

**A SOCIOLINGUISTIC ANALYSIS OF LANGUAGE VARIATION OF  
THE ENGLISH EDUCATION DEPARTMENT STUDENTS**

**THESIS**

**Submitted By**

**HUMAM ASRAWI**

NIM. 200203059

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



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by:

HUMAM ASRAWI

200203059

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by:

جامعة الرانيري

A R Supervisor, I R Y

Rahmi Fhonna, M.A

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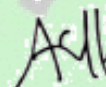
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Secretary,



Syarifah Dahliana, S.Ag., SE., M.Ag.,  
M.Ed, Ph.D



Azizah, M.Pd

Member,

Member,



Dr. Nashriyah, S.Ag., M.A.



Syamsul Bahri, S.Ag., M.A.TESOL

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Mulk, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197001021997031003



## SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Humam Asrawi  
NIM : 200203059  
Tempat/tanggal lahir : Simpang Empat, 01 oktober 2002  
Alamat : Dusun Harapan Baru, Simpang Empat, Kluet Utara, Aceh Selatan, 23772, Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**A Sociolinguistic Analysis of Language Variation of The English Education Department Students (A Study at Department of English Language Education Universitas Islam Negeri Ar-Raniry Banda Aceh)**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 01 Juli 2024

Saya yang membuat surat pernyataan,

A R -



Humam Asrawi

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Humam Asrawi

## ABSTRACT

Name : Humam Asrawi  
Reg. No. : 200203059  
Faculty : Fakultas Tarbiyah dan Keguruan  
Major : Department of English Language Education  
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This study examines the language variation used by students in UIN Ar-Raniry's English Education Department, focusing on types of variations and their influencing factors. The data collection techniques used semi-structured interviews with four students from different academic years and observations of casual social gatherings of eight students. The findings reveal that jargon is primarily used in academic and religious settings, showcasing students' strong interest in their fields. In casual conversations, slang and colloquial expressions are common, reflecting social trends and cultural norms, while occasional swearing indicates strong emotions or a sense of camaraderie. Influencing factors include educational background, age, ethnicity, socioeconomic status, gender, and geography, all contributing to the dynamic nature of language use among students. This study underscores the importance of acknowledging and integrating linguistic diversity into educational curricula to enhance communication skills and cultural competence. It suggests that educators should adapt their teaching strategies to reflect this diversity, creating more inclusive learning environments. Future research should explore language variations in different educational contexts or among a broader range of student demographics to deepen understanding of linguistic diversity and its implications for education.

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## CHAPTER I

### INTRODUCTION

#### A. Background

Language is the most important instrument for communication, and it is a dynamic language that is always developing (Qodriani, 2020). The use of language in everyday life aims to express all feelings to speech partners (Wohingati, 2024). Language has a crucial function in human existence as a connector to form social relationships as well as a tool in a variety of contexts, and it is also a major predictor of harmonyization. People in the society will not be able to comprehend each other if they have no social interaction. Humans require social interaction because it is the basis for the deep bonds that form between members of a community.

Language is always changing, to some extent and for different reasons. Each new generation introduces new words, new pronunciations, and new ways of expressing thoughts and ideas. When different cultures interact, they also influence each other's language, borrowing and sharing different ways of communicating (Hudley & Mallinson, 2013).

Without language, no society is possible and only society creates language (Garcia et al, 2017). It proves that language shapes society in a profound way. Language consequently holds the ability to convey both social peace and strife. The connection between language and society is really strong (Widiasmara, 2023).

As a result, language has the power to express both societal harmony and conflict. Sociolinguistics teaches the relationship between language and society (Holmes & Wilson, 2022). Language Variation is one of the Sociolinguistic Topics. Language variation is an essential part of sociolinguistic study because it provides insights into the social and cultural context in which language is utilized. This study looks at the linguistic variations of students in the English Education Department with a focus on language patterns and choices. By examining these variations, this study aims to provide insight into the social factors affecting these students' language use.

Many variables, including changes in knowledge and contextual impacts, might be responsible for linguistic variations. Diverse dialects may emerge in different locations despite the same language being spoken because of environmental factors. College students from diverse backgrounds speak a variety of dialects or variations, but use trends for them are yet unknown (Mariska & Kartika, 2023).

However, a number of variables, including age, education level, socioeconomic status, gender, occupation, and geographical location, contribute to linguistic variety (Bayley & Lucas, 2007). It can also be seen that language variation is formed by people, from people in one place to another. They have different language variations, and several factors influence language variation. The language focuses on variation of vocabulary, grammar and others. Also, it can be noticed that linguistic variety is generated from young to old people, poor to affluent, street children to educated people, and so on. People speak in a variety of

languages. It can be defined how people with low socioeconomic standing perceive language. Also, it can be characterized the language from person with a superior background and social standing. Linguistic differences might cause individuals to grow acquainted with one another. Not only that, language variation might also lead to misunderstandings or departures outside of the user's language group.

In this study, the researcher had done numerous reading related to language variations. However, there is a lack of studies concerned about analyzing the language variations in particular areas. Thus, the researcher developed a research question such as: “Does the language variation in students’ community has the same variety compared to other society?”

One crucial area where students train to become English language teachers is the English Education Department. They study not only grammar and speaking skills but also how language varies among different groups of people. Language variety is encountered by students when learning English. There are a lot of English variety causes English is one of global languages (Hameed, 2022). Students learn about differences between American English, British English, and other types of English. They also study variations in grammar, vocabulary, and pronunciation in different socioeconomic classes and geographical areas.

Understanding language variation is important for future English teachers. Teachers will have students with diverse ability and backgrounds of language. Some students may already speak English well, while others are just beginning to learn. English Education students need to recognize these language differences and

teach in ways that suit each student. They also learn how language variation relates to identity and culture. Language is not just a tool for communication; it carries social meaning and cultural values (Hardini & Sitohang, 2019). Understanding the connection between language and cultural identity helps teachers empower their students to embrace their language identity proudly and respect language variations around them. In their English teaching, they integrate sociolinguistic principles. They understand that language changes and evolves based on social and cultural contexts. They help students understand how to use language appropriately in different communication situations.

In conclusion, the English Education Department is closely connected to language variation. Students learn about various forms of English and how language variation affects English teaching and learning. By this comprehension, prospective English educators can establish an inclusive learning atmosphere and support students in enhancing their English communication skills.

Due to the phenomenon, the students of English Education Department tend to use language variation that spoken in their society. The language variations look strange and weird such as; healing (it can be interpreted as a form of unwinding or taking a break to recuperate from the stress), and so on. These words distinguished them with other students and makes student looks very unique and classy. Additionally, this language variation makes others who are not part of their group feel uncomfortable.

Based on the explanation that mentioned, the researcher interested in observing and analyzing how these words arise and spoken in their society. This study focuses on language variation are used by students and what is the meaning of the words. Based on that, the researcher conducted a research entitled, “A Sociolinguistic Analysis of Language Variation of the English Education Department students.”

### **B. Research Question**

This study will explore some research questions as in the following:

1. What types of language variations are used by the English Education Department students?
2. What are the factors that influence students in using that language variation in their daily communication?

### **C. Research Aim**

Based on research questions above, the researcher can identify some research aims as in the following:

1. To find and explore the language variation used by the English Education Department students
2. To find and explore factors that influence students in using that language variations in their daily communication.

#### **D. Significance of Study**

The results of this study are likely to have theoretical and practical implications:

1. Theoretically, the research contributes to the creation of sociolinguistic subjects for other studies.
2. Practically, the research may be utilized as a resource for individuals who want to perform more research on the same issue.

#### **E. Terminologies**

##### **1. Sociolinguistic**

According to Holmes (2013), sociolinguistics is the study on language and society. It affects people's decision to use language that is acceptable in the present to interact with others. The study of the interaction between language and society is known as sociolinguistics.

##### **2. Language variation**

Language variation refers to the differences in how language is spoken or written across different regions, social groups, or contexts (Widiasmara, 2023). These variations can include differences in pronunciation, vocabulary, grammar, and discourse patterns. Language variation is a natural and dynamic process that occurs in all languages, and it is influenced by various factors such as geography, ethnicity, age, gender, education, occupation, and style.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Structure

The use of theories to support and explain any notion or word used in the research is critical in performing this research. Several words are utilized in this study and must be conceptually defined. Theoretical on the terminology will be offered in the next section.

##### 1. Sociolinguistic

The study of sociolinguistics is a multifaceted discipline that delves into the intricate relationships between language and social constructs such as social situations, societal institutions, and cultural standards (Holmes, 2013). It not only examines how language is used in various social contexts but also explores how it differs among social groups, offering insights into the ways language functions as a tool for communication, identity formation, and social interaction (Wardhaugh & Fuller, 2021). By investigating the nuances of language use, sociolinguistics sheds light on the complex interplay between language and society, revealing how language serves as a mirror to social issues and a vehicle for social change.

At its core, sociolinguistics seeks to understand how an individual's upbringing, social standing, and the environments in which they live influence their language preferences and communicative behaviors. The way people use language is not static; it evolves as a result of these social influences, reflecting shifts in social

dynamics, cultural values, and individual identities. This dynamic nature of language highlights the importance of considering the broader social context when analyzing linguistic practices.

One of the central concepts in sociolinguistics is language variation, which refers to the differences in language use among individuals or groups based on social characteristics such as gender, class, region, and ethnicity (Tagliamonte, 2011). Language variation manifests in various forms, including accents, dialects, and the use of slang, jargon, and other specialized language patterns. These variations are not merely superficial differences; they are deeply rooted in the social fabric and reflect the diverse ways in which people experience and navigate their social worlds.

For example, a person's speech pattern may vary depending on their social group membership, educational background, or place of residence. A speaker from a rural area might use different vocabulary and grammatical structures than someone from an urban center, and these differences can carry significant social meaning. Similarly, individuals may code-switch or alter their speech to align with the norms of different social groups, demonstrating their awareness of social boundaries and their ability to navigate them.

In educational settings, sociolinguistics provides valuable insights into the diverse language practices of students. For instance, within the English Education Department at UIN Ar-Raniry, students might exhibit a wide range of linguistic behaviors that reflect their social identities and affiliations. By examining the use

of vulgar language, slang, jargon, and colloquial expressions among these students, researchers can gain a deeper understanding of how language is adapted to fit different social contexts. These linguistic variations are not random; they are shaped by the students' geographical locations, genders, and the cultural norms they encounter.

Furthermore, sociolinguistics explores how language use can signal social identity and group membership. Students might adopt certain speech patterns to signal their belonging to a particular social group or to distance themselves from others. For example, the use of specific slang terms or jargon might indicate alignment with a particular subculture or professional community, while the avoidance of such terms might signal a desire to conform to more formal or mainstream norms.

The study of sociolinguistics also extends to the ways in which language reflects and reinforces social hierarchies and power dynamics. Language can be a tool for asserting dominance or for resisting oppression, and sociolinguists examine how linguistic practices contribute to the maintenance or disruption of social order. In the context of higher education, understanding these dynamics can help educators create more inclusive learning environments that respect and value the linguistic diversity of students.

## 2. Language Variation Definition

Language variation is the variety of languages used by heterogeneous societies. Language variation can be divided into two, namely the variety of languages seen from the perspective of language users and the variety of languages seen from the perspective of language use (Chaer & Agustina, 2004, as cited in Suhendar, 2016). Language has two essential components: form and meaning. Sound, text, and structure are all parts of form. Lexical, functional, and structural meanings are examples of meaning aspects. Upon close inspection, it can be observed that the manner in which people speak or write exhibits differences, both minor and major. For example, the change in how / a / is uttered by someone from one period to the next. Similarly, variances in pronouncing the word / white / occur from time to time. Language variants refer to the many kinds of language such as this and others (Suandi, 2014).

Varieties of this language may be noticed in the field, such as the usage of the words / friends / and / dude /. Two distinct terms that have the same meaning. Yet, it is employed in a variety of social circumstances. Expression / *good afternoon, how are you?* / and / *hey, how's going?* / are two more examples. The use of expression / *hey, how's going?* / is found in a region, whereas the expression / *good afternoon, how are you?* / is the standard expression of / *hey, how's going?* /. The expression "hey, how's going?" is generally categorized as colloquial language. Colloquial language is informal and used in everyday conversation. It's the language people use in casual, familiar, or relaxed settings. "hey, how's going?"

is a common and colloquial term used to refer to asking someone's condition, informal communication.

a. Classification of the Language Variation.

There are some classifications of language variation. Those are language variations in the term of speakers, such as idiolect, dialect, chronlect, and sociolect, and language variation in terms of utilization such as style and register (Wardhaugh & Fuller, 2021). According to Holmes (2013), there are two types of language varieties: (1) depending on the user and (2) depending on the context.

1. Based on the Speaker

Holmes categorizes language variations into three types: geographical variation, public variation, and community dialect. The two categories of regional variety are international variations and intra-national or intra-continental variations. One form of public variation is Received Pronunciation (RP). Rather than being a geographical accent, it is mostly social. Accents may be distinguished from one another by way they pronounce words. Speaking differently from one another in terms of vocabulary, grammar, and pronunciation is known as dialecting. Individuals from different socioeconomic and geographic groupings may have different speech patterns.

