analysis of the research findings. There is a link between the usage of English slang and pupils' ability to write at a moderate level. A substantial connection between the two variables is shown by a correlation coefficient, or " $r$ ," of 0.473 and a significance value ( $p$ -value) of 0.020. As a result, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is supported, showing that students' capacity to produce descriptive texts is favorably impacted by the usage of English slang.

## **REFERENCES**

- Allan, K., & Burrige, K. (2006). *Forbidden words: Taboo and the censoring of language*. Cambridge: Cambridge University Press.
- Binti Sabri, N. A., bin Hamdan, S., Nadarajan, N. T. M., & Shing, S. R. (2020). The usage of English internet slang among Malaysians in social media. *Selangor: Humaniora Review*, 4(1), 15-29.
- Chambers, J. K. (1995). *Sociolinguistic theory: Linguistic variation and its social significance*. Oxford: Blackwell.
- Febriani, R. (2011). *Jenis - jenis Teks dalam Pembelajaran Bahasa Indonesia*. Jakarta: Grasindo.
- Hammond, J. (1992). *English for Specific Purpose: Teaching and Learning*. Oxford: Oxford University Press.
- Krashen, S. D. (1984). *Writing Research, theory: and applications*. Oxford: Pergamon Press.
- Kurnia, R., & Kareviati, E. (2021). Students' perception in writing descriptive text. *Professional Journal of English Education*, 4(3), 397-401.
- Mahsun. (2014). *Teks dalam pembelajaran bahasa indonesia*. Jakarta: Rajawali Press.
- Maitland, D. (2010). *Communication skills: Effective techniques for informal situations*. New York: Routledge.
- Mursyid, M. P. W. (2005). *English for academic purposes: A handbook for students*. Jakarta: Bumi Aksara.
- Napitu, F. E., & Suhardianto, S. (2020). An analysis of slang words abbreviation in american caption on instagram: a sociolinguistics approach. *Scientia Journal: Jurnal Ilmiah Mahasiswa*, 2(1).
- Napitu, V. (2021). Meningkatkan Keterampilan Menulis Teks dengan Penggabungan Metode Pembelajaran Berbasis Teks dan Kerja Kelompok . *Journal of Education Action Research*, 5(4), 459-464.



- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall.
- Nuraeni, F. W., Pahamzah, J., Sultan, U., & Tirtayasa, A. (2021). An analysis of slang language used in teenager interaction. *Litera*, 20(1), 313-322.
- Nurfidah, N. (2019). Analisis Kemampuan Menulis Teks Deskriptif Pada Siswa Kelas VII SMP Negeri 11 Mataram. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 3(1)
- Rathet, I. (1996). *Language Learning Strategies in the Classroom*. Cambridge: Cambridge University Press.
- Ratminingsih, N. M. (2017). *Keterampilan Menulis dan Penerapannya dalam Pembelajaran Bahasa Indonesia*. Singaraja: Universitas Pendidikan Ganesha.
- Rizkiana, A. et al. (202). *Bahasa Inggris : Buku Siswa*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- SILALAH, E. B., & Silalahi, N. (2023). Linguistics Realization Analysis on Slang Word: Social Media Whatsapp. *JETAL: Journal of English Teaching & Applied Linguistic*, 5(1), 8-13.
- Sugiyono. (2017). *Metode penelitian pendidikan : pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Tarigan, H. G. (2008). *Menulis sebagai suatu keterampilan berbahasa*. Bandung: Angklasa.
- Visakha, J. A. (2019). Pengaruh Penguasaan Kosa kata dan Tata Bahasa Terhadap Kemampuan Menulis Teks Deskriptif Bahasa Inggris . *INFERENCE: Journal of English Language Teaching*, 2(1), 68-79.
- Wardiman, A. (2008). *English in focus for grade VII junior high school (SMP/MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Wati, L., Maab, S. H., Wathoni, H., Maysuroh, S., & Prasetyaningrum, A. (2022). TEACHING WRITING DESCRIPTIVE TEXT THROUGH RESPONDED THEMATIC WRITING TASK. *Getsempena English Education Journal*, 9(2), 91-97.
- Xu, Z. (2018). *Teaching and Learning Language: From Theory to Practice*. London: Routledge.
- Yulia, Y. (2017). Penerapan teori Belajar dan Desain Instruksional Model pada Keterampilan Menulis Bahasa Inggris . *Jurnal Ilmiah Universitas Batanghari Jambi*, 17(1), 185-196.