Social dialect makes use of both Standard English and social status. Compared to RP, Standard English is more accomodating. It allows for some adaptability within its limitations. Social status is divided into castes

and social statuses. Castes are groups of people who have similar social and economic traits. Their language, which uses a variety of social dialects, reflects this grouping overall. Vocabulary and pronunciation are the two categories of social class.

According to Chaer and Agustina (2004, as cited in Rohmawati, 2018) divided dialect into four classifications, as follows:

#### 1) Idiolect

Idiolect is individual language variation. An idiolect is an individual's speaking, including sounds, words, grammar, and style. Every person has their unique idiolect, according to the notion of idiolect (Chaer & Agustina, 2004, as cited in Rohmawati, 2018). Each linguistic variety is referred to as idiolect. Everyone has their own linguistic variety or idiolect, according to the idiolect notion. Idiolect variants differ in the "color" of their voice, word choice, linguistic style, sentence structure, and so on. Yet, the color of sound/voice is the most prevalent, thus if people are familiar with someone, some people may recognize them only by hearing their voice without seeing them. While it is the same language, each speaker will say it differently due to accents, intonation, and other factors (Pateda, 1987, as cited in Rohmawati, 2018). As a result, variances in dialect will make it simple to determine who is speaking.

#### 2) Dialect

Chaer and Agustina (2004, cited in Rohmawati, 2018) define dialect as a linguistic variation among speakers who belong to a certain place, region, or territory. Because the dialect is based on the speaker's location or place of residence, it is also referred to as an area dialect, regional dialect, or geography dialect. Despite having different idiolects, the speaker in the dialect has a characteristic in one dialect that sets them apart from the other group of speakers, who stick to their own dialect while including other traits that are equally distinctive to it. Aini et al (2018) states that there exist distinct varieties of Acehnese, including as the the South Aceh dialect, the Banda Aceh dialect and others. Also, Zulkhairi et al (2024) states that South Aceh has different dialect with other dialects in Aceh.

### 3) Temporal dialect (cronolect)

Temporal dialect (cronolect), according to Chaer and Agustina (2004, as cited in Rohmawati, 2018), is a linguistic variety utilized by a social group at specific periods; For example, the diversity of the Indonesian language in the 1930s, the 1950s, and the present. The three eras' linguistic variations must be varied, encompassing variations in pronunciation, spelling, morphology, and syntax. The effects of revolutions in social science, technology, and culture are most visible because lexicons are easily modified.

### 4) Social dialect (sociolect)

According to Chaer and Agustina (2004, as cited in Rohmawati, 2018), Social dialect refers to linguistic variance determined by the social class, group, and status of the speaker. Sociolinguistics typically studies language diversity since it deals with speaker issues including age, education, sex/gender, occasion, social class, and social economic situation. Variations in morphology, syntax, and vocabulary are more closely related to linguistic variation than debate topics. Social dialect is divided into four types:

- A. Vulgar: a type of linguistic variety characterized by the way speakers who are uneducated or from illiterate backgrounds use language. A group of people use vulgar language, which is not polite and grammatically incorrect with better spelling (EYD), openly and confidently, with the intention of setting themselves apart from those who do not understand the language variety.

Maini et al. (2023) states that vulgar language is an expression that comes out of the mouth of someone who has harsh or obscene words. Vulgar language is rarely used in communication because it is considered taboo and impolite.

However, it is undeniable that vulgar language is starting to bloom among the public because vulgar language also colors language activities carried out by people in their daily lives.

Vulgar language can be easily found in communication activities



and speakers seem to ignore their surroundings and the correct rules of communication. Example: “*Bitch*”

B. Slang: As sociolinguistic term, slangs are usages which are characterized by their informality and originality. In other words, slang can be seen as a kind of jargon that is “characterized by a high degree of informality, familiarity and vocabulary richness” (Yusuf & Ismail, 2017). This language is frequently referred to as slang. Slang will be modified / adjusted as a precautionary measure to ensure anonymity. Example: *dosen killer*.

C. Jargon: A type of linguistic variety used by certain social groupings. The word "jargon" has up to five definitions depending on which dictionary is used. This can mean a specific dialect of a language or languages. It will become a unique language and vocabulary for certain people in a trade, profession, or other group. If you are not in a particular group, and they are talking and using jargon, they may sound like they are singing because you don't understand what they are saying (Lutfiah & Sudarwati, 2021). Example: *PPL* (Practical Work Experience).

D. Colloquial: Colloquial language refers to informal expressions and phrases used in everyday conversations (Nofalli, 2012). It is

often more casual than vulgar language and can be used in a wider range of situations. Colloquial language is typically utilized by lower-class socioeconomic groupings. Variations among the social languages spoken in daily conversation. The colloquial term is derived from the word colloquium (conversation). Hence colloquial refers to conversational language rather than written language. It is also incorrect to refer to this colloquial as "*kampungan*" or "lower class" language, because what matters is the context in which it is spoken. Example: "*healing*".

## 2. Based on the usage

Language variation based on usage is classified into three categories: context, style, and register. Addresses have an impact on style. Many factors can influence the degree of social distance or solidarity between people, including age, sexual orientations, places in society, and whether people work together or are related. It may be established that there are two factors in addressing the style: age and social setting. Additionally, Context-influencing factors, such formal context and social roles, as well as the connection between social class and style, will be some of the issues covered. The style is impacted by the register. It is frequently associated with particular demographics or, occasionally, with a particular use case. (Holmes, 2013).

Language usage and variety of language or register are connected. This is known as functional variation of language in the technical sense. This is to make the case that there are differences in the ways that language is employed in society.

#### b. Siolect and Language Variation

There is a sociolect category from the user above that the writer will utilize to examine the language variance. According to Holmes (2013), the terms sociolect and social dialect are frequently used interchangeably. Lewandowski (2010, as cited in Kurnia, 2019) stated that a variant or lect assumed to be tied to its speaker social background rather than geographical background.

In other words, it is the language used by a certain social group, class, or subculture, the characteristics of which include gender, age, occupation, and potentially a few more. Sociolects are language variants associated to social groupings such as class, community, and professional groups, according to Lewandowski (2010, as cited in Kurnia, 2019), who was the first to utilize the idea of sociolect in Polish sociolinguistic literature.

### 3. Language Variation Factors

Language variation is the different ways in which the same language is spoken by different groups of people. It is influenced by various social, historical, and linguistic factors. Some of the main factors that contribute to language variation are:

- A. Socioeconomic status: Arsyandi et al. (2022) states that people from different social classes may speak the same language differently. People from lower socioeconomic groups, for instance, frequently combine colloquial language with official English, whereas upper middle class speakers speak a more standardized form of the language.
- B. Education: According to Ardhana et al. (2021) a person's degree of education may also affect how they vary in their language use. More educated people tend to use advanced grammar and vocabulary, whereas less educated people tend to use simpler language.
- C. Ethnicity: The term "ethnic" refers to a common culture (Bayley, 2007). Every location or region has a distinct culture that is derived from the popular attire of its forebears. It can go into detail on each location's accent, as each community has its own unique style of pronouncing words and idioms. Saying the name of the occasion or culture will reveal it if you speak in the dialect.
- D. Geographic location: The speakers' slightly distinct pronunciations reveal where they are from geographically (Boubekeur, 2020). This covers variations in grammar, vocabulary, and pronunciation. For instance, the English spoken in the United States and the United Kingdom are not the same.

- E. Age: The age of the speaker might also affect the language used. While older generations may employ more conventional language, younger generations may embrace novel terms and expressions (Mudalfy et al., 2023)
- F. Gender: Although not as significant as other factors, gender can also influence language variation. For example, women may use more polite language, while men may use more direct language (Holmes, 2013).

These factors work together to create the various language variations and varieties that exist today. Understanding language variation is important for communication and for gaining insights into different cultures and social groups.

#### **B. Relevant Studies**

Parengkuan (2023) demonstrates that his study aimed to identify the use of language variations which are used in social media Instagram. The language variations studied amounted to five, namely variations in terms of formality there are frozen varieties, formal varieties, business varieties, casual varieties and familiar varieties. Parengkuan uses data analysis techniques carried out by means of descriptive qualitative methods in the form of written words while the author uses descriptive qualitative from the results of observations and interviews. The results of this study obtained data on casual variety totaling 243 data, formal variety 54 data, familiar variety 28 data, frozen variety 43 data and business variety 31 data. Therefore, it is important to examine language varieties in various areas.

Research conducted by Mariani (2021), with the title "Analysis of Slang Variations in the Bikers Community in the Social Media Facebook Group

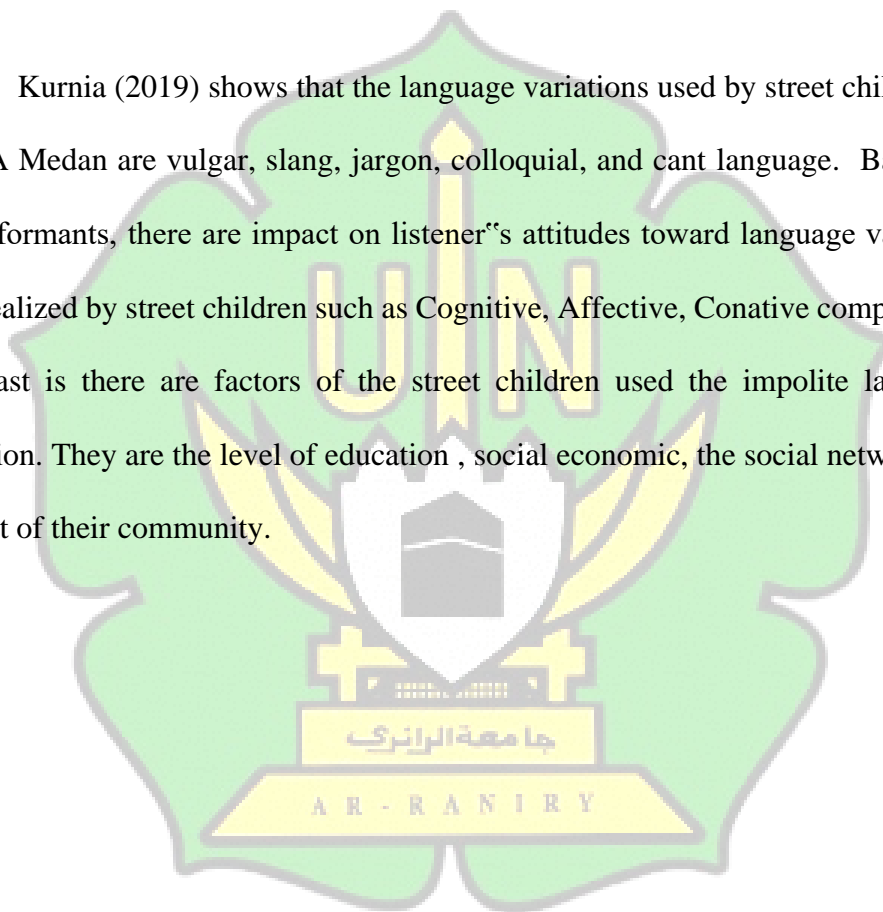
"Keluarga Bikers" (Sociolinguistic Studies)" discusses various varieties of language such as sentences or words used by a particular group (Keluarga Bikers) and the research was conducted through Facebook social media. The similarities between the research conducted by Mariani and the researchers are, both examine the variety of language used, another similarity is that they simultaneously use sociolinguistic studies. The difference lies in the data source used as research material. Mariani uses Facebook social media while the author directly observes the field.

Fretriagrisah *et al* (2022) investigates language variation in online sales in the BUSAM Facebook group, focusing on clothing sales. The aim is to describe the forms of language variation and the factors that influence sales in the group. Language variation occurs due to speech events in the bidding process by ten sellers, influenced by situational factors, bilingualism, age, physique, and gender. The research was conducted in the BUSAM Facebook group to capture bidding language variation. The benefits involve increasing sociolinguistic understanding in the context of online sales in the group.

Ardhana et al. (2021) states language variation in Twitter social media discusses the form of language use, as well as the functions of language on the platform in a particular year. Previous studies has examined at how speakers' educational levels affect linguistic variance and functions on Facebook social media. The outcomes can offer suggestions for Twitter profiles that can instruct users on how to speak proper Indonesian. Sociolinguistics places a lot of emphasis on language diversity and function, particularly in communities where social

position, age, education, and vocation vary widely. Suandi's classification of linguistic variance based on social standing includes this variation in relation to individual characteristics including age, gender, education, and socioeconomic level. Different types of language, including acrolek, basilek, vulgar, slang, colloquial, jargon, argot, and chant, exist in linguistic variance dependent on social class.

Kurnia (2019) shows that the language variations used by street children in KOPA Medan are vulgar, slang, jargon, colloquial, and cant language. Based on the informants, there are impact on listener's attitudes toward language variation that realized by street children such as Cognitive, Affective, Conative components. The last is there are factors of the street children used the impolite language variation. They are the level of education, social economic, the social network/the impact of their community.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

A descriptive qualitative method with a descriptive phenomenon design was employed for this research. The chosen methodology aimed to identify, analyze, and understand the language variations utilized by the students of English Department UIN Ar-Raniry, as well as the factors of using these variations in daily activities. Qualitative research generates descriptive data in the form of written or oral expressions and observed behaviours.

#### B. Data Source

The data for this study was gathered from all of students batch 2020, who were enrolled at English Department. The primary focus of the research was to explore the language variations used by these students. The data collection involved recording their conversations and conducting interviews with the researcher.

In this study, a total of eight students observed and four students of observartion participants were interviewed, represented by their initials: AUA, MSW, IH, and CR. The selection of a sample comprising four individuals is based on geograpichal location, gender, considerations of time and resource efficiency, while also ensuring adequate representation from each batch involved. These four subjects were chosen by using purposive sampling, A kind of sampling method where the researcher chose subjects based on specific criteria that relevant to the study's goals, rather than relying on random selection (Obilor, 2023).



Participants were chosen in this case because it was thought that they fairly represented batch 2020 of students enrolled in the English Language Program. Purposive sampling is a method that allows researchers to efficiently use time and resources by selecting participants based on their perceived knowledge, experience, or viewpoints that are important to the study setting. As a result, the study's four-person restricted sample was chosen with the intention of obtaining meaningful insights into the community under investigation while reducing the expenses and labor associated with data collecting.

### **C. Data Collection Techniques**

The data was collected through a combination of observation and interviews.

#### **1. Observation**

The researcher visited UIN Ar-Raniry and engaged with the students. The Observation Without Participation (OWP) techniques were employed (Laurier, 2016). OWP required watching how the students used language without taking an active part in the discussion for keeping natural settings. The researcher takes notes and records detailed observations during these interactions. The participant of this observations are 8 (eight students) from batch 2020, they are AUA, RF, CR, AZ, MSW, TL, IH, ATN.

#### **2. Interview**

Interviews were conducted only with 4 (four) students of English Department batch 2020, AUA, MSW, IH, and CR. These interviews aimed to gain

deeper insights into the language variations used by the students. The researcher asked questions, sought explanations, took notes during the interviews, and record the interview session.

#### **D. Data Analysis Techniques**

Upon completion of data collection, qualitative methods were employed to analyze the data. The researcher analyzed and identified instances of language variations used by the students. The data was systematically classified based on the types and categories of these variations. According to Miles and Huberman (2014), there are three methods of data analysis:

##### **1. Data Reduction**

Data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcription by reviewing the data that has been collected. The data reduction/ transforming process continues after fieldwork until a final report is completed. After collecting the data of the students, the researcher continued the study by selecting and simplifying the data of participants which contain language variation and the factors. Selecting of the data used to reduce unimportant utterances include in the data.

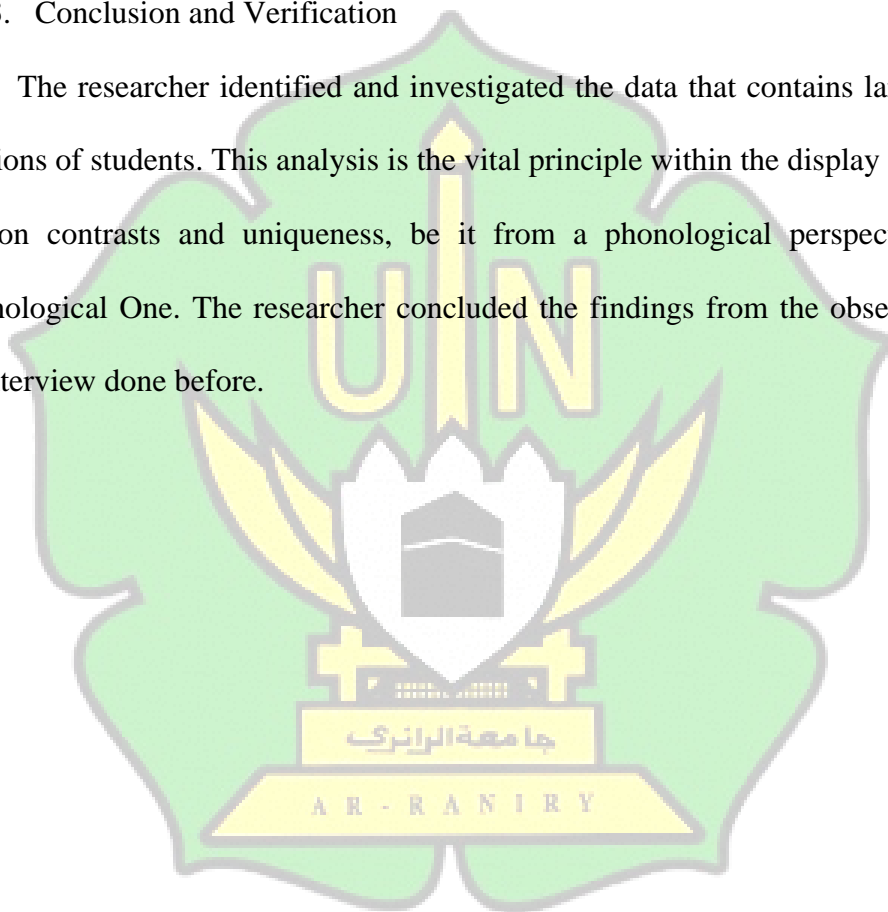
##### **2. Data Display**

Data display is an organized, compressed assembly of information that summarizes a conclusion. The conclusion helps us understand what is happening also, either analyse further or take action based on that understanding. Here, the researcher analyses the categorization of some language variations, starting from

analyzing the meaning, type, and factor as the final result of this research. The researcher classified the data of language variation of the students and the factors. The researcher was displayed the data into table and descriptive form of how the language variation of students used and the influencing factors of using the language variation.

### 3. Conclusion and Verification

The researcher identified and investigated the data that contains language variations of students. This analysis is the vital principle within the display to shed light on contrasts and uniqueness, be it from a phonological perspective or morphological One. The researcher concluded the findings from the observation and interview done before.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings from the Analysis of Data for RQ1

The primary aim of this section is to present the results of the data analysis concerning the first RQ “What types of language variations are used by the English Education Department students?”. The analysis is based on observations of social gatherings involving 8 students and semi-structured interviews in the first and second questions with 4 students from 8 students that observed.

##### 1. Types of Language Variations Observed

The data collected revealed a diverse range of language variations used by students. These include vulgar terms, slang, jargon, and colloquial expressions. Each type of language variation is discussed below with examples to illustrate their use in daily communication.

- **Vulgar Language:** The use of vulgar language was noted in informal settings among peers, primarily to express strong emotions or to emphasize a point humorously. Examples include:
  - *Wanker*: Used to describe someone perceived as lazy or incompetent.
  - *Shit*: Employed to express frustration or annoyance.
  - *Fucek*: A modified form of "fuck", used as an expletive.
  - *Bitch*: Utilized either as an insult or informally among friends.

- *Bulshit*: Used to describe something perceived as false or nonsensical.
- **Slang**: Slang terms were prevalent in casual conversations, reflecting contemporary cultural trends and peer group identities. Examples include:
  - *Iphone*: Used to describe something worthwhile or valuable.
  - *Ilfil*: An Indonesian slang term meaning to lose interest or attraction.
  - *Chill*: Used to mean relax or calm down informally.
  - *Slay*: Used to mean doing something exceptionally well.
  - *Dosen Killer*: Indonesian slang for a very strict or demanding lecturer.
- **Jargon**: Academic and specialized terms were used accurately in relevant discussions, indicating the students' immersion in their respective fields. Examples include:
  - *Shalat*: Islamic prayer.
  - *Khatib*: Speaker of a speech.
  - *Haid*: Menstruation.
  - *PPL*: Field practice.
  - *Skripsi*: Undergraduate thesis.
  - *Sempro*: Proposal seminar.

- **Colloquial Expressions:** These were commonly used to describe everyday situations and relationships, facilitating relatable communication. Examples include:

- *Strict Parents:* Describing parents who enforce strict rules and discipline.
- *People nearby:* Referring to individuals in close proximity.
- *Healing:* Referring to emotional or physical recovery.
- *Dude:* Informally referring to a person, typically a man.
- *Ga level:* Indonesian slang meaning not on the same level or not comparable.
- *Gonna:* Informal contraction of going to.
- *Kinda:* Informal contraction of kind of.
- *At least:* Used in everyday conversation to indicate a minimum requirement or consolation.
- *Cut off:* Used informally to mean to stop or discontinue something, or to interrupt someone.

## 2. Context of Language Variations

To determine each sort of linguistic variation's prevalence in everyday conversation, the frequency of each variation was noted and monitored. The

frequency and context of each form of linguistic variation are compiled in the following table:

Table 4.1 Context of Language Variations

| No | Types of language variation | Words   | Meaning  |
|----|-----------------------------|---|--|
| 1  | Vulgar                      | Wanker, Shit, Fucek, Bitch, Bulshit   | Used to express strong emotions, frustration, or to emphasize a point humorously             |
| 2  | Slang                       | Iphone, Ilfil, Chill, Slay, Dosen Killer  | Used in casual conversations to reflect cultural trends and peer group identities            |
| 3  | Jargon                      | Shalat, Khatib, Haid, PPL, Skripsi, Semprom   | Used accurately in academic and religious discussions  |
| 4  | Colloquial                  | Strict Parents, People nearby, Healing, Dude, Ga level, Gonna, Kinda, At least, Cut off | Used to describe everyday situations and relationships, facilitating relatable communication |

The category of vulgar language shows terms like "wanker", "shit", "fucek", "bitch", and "bullshit." These terms are often incorporated into conversations, for example, *"ih apasih ini fucek kali ni. Ni liat ni gambarnya"* and *"hey bitch"*. Although used with some moderation, these words serve primarily to convey strong emotions, such as frustration or anger, and are sometimes used humorously among peers to emphasize a point. The employment of vulgar language indicates a certain level of familiarity and comfort within informal settings, allowing students to express strong feelings openly and to strengthen social bonds through shared expressive language.

Slang terms were also highly prevalent in the students' conversations, with examples including "Iphone", "ilfil", "chill", "slay", and "dosen killer." These terms

appeared in dialogues such as “*oh, you’re so slay, you did amazing*”, and “*karna aku tipe yang ilfil an gitu.*” The use of slang facilitated quick, efficient communication of specific sentiments and assessments. For instance, “iPhone” was used to describe something valuable or desirable, “ilfil” to express a loss of interest, “chill” to suggest relaxation, “slay” to commend someone for doing exceptionally well, and “dosen killer” to describe a strict or demanding lecturer. The frequent usage of slang underscores the contemporary cultural trends and the identity markers within peer groups, reflecting the dynamic and evolving nature of language in social circles.

Jargon, another significant language variation used by students, reflects their immersion in academic and religious contexts. Terms such as “shalat”, “khatib”, “haid”, “PPL”, “skripsi”, and “sempro” were used with precision in conversations relevant to these topics. For instance, “shalat” refers to Islamic prayer, “khatib” to the speaker of a sermon, “haid” to menstruation, “PPL” to field practice, “skripsi” to an undergraduate thesis, and “sempro” to a proposal seminar. Conversations like “*Shalat lu mad*” and “*aku kan liat orang megang laptop buat skripsi gitu merasa guilty aku*” illustrate how jargon enables precise and efficient communication, fostering a shared understanding of specialized concepts among students who are familiar with these terms.

Colloquial expressions were widely used to describe everyday situations and relationships, contributing to making communication more relatable and familiar. Examples of such expressions include “strict parents”, “people nearby”, “healing”, “dude”, “ga level”, “gonna”, “kinda”, “at least”, and “cut off.” These



expressions capture common experiences and observations, such as "strict parents" to describe parents who enforce strict rules, "people nearby" to refer to individuals in close proximity, "healing" to indicate emotional or physical recovery, "dude" as an informal term for a person, "ga level" to imply not being on the same level, "gonna" as a contraction of "going to", "kinda" as a contraction of "kind of", "at least" to denote a minimum requirement, and "cut off" to signify stopping something. Examples like "*dia tu emang strict parents sikit*" demonstrate how these colloquial expressions play a significant role in building rapport and fostering a sense of community among students.

Overall, the table demonstrates that language variations among students are influenced by various factors, including educational background, geographical location, age, ethnicity, socioeconomic status, and gender. The use of vulgar language, slang, jargon, and colloquial expressions serves distinct functions, from expressing strong emotions and reinforcing group identity to facilitating specialized communication and fostering social bonds.

## **B. Findings from the Analysis of Data for RQ2**

This section aims to identify and discuss the second RQ "What are the factors that influence students in using that language variation in their daily communication?". The third and fourth question replies from semi-structured interviews with students, which focused on elements including socioeconomic position, gender, educational background, and cultural influences, are included in the data analysis.

## 1. Influencing Factors

Several key factors were identified that influence the use of language variations among students:

- **Socioeconomic Status:** The degree of linguistic variety usage varied across students from different socioeconomic backgrounds. Higher socioeconomic background students, for example, tended to use more academic jargon, whereas lower socioeconomic background students tended to utilize slang and colloquial terms more frequently.
- **Gender:** Differences in gender also affected how language was used. While female students frequently used more relational and descriptive colloquial phrases, male students were more likely to utilize foul language and specific slang terminology.
- **Educational Background:** The usage of jargon was highly impacted by the degree of education. First-year students spoke in simpler terminology and more colloquial English, whereas upper-year students employed more specialist jargon related to their subject of study.
- **Cultural Influences:** The usage of particular slang and colloquial terms was impacted by cultural background. Students from Indonesia, for instance, frequently utilized slang terminology from their culture, such as "ilfil" and "dosen killer".

## 2. Relationship between Influencing Factors and Language Variations

The relationship between these influencing factors and the use of language variations is summarized in the following table:

Table 4. 2 Relationship between Influencing Factors and Language Variations

| No | Name | Academic Year | Types of language variation       | Words  | Influencing factors  | Additional Information  |
|----|------|---------------|-----------------------------------|--|--|---|
| 1  | AUA  | 2020          | Vulgar, Slang, Jargon, Colloquial | Chill, Healing, Shit, Fucek, Wanker, PPL, Dude, Ga level | Educational background, geographical location                        | Chill: Slang (relax); Healing: Colloquial (recover); Shit: Vulgar (negative)  |
| 2  | MSW  | 2021          | Vulgar, Slang, Colloquial         | Bitch, Slay  | Age, Education   | Bitch: Vulgar (Hey); Slay: Slang (do something well);   |
| 3  | IH   | 2022          | Vulgar, Jargon, Colloquial        | Bulshit, Dosen Killer, Gonna, Kinda                      | Educational background, age, ethnicity, socioeconomic status, gender | Bulshit: Vulgar (nonsense); Dosen Killer: Slang (strict lecturer); Gonna: Colloquial (going to); Kinda: Colloquial (Kind of); |
| 4  | CR   | 2023          | Slang, Colloquial                 | At least, Cut off,                                       | Education  | At least: Colloquial (minimum requirement); Cut off: Colloquial (stop something);   |

The table includes further information regarding the context and usage of these terms, as well as particular words used and influencing variables, in relation to the types of language differences identified among students in the English Education Department. These findings are summarized in a clear and concise manner.

AUA uses a mix of vulgar, slang, jargon, and colloquial expressions. Examples include the slang term "chill", which denotes relaxation; "healing", which

is a colloquial term for emotional or physical recovery; and "shit", which is a vulgar term used to convey negativity or frustration. Furthermore, slang terminology like "wanker" (a vulgar nickname for someone seen as a lazy person) and "fucek" (a vulgar variant of "fuck") are used, along with terms like "PPL" (field practice). AUA strikes a balance between formal academic settings and informal social interactions through the use of vocabulary that combines academic jargon and colloquial vernacular. Geographical location and educational background are examples of influential variables.

MSW employs vulgar, slang, and colloquial expressions. Words like "slay" denote performing something especially well, whereas terms like "bitch" are used among friends as a casual welcome. Age and education have an impact on MSW's language use, which is indicative of a tendency among younger people to employ modern slang and colloquial terms in everyday conversation.

IH uses a combination of colloquialisms, jargon, and filthy language. Examples of vulgar terms "bulshit", a vulgar term used to describe something perceived as nonsense, and "dosen killer", which is Indonesian slang for a very strict lecturer. Furthermore, it's common to hear informal contractions like "gonna" (going to) and "kinda" (kind of). Age, gender, ethnicity, financial class, and educational background all have an impact on how IH uses language, which combines colloquial and informal expressions.

CR speaks mostly in colloquial and slang terms. Examples include "cut off", which is an informal way of saying "stop or discontinue something", and "at least",

a colloquial expression indicating a minimum requirement or consolation. CR's language use reflects a relaxed and current communication style, greatly inspired by ordinary colloquial idioms and contemporary slang. CR's language use is mostly influenced by her education.

Each of these entries highlights the diverse linguistic landscape among students in the English Education Department, demonstrating how various factors such as educational background, geographical location, age, ethnicity, socioeconomic status, and gender shape their use of language variations.

### **C. Discussion**

The way students in the English Education Department use language shows clear patterns in how they mix vulgar language, slang, jargon, and everyday expressions. These patterns are not random; they are shaped by things like where the students are from, their age, educational background, ethnicity, social status, and even gender.

Students in the English Education Department sometimes used strong words like "shit", "fuek", "wanker", "bitch", and "bulshit" to express intense feelings, frustration, or even humor among friends. These words popped up in casual settings, showing how comfortable the students felt with each other. It seems that using such language helps them convey strong emotions and build a sense of camaraderie through shared expressions.

On the other hand, slang terms like "chill", "slay", and "dosen killer" were a big part of their everyday conversations. These words made it easy to quickly get

their point across and fit in with their social circles. For example, "chill" meant to relax, and "slay" described doing something really well. Slang reflects the way their language constantly evolves, capturing the latest trends and helping them connect with each other in a lively and relatable way.

Students in the English Education Department often used academic and specialized jargon in their discussions, showing their deep engagement with their studies. Words like "shalat", "khatib", "haid", and "PPL" came up frequently when they talked about academic and religious topics. This jargon helped them communicate precisely and efficiently about complex ideas, reflecting a shared understanding within their fields.

In everyday conversations, students relied on colloquial expressions like "healing", "strict parents", "people nearby", "gonna", "kinda", "at least", and "cut off". These phrases made their communication relatable and easy to understand; for example, "healing" was used to talk about recovering from something emotionally or physically, and "strict parents" described those who enforce a lot of rules. Such expressions made it easier for them to connect over common experiences and build a sense of community.

To ensure the conclusions were accurate, the researcher compared the observations with what students said in interviews. This cross-checking confirmed that the way they used language matched the contexts in which it was used. Jargon mainly appeared in academic or religious settings, while slang and colloquial terms were common in everyday interactions. the frequency analysis also showed that

these terms were widely used in the relevant contexts, reinforcing their importance in the student community. The feedback from participants matched what the researcher observed, adding to the reliability of the findings.

In essence, this study highlights how students seamlessly blend different types of language—vulgar expressions, slang, jargon, and colloquial phrases—depending on the situation. Each type of language serves its own unique purpose. Vulgar language often comes into play when students want to express strong emotions or frustrations, and it helps build a sense of camaraderie in informal settings. Slang is their go-to for quick, effective communication, reflecting the latest social trends and cultural nuances. Jargon is used in more academic or professional contexts, allowing them to talk about specialized topics with clarity and precision. Meanwhile, colloquial expressions make their everyday interactions feel more relatable and down-to-earth, helping them to connect through familiar language.

These patterns of language use were consistently observed across different social settings, whether in casual chats or more formal discussions. The researcher thoroughly checked and validated these findings by comparing them with interview responses, analyzing the context, and looking at how often certain terms were used. This thorough validation supports the reliability of our conclusions. This linguistic versatility not only showcases the students' adaptability but also reveals how language and social interactions are deeply intertwined in their daily lives.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study explored how students in the English Education Department at UIN Ar-Raniry use different types of language in their daily communication. The researcher found that students naturally blend vulgar expressions, slang, jargon, and colloquial phrases based on the situation.

Vulgar language was used mainly among friends to express strong feelings or frustration, helping to build closer bonds. Slang was common in everyday conversations, reflecting current cultural trends and allowing quick, effective communication. Jargon appeared in academic and religious discussions, showing students' deep engagement with their fields. Colloquial expressions were used for everyday situations, making conversations feel relatable and grounded.

The way students use different types of language is shaped by a mix of their background, origin, age, ethnicity, social status and gender. For example, students who are more advanced in their studies often use more specialized jargon because they are more immersed in their subject area, while newer students may stick to simpler, everyday terms. It also matters where they come from – students from different regions bring their own local slang and expressions, making the conversations richer and more diverse. Age also plays a role; Younger students are more likely to use the latest trending slang from social media, while older students



may stick to more familiar expressions. Ethnic backgrounds add another layer, with students incorporating words and phrases from their cultural heritage.

Social status can influence how formal or informal their language is and how they adapt it to different groups. Gender differences are also evident in the way they use colloquial and everyday language, suggesting that men and girls may speak slightly differently. Overall, it is clear that these personal and social factors combine to create a colorful and dynamic way of speaking that reflects who students are and the world they live in.

### **B. Suggestion**

Based on the study's findings, several recommendations are proposed for educators, researchers, and students.

For Educators:

1. Curriculum Development: Integrate discussions on language variations to enhance students' linguistic awareness and adaptability.
2. Teacher Training: Provide training to help educators recognize and address language variations in the classroom, fostering inclusivity.
3. Student Engagement: Encourage students to reflect on their language use to promote self-awareness and critical thinking.

For Future Researchers:

1. Expand the Scope: Study larger and more diverse groups to gain a broader understanding of language variations.
2. Diverse Populations: Investigate language use among different educational levels for further insights.
3. Longitudinal Studies: Follow the same students over time to see how their language used changes.

For Students:

1. Awareness and Adaptability: Be mindful of how you use language in different contexts to improve communication.
2. Participation in Discussions: Engage in conversations about language use to better understand sociolinguistic concepts.

In conclusion, considering sociolinguistic factors in education is essential.

By understanding and addressing language variations, educators can create more inclusive and effective learning environments, enriching students' educational experiences.

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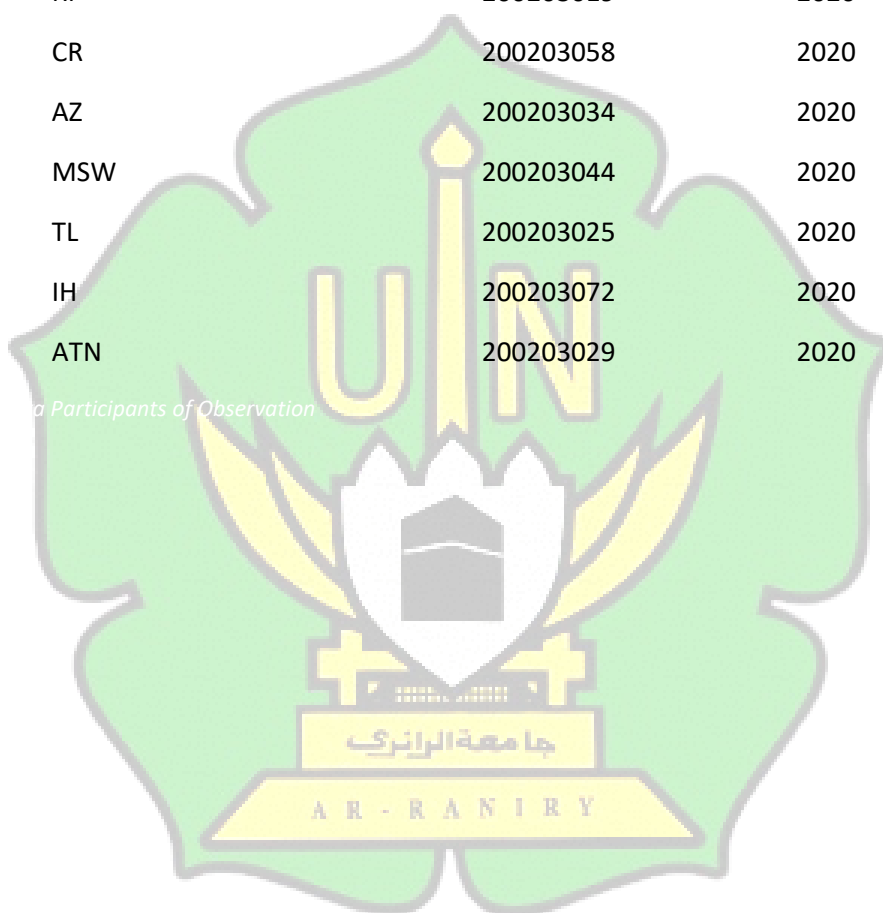
## APPENDICES

### Appendix A Data Participants of Observations

Table 1 Data Participants of Observation

| No | Name | Reg. No   | Batch |
|----|------|-----------|-------|
| 1  | AUA  | 200203048 | 2020  |
| 2  | RF   | 200203019 | 2020  |
| 3  | CR   | 200203058 | 2020  |
| 4  | AZ   | 200203034 | 2020  |
| 5  | MSW  | 200203044 | 2020  |
| 6  | TL   | 200203025 | 2020  |
| 7  | IH   | 200203072 | 2020  |
| 8  | ATN  | 200203029 | 2020  |

Data Participants of Observation



## Appendix B Rubric of Observations

| Kinds of Language Variations | Frequency  |  |  |  | Score | Words   |
|------------------------------|--|--|--|--|-------|---|
|                              | 4  | 3  | 2  | 1  |       |   |
| Vulgar                       | Numerous instances of vulgar language are present, demonstrating a pervasive use.                                    | There are noticeable instances of vulgar language, occurring regularly but not overwhelmingly.                 | There are occasional uses of vulgar language, but it does not play a central role.   | There are no or very few instances of vulgar language present.     | 3     | Wanker, Shit, Fuck, Bitch, Bulshit  |
| Slang                        | Numerous instances of slang are used, demonstrating a comprehensive understanding and application.                   | There are noticeable instances of slang, contributing to a colloquial and relatable tone.                      | There are sporadic uses of slang, contributing to a casual tone without being a predominant feature.                       | There are no or very few instances of slang present.               | 3     | Iphone, Ifil, Chill, Slay, Dosen Killer   |
| Jargon                       | Numerous instances of jargon are used, demonstrating a comprehensive understanding and precise application.          | There are noticeable instances of jargon, contributing to a professional tone and understanding.               | There are sporadic uses of jargon, contributing to a professional tone without being a predominant feature.                | There are no or very few instances of jargon present.              | 3     | Shalat, Khatib, Haid, PPL, Skripsi, Sempro  |
| Colloquial                   | Numerous instances of colloquial language are used, demonstrating a nuanced understanding and effective application. | There are noticeable instances of colloquial language, contributing to a conversational and approachable tone. | There are sporadic uses of colloquial language, contributing to a conversational tone without being a predominant feature. | There are no or very few instances of colloquial language present. | 4     | Strict Parents, People nearby, Healing, Dude, Ga level, Gonna, Kinda, At least, Cut off |

Source: Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Longman



## Appendix C Transcribe of Observations

### Audio : OBSERVASI

Table 2 Transcribe of Observation

|             |  |
|-------------|--|
| Speaker 1 : | Gausah solat mad duduk aja sini<br><br><b>EN:</b> No need to pray, Mad, just sit here<br><b>ID:</b> Tidak perlu sholat, Mad, duduk saja di sini  |
| Speaker 2 : | Solat mad<br><br><b>EN:</b> Pray, Mad<br><b>ID:</b> Sholat, Mad  |
| Speaker 3 : | Iya sholat, Cuma gaada yang jaga barang<br><br><b>EN:</b> Yes, pray, but there's no one to watch our stuff<br><b>ID:</b> Iya, sholat, tapi tidak ada yang jaga barang  |
| Speaker 1 : | Liat apa dibilang bayu, lagi jadi pelatih madrid gais<br><br><b>EN:</b> See what Bayu said, he's becoming a coach for Madrid, guys<br><b>ID:</b> Lihat apa yang dikatakan Bayu, dia sedang jadi pelatih Madrid, guys |
| Speaker 3 : | Oh yaudah, dah dibilang , dah begantung semua barang<br><br><b>EN:</b> Oh alright, I told you, everything is hanging up<br><b>ID:</b> Oh ya sudah, sudah dibilang, semua barang sudah tergantung                     |
| Speaker 1 : | Dil dil, si bayu bilang jadi lagi pelatih dia<br><br><b>EN:</b> Dil, Dil, Bayu said he's becoming a coach again<br><b>ID:</b> Dil, Dil, Bayu bilang dia jadi pelatih lagi  |
| Speaker 4 : | Apa dia bilang?<br><br><b>EN:</b> What did he say?<br><b>ID:</b> Apa yang dia bilang?  |
| Speaker 1 : | Bayu bilang dia lagi jadi pelatih madrid<br><br><b>EN:</b> Bayu said he's becoming a coach for Madrid<br><b>ID:</b> Bayu bilang dia sedang jadi pelatih Madrid   |
| Speaker 1 : | Bayu kesini bayu   |



Speaker 4 : **EN:** Bayu said he's becoming a coach for Madrid  
**ID:** Bayu bilang dia sedang jadi pelatih Madrid  
 Where you wanna go?  
**EN:** Where you want to go?  
**ID:** kamu mauy kemana?

Speaker 3 : I am gonna go home, I feel kinda dizzy  
**EN:** I am going to go home, I feel kind of dizzy  
**ID:** Saya mau pulang, aku merasa pusing

Speaker 1 : Tiatiii

**EN:** Be carefuuuul  
**ID:** Hati-hatiii  
 Speaker 2 : Kenapa cepat kali?  
**EN:** Why so fast?  
**ID:** Kenapa cepat sekali?

Speaker 5 : Gaboleh pulang malam  
**EN:** Can't go home late  
**ID:** Tidak boleh pulang malam

Speaker 6 : Sini lagi  
**EN:** Come here again  
**ID:** Ke sini lagi

Speaker 2 : Ko dulu sini lagi  
**EN:** You first, come here again  
**ID:** Kamu dulu, ke sini lagi

Speaker 7 : Siapa dulu yang solat?  
**EN:** Who's praying first?  
**ID:** Siapa yang sholat duluan?

Speaker 2 : Aku  
**EN:** Me  
**ID:** Aku

Speaker 2 : Jaga dulu ya iphone

|             |  |
|-------------|--|
|             | <b>EN:</b> Watch our stuff, okay?<br><b>ID:</b> Jaga dulu ya barangku  |
| Speaker 3 : | Yes Bitch  |
|             | <b>EN:</b> Yes, Bitch<br><b>ID:</b> Iya Bitch  |
| Speaker 1 : | Mad solat mad, dil solat dil<br><br><b>EN:</b> Mad, pray, Mad, Dil, pray, Dil<br><b>ID:</b> Mad, sholat, Mad, Dil, sholat, Dil   |
| Speaker 4 : | Iya lagi bedarah ni<br><br><b>EN:</b> Yes, I'm bleeding here<br><b>ID:</b> Iya, lagi berdarah nih                                |
| Speaker 2 : | Halah bulshit, Cak tengok lu sini<br><br><b>EN:</b> It is a bulshit, Look here<br><b>ID:</b> Boong, Coba lihat sini              |
| Speaker 4 : | Darahnya pas bersin deres dia<br><br><b>EN:</b> The blood flows heavily when he sneezes<br><b>ID:</b> Darahnya deras saat bersin |
| Speaker 1 : | Biar gak deres?<br><br><b>EN:</b> So it doesn't flow heavily?<br><b>ID:</b> Biar tidak deras?                                    |
| Speaker 3 : | Dari mana darahnya?<br><br><b>EN:</b> Where's the blood from?<br><b>ID:</b> Darahnya dari mana?                                  |
| Speaker 1 : | Dari anus<br><br><b>EN:</b> From the anus<br><b>ID:</b> Dari anus  |
| Speaker 4 : | Ntah apa ntah<br><br><b>EN:</b> No idea<br><b>ID:</b> Entah apa  |
| Speaker 3 : | Gabisa di bimbing ko emang   |

|             |  |
|-------------|--|
|             | <b>EN:</b> You can't be guided, can you?<br><b>ID:</b> Kamu memang tidak bisa dibimbing  |
| Speaker 4 : | Batu- batu kek ko emang gabisa di bimbing<br><br><b>EN:</b> Like a stone, you can't be guided<br><b>ID:</b> Seperti batu, kamu memang tidak bisa dibimbing   |
| Speaker 5 : | Haa tula<br><br><b>EN:</b> Yeah, that's right<br><b>ID:</b> Iya, benar   |
| Speaker 1 : | Aku, aku kan liat orng jualan kek gitu merasa guilty gitu<br><br><b>EN:</b> I, I feel guilty when I see people selling stuff like that<br><b>ID:</b> Aku, aku merasa bersalah melihat orang jualan seperti itu                   |
| Speaker 4 : | Kenapa?<br><br><b>EN:</b> Why?<br><b>ID:</b> Kenapa?   |
| Speaker 1 : | Karna aku ngga ngerjain skripsi gitu, dosen aku killer kali<br><br><b>EN:</b> Because I don't continue to do my thesis, my lecturer is really strict<br><b>ID:</b> Karena aku tidak mengerjakan skripsi, dosen aku sangat teliti |
| Speaker 4 : | Oh shit ko dah buat bab 4<br><br><b>EN:</b> Oh shit, you've made chapter four<br><b>ID:</b> Sialan, kamu sudah buat bab empat  |
| Speaker 1 : | Mana ada anjir<br><br><b>EN:</b> No way, man<br><b>ID:</b> Mana ada, anjir   |
| Speaker 3 : | Jangan ngomong disini jugak, aku lagi sempro ni<br><br><b>EN:</b> Don't talk here, I'm presenting my thesis<br><b>ID:</b> Jangan ngomong di sini juga, aku lagi seminar proposal ini   |
| Speaker 6 : | Chill Chill, aman aja<br><br><b>EN:</b> Chill man, it is okay<br><br><b>ID:</b> oh iya, santai saja  |
| Speaker 5 : | Dil cariin dil, ni untuk si rehan  |

|             |   |
|-------------|---|
|             | <b>EN:</b> Dil, they're looking for you, it's for Rehan<br><b>ID:</b> Dil, dicariin, ini untuk Rehan  |
| Speaker 7 : | Gaada gaada<br><br><b>EN:</b> There's none, none<br><b>ID:</b> Tidak ada, tidak ada   |
| Speaker 4 : | Si itu tau katanya, si tina<br><br><b>EN:</b> There's none, none<br><b>ID:</b> Tidak ada, tidak ada   |
| Speaker 3 : | Banyak kali kayaknya ko ya<br><br><b>EN:</b> You seem to have a lot, don't you?<br><b>ID:</b> Banyak sekali kayaknya kamu ya  |
| Speaker 1 : | Apanya?<br><br><b>EN:</b> You seem to have a lot, don't you?<br><b>ID:</b> Banyak sekali kayaknya kamu ya   |
| Speaker 4 : | Kemaren aku liat dia pagi-pagi, pigi ppl bedua<br><br><b>EN:</b> Yesterday I saw him early in the morning, going with someone<br><b>ID:</b> Kemarin aku lihat dia pagi-pagi, pergi dengan seseorang   |
| Speaker 1 : | Haa itu dah hoax<br><br><b>EN:</b> That's a hoax<br><b>ID:</b> Itu hoax   |
| Speaker 3 : | Haa siapa emang?, yang naek kereta tu?, banyak kali berarti cowok ko e dah 4<br><br><b>EN:</b> Who was it? The one on the motorcycle? You have many guys, already four<br><b>ID:</b> Siapa memang? Yang naik motor itu? Banyak sekali berarti cowokmu sudah empat |
| Speaker 4 : | Haaa muat tu?<br><br><b>EN:</b> Can you fit them all?<br><b>ID:</b> Bisa muat itu?  |
| Speaker 1 : | Tapi kan orang tu maennya gak di tempat yang sama gitu  |

|             |  |
|-------------|--|
|             | <b>EN:</b> But people don't play in the same place<br><b>ID:</b> Tapi kan orang-orang itu mainnya tidak di tempat yang sama                                  |
| Speaker 3 : | Jalan-jalannya maksudnya hai healing<br><b>EN:</b> You mean they go out for healing<br><b>ID:</b> Maksudnya jalan-jalan                                      |
| Speaker 4 : | Gasalah lagi kan<br><b>EN:</b> That's right<br><b>ID:</b> Tidak salah lagi kan   |
| Speaker 3 : | Dia dah tau<br><b>EN:</b> He already knows<br><b>ID:</b> Dia sudah tahu  |
| Speaker 1 : | Kekni dia bicara, lembut kali<br><b>EN:</b> He talks like this, very gently<br><b>ID:</b> Dia bicara seperti ini, lembut sekali                              |
| Speaker 3 : | Tapi aku dah pernah liat ngomong kayak gitu<br><b>EN:</b> But I've seen him talk like that<br><b>ID:</b> Tapi aku sudah pernah lihat dia ngomong seperti itu |
| Speaker 1 : | Sama siapa?<br><b>EN:</b> With whom?<br><b>ID:</b> Sama siapa?   |
| Speaker 2 : | Sama beliau<br><b>EN:</b> With him<br><b>ID:</b> Dengan beliau   |
| Speaker 3 : | Awal-awal ya bodoh<br><b>EN:</b> In the beginning, yeah, silly<br><b>ID:</b> Awal-awal ya bodoh  |
| Speaker 2 : | Gaadak ya bodo<br><b>EN:</b> No, not silly<br><b>ID:</b> Tidak, tidak bodoh  |

|             |  |
|-------------|--|
| Speaker 4 : | Awak sama beliau dah bukan sekamar lagi sekamar doh, setaun aku dengar suara dia bosen dia<br><br><b>EN:</b> You and him are not roommates anymore, for a year I heard his voice, he got bored<br><b>ID:</b> Kamu dan dia tidak sekamar lagi, setahun aku dengar suaranya, dia bosan |
| Speaker 2 : | Dari mana ko tau<br><br><b>EN:</b> How do you know<br><b>ID:</b> Dari mana kamu tahu   |
| Speaker 3 : | Halo bang<br><br><b>EN:</b> Hello, bro<br><b>ID:</b> Halo, bang  |
| Speaker 2 : | Haa itu kan dari beliau<br><br><b>EN:</b> Yeah, that's from him<br><b>ID:</b> Iya, itu dari beliau   |
| Speaker 4 : | Apa katanya?<br><br><b>EN:</b> What did he say?<br><b>ID:</b> Apa katanya?   |
| Speaker 3 : | Adek adek<br><br><b>EN:</b> Little brother, little brother<br><b>ID:</b> Adek, adek  |
| Speaker 2 : | Start telponannya dari jam 7 smpe jam 9<br><br><b>EN:</b> Starts calling from 7 to 9<br><b>ID:</b> Mulai menelepon dari jam 7 sampai jam 9   |
| Speaker 3 : | Betah kali e, dengan mukak kek gini e<br><br><b>EN:</b> He's very comfortable, with a face like this<br><b>ID:</b> Betah sekali dia, dengan muka seperti in  |
| Speaker 4 : | Kurang kuat<br><br><b>EN:</b> Not strong enough<br><b>ID:</b> Kurang kuat  |
| Speaker 2 : | Bicara sama gaabis abis topik doh  |

|             |   |
|-------------|---|
|             | <b>EN:</b> Talking non-stop, endless topics<br><b>ID:</b> Bicara terus, topiknya tidak habis-habis  |
| Speaker 3 : | Ohh gitu<br><b>EN:</b> Oh, I see<br><b>ID:</b> Oh gitu  |
| Speaker 2 : | Gini katanya, Eh ko jangan deketin aku ko ya<br><b>EN:</b> He said, "Hey, don't get close to me"<br><b>ID:</b> Katanya, "Eh, jangan dekat-dekat sama aku ya"  |
| Speaker 1 : | Eh ko gini doh ko baru bntr deket sma dia makanya gitu<br><b>EN:</b> Hey, you just got close to him for a moment, that's why<br><b>ID:</b> Eh, kamu baru sebentar dekat sama dia, makanya begitu  |
| Speaker 5 : | Tapi gak semua orang gitu doh<br><b>EN:</b> But not everyone is like that<br><b>ID:</b> Tapi tidak semua orang begitu   |
| Speaker 4 : | Kelen kek gitu aku dah bosan dah bekerak ka lama kali sama dia sampek gaadak pembahasan lagi<br><b>EN:</b> You guys, I've had enough, it's been a long time, no more topics<br><b>ID:</b> Kalian, aku sudah bosan, sudah lama sekali, tidak ada pembahasan lagi |
| Speaker 3 : | Poin plus diawal doang<br><b>EN:</b> Only good in the beginning<br><b>ID:</b> Poin plus hanya di awal   |
| Speaker 2 : | Tapi kan kita emng plus diawal juga<br><b>EN:</b> But we were good in the beginning too<br><b>ID:</b> Tapi kita juga bagus di awal  |
| Speaker 1 : | Makanya kata dia ko gak gelik gitu<br><b>EN:</b> That's why he said you're not disgusted<br><b>ID:</b> Makanya dia bilang kamu tidak geli   |
| Speaker 4 : | Geli? Diapain tuh?  |

---

**EN:** Disgusted? Why?

**ID:** Geli? Kenapa?

---

Speaker 1 : Bukann kan cowok ad yang gelik gitu kalo di spam spam terus

**EN:** No, some guys get disgusted if you keep spamming them

**ID:** Tidak, kan ada cowok yang geli kalau terus di-spam

---

Speaker 2 : Kemaren kan dia ad dekat sama anak ppl dia jugak kan

**EN:** Yesterday, he was close to one of his students too

**ID:** Kemarin kan dia dekat sama anak PPL-nya juga

---

Speaker 3 : Weh banyakk kali, muat tu?

**EN:** Wow, a lot, can he fit them all?

**ID:** Wah banyak sekali, bisa muat itu?

---

Speaker 2 : Bukan, kawannya kawan dia gituuuu

**EN:** No, his friend, his friend like that

**ID:** Bukan, kawannya, kawan dia begitu

---

Speaker 1 : Haa itu maknya dia agak gelik gituu

**EN:** That's why he's a bit disgusted

**ID:** Itu makanya dia agak geli

---

Speaker 2 : Mungkin karna dia bisa di bimbing

**EN:** Maybe because he can be guided

**ID:** Mungkin karena dia bisa dibimbing

---

Speaker 3 : Bukan di bimbing tu

**EN:** Not guided

**ID:** Bukan dibimbing

---

Speaker 2 : Bukan, maksudnya abang tu lebih dominan gitu

**EN:** No, I mean that guy is more dominant

**ID:** Bukan, maksudnya abang itu lebih dominan

---

Speaker 4 : Dia tu modelan orang gabisa di bimbing

**EN:** He's the kind of person who can't be guided

**ID:** Dia tipe orang yang tidak bisa dibimbing

---



|             |   |
|-------------|---|
| Speaker 2 : | Kek aku di panggil adek tu aku dah gelik tu hahaha<br><br><b>EN:</b> If I were called little brother, I'd be disgusted too, hahaha<br><b>ID:</b> Kalau aku dipanggil adek, aku sudah geli, hahaha |
| Speaker 4 : | Kami yang gelik dengarnya doh, sur sini ko<br><br><b>EN:</b> We're disgusted hearing it, come here<br><b>ID:</b> Kami yang geli dengarnya, datang ke sini   |
| Speaker 2 : | Sur sini laaa<br><br><b>EN:</b> Come here<br><b>ID:</b> Ke sini lah   |
| Speaker 4 : | Gada abang tu tenang aja<br><br><b>EN:</b> There's no brother, don't worry<br><b>ID:</b> Tidak ada abang itu, tenang saja   |
| Speaker 3 : | Oh di meulaboh<br><br><b>EN:</b> Oh, in Meulaboh<br><b>ID:</b> Oh di Meulaboh   |
| Speaker 2 : | Ih dah gaajak- ajak lagi wak<br><br><b>EN:</b> You never invite us anymore<br><b>ID:</b> Ih, tidak mengajak lagi  |
| Speaker 1 : | Semoga langgeng<br><br><b>EN:</b> Hope you last long<br><b>ID:</b> Semoga langgeng  |
| Speaker 4 : | Jawab dulu pertanyaan ku<br><br><b>EN:</b> Answer my question first<br><b>ID:</b> Jawab dulu pertanyaan ku  |
| Speaker 1 : | Apa?<br><br><b>EN:</b> What?<br><b>ID:</b> Apa?   |
| Speaker 4 : | Dimana dia kerja? At least taulah ko pasti<br><br><b>EN:</b> Where does he work? You certainly know that<br><b>ID:</b> Dimana dia kerja? Kamu pasti tau kan?                                      |

|             |  |
|-------------|--|
| Speaker 1 : | Kontraktor dia kek, teknik sipil<br><b>EN:</b> He's a contractor, civil engineering<br><b>ID:</b> Dia kontraktor, teknik sipil   |
| Speaker 4 : | Oiya, one last question, one last question, ada tiktok dia?<br><b>EN:</b> Oh yeah, one last question, one last question, does he has a TikTok?<br><b>ID:</b> Oh iya, satu pertanyaan terakhir, satu pertanyaan terakhir, dia ada TikTok?           |
| Speaker 2 : | Iyaa tenang ajaa<br><b>EN:</b> Yeah, don't worry<br><b>ID:</b> Iya tenang saja   |
| Speaker 4 : | Serius ko?<br><b>EN:</b> Are you serious?<br><b>ID:</b> Serius kamu?   |
| Speaker 2 : | Iya tenang aja<br><b>EN:</b> Yeah, don't worry<br><b>ID:</b> Iya tenang saja   |
| Speaker 4 : | Kami pulang jam 8.00, kami beli waktu premium kami ada lebih 9 menit<br><b>EN:</b> We're going home at 8.00, we bought premium time, we have 9 extra minutes<br><b>ID:</b> Kami pulang jam 8.00, kami beli waktu premium, kami punya lebih 9 menit |
| Speaker 1 : | Sini ros woi<br><b>EN:</b> Come here<br><b>ID:</b> Ke sini   |
| Speaker 2 : | Dah dah lanjut lagi<br><b>EN:</b> Let's continue<br><b>ID:</b> Sudah, lanjut lagi  |
| Speaker 1 : | Mute aja gasih?<br><b>EN:</b> Should we mute it?<br><b>ID:</b> Mute saja?  |

- Speaker 4 : Ngapain di mute, tenang aja, jadi kekmana cerita
- EN:** Why mute it, don't worry, so what about the story?  
**ID:** Kenapa di mute, tenang saja, jadi bagaimana ceritanya?
- 
- Speaker 1 : Jadi gini ceritanya , kakak sepupu aku, boleh gak aku kenalin nomor si rehan tu, kan aku maksudnya aku ya walopun dah p3k, ya kan. Gak kenal gitu yekan, bestu kan mamak aku bilang, tapi nyari yg orng banda
- EN:** So, here's the story, my cousin, can I introduce Rehan's number? I mean, even though I've been rejected, I don't know, right? My mom said to find someone from Banda  
**ID:** Jadi gini ceritanya, kakak sepupu aku, boleh tidak aku kenalkan nomor Rehan itu, maksudku ya walaupun sudah p3k, ya kan. Tidak kenal begitu ya kan, ibuku bilang, tapi cari yang orang Banda
- 
- Speaker 2 : Emang mamaknya woe
- EN:** Is it really his mom?  
**ID:** Memang ibunya woe
- 
- Speaker 1 : Bestu ak blng emang dah ada cowok
- EN:** He said he already has a boyfriend  
**ID:** Dia bilang sudah ada cowok
- 
- Speaker 4 : Oiya?
- EN:** Oh yeah?  
**ID:** Oh iya?
- 
- Speaker 1 : Gak jugak si, bestu an, aku blng nnti aja jodoh jodoh tu biar aku ari sendiri aja nanti, karna aku tipe yang ilfil an gitu, akanya aku harus tau apa yang aku mau, teros besoknya langsung kerumah abangnya
- EN:** Not really, I said let's leave it to fate, I'm the type who gets turned off easily, so I need to know what I want, then the next day I went to his brother's house  
**ID:** Tidak juga, aku bilang nanti saja jodoh-jodoh itu biar aku sendiri saja nanti, karena aku tipe yang mudah ilfil, jadi aku harus tahu apa yang aku mau, terus besoknya langsung ke rumah abangnya
- 
- Speaker 4 : Bukan cara ketemunya yang aku tanyak hai nong
- EN:** That's not what I asked  
**ID:** Bukan cara ketemunya yang aku tanya
-

Speaker 1 : 

---

Jadi gini ko ingat kakak yang sering awak ppl tu, ha kakak tu tanyak-tanyak cowok” , kek kenalin la 1 segala macam, bestu kakak tu bilang aku gatau tipe ko yang kek mana, nanti gaau ko kalok ku kenalin, yaudah tipe orang people nearby aja kubilang, dah bestu jadikan di line tu aja kan, inilah kan ku install la line tu an, nah di line tu kan bisa pilih, ku pilih lah yang ganteng ganteng ajja, manusia wi lah tapi

**EN:** So, remember the girl who often hangs out with us? She asked about guys, like, introduce me to one, and she said she doesn't know my type, so I said just people nearby, then I installed the app, and chose the handsome ones, like humans

**ID:** Jadi ingat kakak yang sering ikut kita itu, dia tanya-tanya cowok, seperti kenalkan satu segala macam, terus dia bilang dia tidak tahu tipe aku yang bagaimana, jadi aku bilang tipe orang yang dekat saja, terus aku instal aplikasi itu, dan pilih yang ganteng-ganteng saja, seperti manusia

Speaker 4 : 

---

Awak kalo itu milih tobrut, tobrut banyak

**EN:** If you choose like that, there are many

**ID:** Kalau kamu pilih seperti itu, banyak

Speaker 1 : 

---

Banyak cumak ku gatauu mau nerima apa nggak, tapi aku nggak terima yang kayak gitu

**EN:** Many, but I don't know if I'll accept it, but I don't accept things like that

**ID:** Banyak, cuma aku tidak tahu mau terima apa tidak, tapi aku tidak terima yang seperti itu

Speaker 4 : 

---

Cut off aja kalau ga pas, Lanjut lanjut

**EN:** Just cut off if you do not like, Continue, continue

**ID:** Selesaikan aja kalau tidak suka, Lanjut, lanjut

Speaker 1 : 

---

Bestu kan abang tu abang tu add aku, tapi gak akau confirm la

**EN:** Then that guy added me, but I didn't confirm

**ID:** Terus abang itu add aku, tapi aku tidak konfirmasi

Speaker 3 : 

---

Oh jadi klo mau confirm dari aplikasi tu harus mutual?

**EN:** Oh, so to confirm in the app, it has to be mutual?

**ID:** Oh jadi kalau mau konfirmasi dari aplikasi itu harus saling?

---

|             |  |
|-------------|--|
| Speaker 1 : | <p>Iyaa bialar enak bis ketemu jadi enak</p> <p><b>EN:</b> Yes, so it's easier to meet</p> <p><b>ID:</b> Iya biar enak bisa ketemu</p>   |
| Speaker 3 : | <p>Udah ketemu?</p> <p><b>EN:</b> Already met?</p> <p><b>ID:</b> Sudah ketemu?</p>   |
| Speaker 1 : | <p>Udahh, bestu disitu kita bisa banyakk pilih, tapi gak seasikk aang ni, Cuma sekedar-sekedar aja, Cuma sama abangni lah baru jauh kali, kayak udah kenal lama, besoknya langsung di move, kayaknya dia wa, manatu uad selingkuhannya gtu kannn, dah bestu kenalan</p> <p><b>EN:</b> Yes, then we can choose a lot there, but not as fun as this guy, just casually, only with this guy, it's different, like we've known each other for a long time, the next day we met, I think he had another girl, then we got to know each other</p> <p><b>ID:</b> Sudah, di situ kita bisa banyak pilih, tapi tidak seasyik yang ini, cuma sekedar-sekedar saja, cuma sama abang ini baru beda, seperti sudah kenal lama, besoknya langsung ketemu, kayaknya dia punya selingkuhan, terus kita kenalan</p> |
| Speaker 2 : | <p>Keknya aku harus cari kenalan</p> <p><b>EN:</b> I think I should find an acquaintance</p> <p><b>ID:</b> Sepertinya aku harus cari kenalan</p>   |
| Speaker 1 : | <p>Tapi ko dah ada doh</p> <p><b>EN:</b> But you already have one</p> <p><b>ID:</b> Tapi kamu sudah ada</p>  |
| Speaker 2 : | <p>Ha coba spill yang tadi dah mood aku ni</p> <p>Ha coba spill yang tadi dah mood aku ni</p> <p><b>EN:</b> Let me share what got me in the mood just now</p> <p><b>ID:</b> Coba ceritakan yang tadi, sudah mood aku nih</p>   |
| Speaker 1 : | <p>Yang mana?</p> <p><b>EN:</b> Which one?</p> <p><b>ID:</b> Yang mana?</p>  |
| Speaker 2 : | <p>Yang tadi, dah mood aku nih, yang beliau tadi</p>   |

|             |  |
|-------------|--|
|             | <b>EN:</b> That one, it got me in the mood, about him<br><b>ID:</b> Yang tadi, sudah mood aku nih, yang dia tadi   |
| Speaker 4 : | Bukan Cuma beliau semua laki-laki<br><br><b>EN:</b> Not just him, all guys<br><b>ID:</b> Bukan cuma dia, semua laki-laki   |
| Speaker 1 : | Ni aku cerita sama kalian aja ni<br><br><b>EN:</b> I'm just telling you guys<br><b>ID:</b> Ini aku cerita sama kalian saja   |
| Speaker 4 : | Semua orang tau ni<br><br><b>EN:</b> Everyone knows<br><b>ID:</b> Semua orang tahu   |
| Speaker 3 : | Semua kawan-kawan aku tau<br><br><b>EN:</b> All my friends know<br><b>ID:</b> Semua kawan-kawan aku tahu   |
| Speaker 4 : | Semua PBI tau ni<br><br><b>EN:</b> All of PBI knows<br><b>ID:</b> Semua PBI tahu   |
| Speaker 1 : | Ish nanti dah gajdi ain<br><br><b>EN:</b> Then it won't be a secret<br><b>ID:</b> Nanti tidak jadi rahasia   |
| Speaker 4 : | Ni biar pressure ko kuat gtu, kan kalo pressure ko kuat jaddinya kek eshhh<br><br><b>EN:</b> To keep your pressure strong, like, eh hh<br><b>ID:</b> Biar tekananmu kuat, kan kalau tekanannya kuat jadi eshhh   |
| Speaker 1 : | Tapi tergantung ko nya jugak tergantung ko nya jugak ,ko maunya yg serius apa hts<br><br><b>EN:</b> But it depends on you, do you want something serious or just for fun<br><b>ID:</b> Tapi tergantung kamu juga, kamu maunya yang serius atau cuma untuk bersenang-senang |

Speaker 4 : Ohh hts, hubungan yang terus-terusan sex

**EN:** Oh, fun, continuous sex relationship

**ID:** Ohh hts, hubungan yang terus-terusan seks

Speaker 1 : lh ih, ni otakko rusak kali

**EN:** Oh, fun, continuous sex relationship

**ID:** Ohh hts, hubungan yang terus-terusan seks

Speaker 1 : Tapi keknya dia dah tamat dah

**EN:** But I think he's graduated

**ID:** Tapi sepertinya dia sudah tamat

Speaker 4 : Tamat s nya s berapa?

**EN:** Graduated, with what degree?

**ID:** Tamat, S berapa?

Speaker 1 : S?, oh s1 dia

**EN:** Degree? Oh, S1

**ID:** S? Oh, S1

Speaker 4 : Kerja dimana disini?

**EN:** Where does he work here?

**ID:** Kerja dimana di sini?

Speaker 1 : Ngga dia di luar, Cuma dia jadi pemantau

**EN:** No, he's outside, he's just a supervisor

**ID:** Tidak, dia di luar, cuma jadi pemantau

Speaker 2 : Oh ga level sama kita sama dia

**EN:** Oh, we are not his level

**ID:** Oh, kita bukan level dia

Speaker 3

## Appendix D Documentations of Observation

Picture 1 Documentation of Observations





## Appendix E Questions of Interview

### Questions for Interviews:

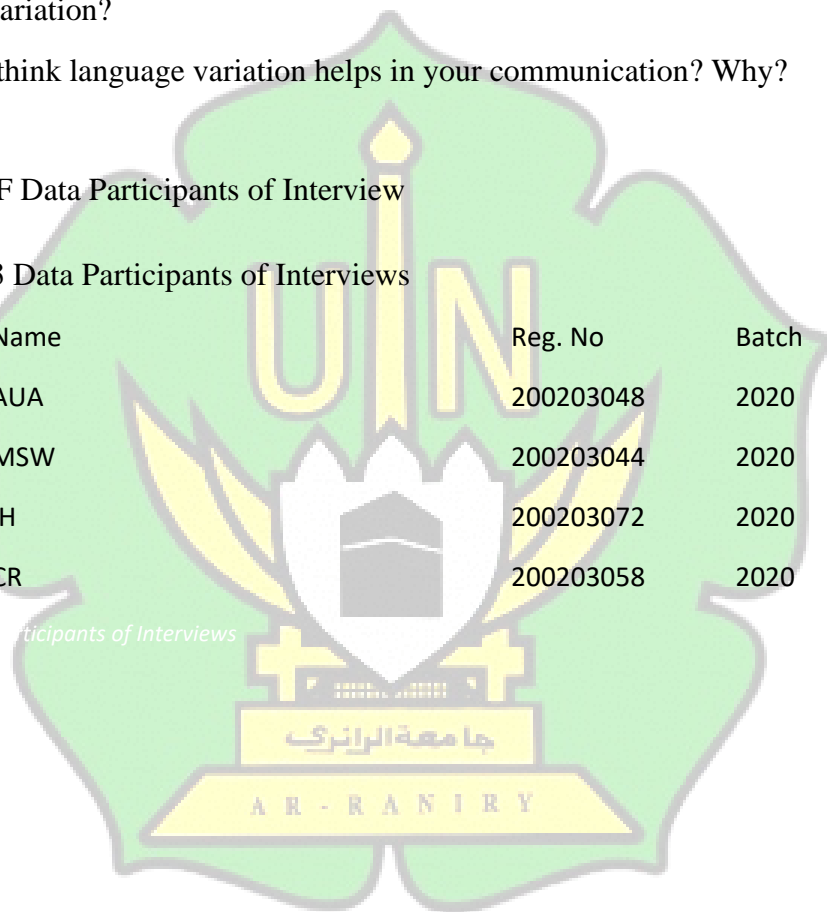
1. How do you perceive language variation and its role in everyday communication?
2. Have you ever used different forms of language variation? Can you give examples?
3. In your opinion, what motivates you or factors to use specific forms of language variation?
4. Do you think language variation helps in your communication? Why?

## Appendix F Data Participants of Interview

Table 3 Data Participants of Interviews

| No | Name | Reg. No   | Batch |
|----|------|-----------|-------|
| 1  | AUA  | 200203048 | 2020  |
| 2  | MSW  | 200203044 | 2020  |
| 3  | IH   | 200203072 | 2020  |
| 4  | CR   | 200203058 | 2020  |

Participants of Interviews



## Appendix G Transcribe of Interviews

Audio 1 : AUA

Table 4 Transcribe of Interview AUA

|       |   |
|-------|---|
| Humam | : Halo AUA, how are you today?  |
|       | <i>EN: Hello AUA, how are you today?</i>  |
|       | <i>ID: Halo AUA, bagaimana kabarmu hari ini?</i>  |
| AUA   | : I'm very fine.  |
|       | <i>EN: I'm very well.</i>   |
|       | <i>ID: Saya sangat baik.</i>  |
| Humam | : I'm Humam Asrawi, the interviewer today. I want to ask you some questions about my research. The first question is how you perceived language variation and its role in everyday communication.   |
|       | <i>EN: I'm Humam Asrawi, the interviewer today. I want to ask you some questions about my research. The first question is how you perceive language variation and its role in everyday communication.</i>   |
|       | <i>ID: Saya Humam Asrawi, pewawancara hari ini. Saya ingin menanyakan beberapa pertanyaan tentang penelitian saya. Pertanyaan pertama adalah bagaimana Anda memandang variasi bahasa dan perannya dalam komunikasi sehari-hari.</i>   |
| AUA   | : Jadi maksudnya tadi adalah bagaimana saya memandang variasi bahasa dalam kehidupan sehari-hari? Jadi menurut saya variasi bahasa itu adalah sistem kebahasaan yang dibedakan berdasarkan faktor-faktor tertentu. Misalnya saya Jadi maksudnya tadi adalah bagaimana saya memandang variasi bahasa dalam kehidupan sehari-hari? Jadi menurut saya variasi bahasa itu adalah sistem kebahasaan yang dibedakan berdasarkan faktor-faktor tertentu. Misalnya saya sebagai native Indonesia kadang memasukkan bahasa Inggris ke dalam percakapan saya atau bahasa Aceh kalau kita bilang. Untuk menggunakan suatu hal kita harus menggunakan bahasa itu agar terlihat lebih keren. |
|       | <i>EN: So, you mean how I perceive language variation in everyday life? In my opinion, language variation is a linguistic system that is differentiated based on certain factors. For example, as a native</i>  |

---

*Indonesian, I sometimes insert English into my conversations or use Acehnese, as we say. To talk about something, we use that language to make it sound cooler.*

**ID:** *Jadi maksudnya tadi adalah bagaimana saya memandang variasi bahasa dalam kehidupan sehari-hari? Menurut saya, variasi bahasa itu adalah sistem kebahasaan yang dibedakan berdasarkan faktor-faktor tertentu. Misalnya, saya sebagai orang Indonesia asli kadang memasukkan bahasa Inggris ke dalam percakapan saya atau menggunakan bahasa Aceh, seperti yang kita katakan. Untuk membicarakan sesuatu, kita menggunakan bahasa itu agar terdengar lebih keren. sebagai native Indonesia kadang memasukkan bahasa Inggris ke dalam percakapan saya atau bahasa Aceh kalau kita bilang. Untuk menggunakan suatu hal kita harus menggunakan bahasa itu agar terlihat lebih keren.*

Humam : *Oke. Have you ever used different forms of language variations? Can you give me examples?*

**EN:** *Okay. Have you ever used different forms of language variations? Can you give me examples?*

**ID:** *Oke. Apakah Anda pernah menggunakan berbagai bentuk variasi bahasa? Bisakah Anda memberikan contoh?*

AUA : *Penggunaan? Apakah saya pernah menggunakan? Saya sangat sering menggunakan tergantung situasi dan keadaan. Misalnya dalam kata, dalam situasi kelas misalnya yang memanas gara-gara kawan, saya sering bilang chill bro atau kalem-kalem atau mungkin dalam keadaan stress mungkin, saya bilang ke kawan saya, eh aku mau pergi bentar ya mau healing, mau icebreaker gitu, icebreaking untuk my spirit mind gitu, pikiran saya yang kacau gitu.*

**EN:** *Usage? Have I ever used it? I use it very often depending on the situation and circumstances. For example, in words, in a heated classroom situation caused by a friend, I often say "chill bro" or "kalem-kalem." Or maybe in a stressful situation, I tell my friend, "Hey, I need to go for a bit, I need some healing, I need an icebreaker", something like icebreaking for my spirit and mind when it's in chaos.*

**ID:** *Penggunaan? Apakah saya pernah menggunakan? Saya sangat sering menggunakannya tergantung situasi dan keadaan. Misalnya, dalam kata-kata, dalam situasi kelas yang memanas karena teman,*

---

---

*saya sering bilang "chill bro" atau "kalem-kalem." Atau mungkin dalam keadaan stres, saya bilang ke teman saya, "Eh, aku mau pergi sebentar ya, mau healing, mau icebreaker", seperti icebreaking untuk pikiran dan jiwa saya yang sedang kacau.*

---

Humam : Anything else? Maybe if it is with your friends?

**EN:** *Anything else? Maybe if it's with your friends?*

**ID:** *Ada lagi? Mungkin kalau dengan teman-temanmu?*

---

AUA : With my friends? Ya saya lumayan sering menggunakan, contohnya lagi dalam keadaan, apa sih ya?

**EN:** *With my friends? Yes, I use it quite often. For example, in situations like, what is it?*

**ID:** *Dengan teman-teman saya? Ya, saya lumayan sering menggunakannya. Misalnya dalam keadaan, apa ya?*

---

Humam : Vulgar situation? Kayak kata-kata kasar gitu?

**EN:** *Vulgar situations? Like using swear words?*

**ID:** *Situasi vulgar? Seperti menggunakan kata-kata kasar?*

---

AUA : Mungkin kalo saya terkejut gitu. Shit gitu atau ih apasih ini fucek kali ni. Ni liat ni gambarnya. Gitu. Atau mungkin ada kawan saya yang kelakuannya gak senonoh atau cuman bermalas-malasan tiduran sehari-hari di kamar dia seperti wanker saya bilang dia.

**EN:** *Maybe when I'm surprised like "Shit" or "ih apasih ini fucek kali ni". Look at this picture. Like that. Or maybe when there's a friend of mine behaving inappropriately or just being lazy lying around all day in his room like a wanker, I call him out on it.*

**ID:** *Mungkin ketika saya kaget seperti "Shit" atau "ih apasih ini fucek kali ni". Lihat ini gambarnya. Begitu. Atau mungkin ketika ada teman saya yang bertingkah tidak pantas atau hanya malas-malasan tiduran sepanjang hari di kamarnya seperti seorang wanker, saya menegurnya.*

---

Humam : Oo oke.

**EN:** *Oh okay.*

**ID:** *Oh oke.*

---

- AUA : Wanker sialan yang bermalas-malasan.  
*EN: Lazy asshole wanker.*  
*ID: Orang malas sialan.*
- 
- Humam : Oo oke baik.  
*EN: Oh okay, sure.*  
*ID: Oh oke, tentu.*
- 
- Humam : Kalau misalnya jargon, pernah denger?  
*EN: Have you ever heard of jargon?*  
*ID: Pernahkah Anda mendengar tentang jargon?*
- 
- AUA : Jargon singkatan?  
*EN: Abbreviated jargon?*  
*ID: Jargon yang disingkat?*
- 
- Humam : Jargon kayak istilah-istilah khusus yang digunakan dalam sebuah kelompok.  
*EN: Jargon like specific terms used within a group.*  
*ID: Jargon seperti istilah-istilah khusus yang digunakan dalam sebuah kelompok.*
- 
- AUA : Dalam kelompok? Misalnya NGL atau PPL?  
*EN: Within a group? Like NGL or PPL?*  
*ID: Dalam kelompok? Seperti NGL atau PPL?*
- 
- Humam : Aaa iya, something like that.  
*EN: Ah, yes, something like that.*  
*ID: Ah, iya, seperti itu.*
- 
- AUA : Ppl kayak people gitu? Atau PPL praktik gitu, praktik kerja lapangan? Atau singkatan lain gitu kayak NGL not gonna lie atau NVM nevermind.  
*EN: Ppl like people? Or PPL like practical, like fieldwork? Or other abbreviations like NGL for "not gonna lie" or NVM for "nevermind."*
-

- 
- ID:** *Ppl kayak orang-orang gitu? Atau PPL seperti praktik, seperti kerja lapangan? Atau singkatan lain seperti NGL untuk "not gonna lie" atau NVM untuk "nevermind."*
- 
- Humam : Ooo bisa, bisa juga. Tapi itu disebutkan dalam speaking atau dalam tulisan?
- EN:** *Oh, I see, it can be both. But is it mentioned in speaking or in writing?*
- ID:** *Oh, saya mengerti, bisa jadi keduanya. Tapi apakah itu disebutkan dalam pembicaraan atau dalam tulisan?*
- 
- AUA : Kalo itu mungkin lebih dalam kearah tulisan si ya.
- EN:** *Yeah, it's probably more towards writing.*
- ID:** *Ya, mungkin lebih condong ke arah tulisan.*
- 
- Humam : Kalo yang dalam speaking ni?
- EN:** *How about those used in speaking?*
- ID:** *Bagaimana dengan yang digunakan dalam pembicaraan?*
- 
- AUA : Karena kita dalam situasi akademik ni, mungkin saya lebih banyak nanya "eh kamu semester ini berapa sks (system kredit semester) atau eh kamu KPM dimana (karena kita pun lagi dalam situasi KPM)?"
- EN:** *Since we're in an academic situation, maybe I'd ask more like, "Hey, how many credits are you taking this semester (system credit semester) or hey, where's your KPM (since we're also in a KPM situation)?"*
- ID:** *Karena kita berada dalam situasi akademik, mungkin saya akan bertanya lebih banyak seperti, "Hei, berapa sks yang kamu ambil semester ini (system kredit semester) atau hei, dimana KPM kamu (karena kita juga berada dalam situasi KPM)?"*
- 
- Humam : Ada lagi? Kalo semisal nya bahasa sehari-hari yang digunakan? Colokial types
- EN:** *Anything else? Like, for example, everyday language used? Colloquial types.*
- ID:** *Ada lagi? Seperti, misalnya, bahasa sehari-hari yang digunakan? Jenis kolokial.*
-

- 
- AUA : Misalnya, gue sering pake dude dalam percakapan sehari-hari. C'mon dude, mudah tuh, gak susah itu.
- EN: For example, I often use "dude" in everyday conversations.  
"C'mon dude, it's easy, it's not that hard."*
- ID: Misalnya, gue sering pake "dude" dalam percakapan sehari-hari.  
"C'mon dude, mudah tuh, gak susah itu."*
- 
- Humam : Oo oke. Ada lagi? Oke, we gonna continue to other question. In your opinion, what motivates you or factors to use specific forms of language variation?
- EN: Oh okay. Anything else? Alright, let's continue to another question. In your opinion, what motivates you or what are the factors that lead you to use specific forms of language variation?*
- ID: Oh oke. Ada lagi? Baiklah, mari lanjut ke pertanyaan lain.  
Menurut pendapatmu, apa yang memotivasi kamu atau faktor-faktor apa yang menyebabkan kamu menggunakan bentuk variasi bahasa tertentu?*
- 
- AUA : Ni factor dan motivation nya untuk menggunakan variasi bahasa ini? Jadi faktor, banyak faktor sebenarnya. Pertama lingkungan saya, mungkin lingkungan pertemanan yang banyak kawan-kawan yang menggunakan bahasa sehari-hari. Mungkin juga faktor kampus. Faktor jurusan bahasa Inggris yang saya ambil mungkin dengan banyaknya vocabulary yang saya terima. Bisa saya gunakan dalam bahasa saya sehari-hari. Itu faktor dan motivasinya.
- EN: So, the factors and motivations for using this language variation? Well, there are many factors actually. Firstly, my environment, perhaps the social circle with many friends who use everyday language. Maybe also the campus factor. The English language department I'm in, perhaps with the abundance of vocabulary I acquire, I can use it in my daily language. Those are the factors and motivations.*
- ID: Jadi, faktor dan motivasinya untuk menggunakan variasi bahasa ini? Nah, sebenarnya ada banyak faktor. Pertama, lingkungan saya, mungkin lingkungan sosial dengan banyak teman yang menggunakan bahasa sehari-hari. Kemudian, mungkin juga faktor kampus. Faktor dari jurusan bahasa Inggris yang saya ambil, mungkin dengan banyaknya kosakata yang saya pelajari, saya bisa menggunakannya*
-



|       |  |
|-------|--|
|       | <i>dalam bahasa sehari-hari saya. Itu adalah faktor-faktor dan motivasinya.</i>  |
| Humam | : Kalau faktor ekonomi mungkin bakal berpengaruh?<br><br><i>EN: Would economic factors possibly have an influence?</i><br><br><i>ID: Apakah faktor ekonomi mungkin akan berpengaruh?</i>   |
| AUA   | : Faktor ekonomi menurut saya enggak.<br><br><i>EN: Economic factors, in my opinion, wouldn't.</i><br><br><i>ID: Menurut saya, faktor ekonomi tidak.</i>   |
| AUA   | : Enggak.<br><br><i>EN: Nope.</i><br><br><i>ID: Tidak.</i>   |
| Humam | : Enggak berpengaruh. Oke.<br><br><i>EN: Doesn't have an impact. Okay.</i><br><br><i>ID: Tidak berpengaruh. Baiklah.</i>   |
| AUA   | : Jadi, mungkin orang-orang tu bisa menggunakan language variations.<br><br><i>EN: So, people could possibly use language variations.</i><br><br><i>ID: Jadi, mungkin orang-orang bisa menggunakan variasi bahasa.</i>   |
| Humam | : Kalau misalnya ada kira-kira perbedaan bahasa digunakan dari orang yang berbeda-beda daerah, ada kemungkinan variasi bahasa enggak?<br><br><i>EN: If there are differences in language used by people from different regions, is there a possibility of language variation?</i><br><br><i>ID: Jika ada perbedaan dalam bahasa yang digunakan oleh orang-orang dari daerah yang berbeda, apakah ada kemungkinan variasi bahasa?</i> |
| AUA   | : Variasi bahasa ada, mungkin bukan bahasa Inggris, bahasa Aceh, bahasa daerah, mungkin bahasa Aceh, saya dengan bahasa Aceh. Humam berbeda. Beberapa kosa kata seperti, kami disana bilang pendek, itu tuet. Mungkin kalian bilang panek, gitu.<br><br><i>EN: There are language variations, maybe not English, but Acehnese, local languages, maybe Acehnese, mine with Acehnese. Humam's</i>                                      |



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*different. Some vocabulary like, we say "pendek" there, it's "tuet". Maybe you guys say "panek", like that.*

*ID: Variasi bahasa ada, mungkin bukan bahasa Inggris, tetapi bahasa Aceh, bahasa daerah, mungkin bahasa Aceh, saya dengan bahasa Aceh. Humam berbeda. Beberapa kosakata seperti, kami di sana mengatakan "pendek", itu "tuet". Mungkin kalian mengatakan "panek", begitu.*

---

Humam : Oke iya. Tapi itu bisa jadi pengaruh ya?

*EN: Okay, yeah. But that could be influential, right?*

*ID: Oke iya. Tapi itu bisa memiliki pengaruh, kan?*

---

AUA : Faktor juga, faktor daerah mempengaruhi juga variasi bahasa.

*EN: Factors as well, regional factors also influence language variations.*

*ID: Ya, faktor juga, faktor daerah juga mempengaruhi variasi bahasa.*

---

Humam : Okay, we continue the last part. Do you think language variation helps in your communication?

*EN: Alright, let's continue with the last part. Do you think language variation helps in your communication?*

*ID: Baiklah, kita lanjutkan bagian terakhir. Apakah menurutmu variasi bahasa membantu dalam komunikasimu?*

---

AUA : Wah, it's very very helpful. Menurut saya itu sangat... sangat berpengaruh, membantu dalam bahasa saya. Dengan language variation, mungkin informasi yang saya sampaikan kepada teman saya lebih tersampaikan secara runtut dan jelas dan saya menjadi lebih ekspresif dalam penggunaan language variation. Ga kaku lah, gak baku Cuma terpatok di bahasa Indonesia.

*EN: Wow, it's very very helpful. In my opinion, it's very... very influential, helpful in my language. With language variation, maybe the information I convey to my friends is conveyed more sequentially and clearly, and I become more expressive in using language variation. Not stiff, not rigid, just confined to Indonesian.*

*ID: Wah, itu sangat sangat membantu. Menurut saya itu sangat... sangat berpengaruh, membantu dalam bahasa saya. Dengan variasi bahasa, mungkin informasi yang saya sampaikan kepada teman-*

---

---

*teman saya lebih tersampaikan secara runtut dan jelas, dan saya menjadi lebih ekspresif dalam penggunaan variasi bahasa. Tidak kaku, tidak kaku, hanya terbatas pada bahasa Indonesia.*

---

Humam : Oke.

**EN:** *Okay.*

**ID:** *Baiklah.*

AUA : Selow bek goyang. Selow itu bahasa Inggris. Mungkin lebih tersampaikan.

**EN:** *"Chill and sway". "Selow" is in English. Maybe it's conveyed better.*

**ID:** *"Chill and sway". "Selow" itu dalam bahasa Inggris. Mungkin lebih tersampaikan.*

Humam : Oo oke. Selow ya.. selow. Mungkin itu bisa masuk ke variasi bahasa ya.

**EN:** *Oh okay. "Selow" yeah.. "selow". Maybe that can be included in language variation, yeah.*

**ID:** *Oh oke. "Selow" ya.. "selow". Mungkin itu bisa dimasukkan ke dalam variasi bahasa, ya.*

AUA : Ada lagi kira-kira yang variasi bahasa yang pernah digunakan?

**EN:** *Are there any other language variations that have been used?*

**ID:** *Apakah ada variasi bahasa lain yang pernah digunakan?*

Humam : Selain yang mungkin yang sering digunakan ya, hana level misalnya.

**EN:** *Besides the ones that are commonly used, like "hana level" for example.*

**ID:** *Selain yang sering digunakan, seperti "hana level" misalnya.*

AUA : Oh iya, hana level.

**EN:** *Oh yeah, "hana level".*

**ID:** *Oh iya, "hana level".*

Humam : Kok gak makan disitu?

**EN:** *Why aren't you eating there?*

---

|  |  |
|--|--|
|  | <i>ID: Why aren't you eating there?</i>  |
| AUA  | : Aku hana level makan disitu.<br><i>EN: I'm "hana level" eating there.</i><br><i>ID: Aku "hana level" makan disitu.</i>   |
| Humam                                      | : Oke AUA, thank you so much for your time. Thank you so much for your participation in my research. I hope you, I wish you luck in your research also. That's all. Assalamualaikum Wr Wb.<br><i>EN: Okay AUA, thank you so much for your time. Thank you very much for participating in my research. I wish you the best of luck with your research as well. That's all. Assalamualaikum Wr Wb.</i><br><i>ID: Oke AUA, terima kasih banyak atas waktumu. Terima kasih banyak atas partisipasimu dalam penelitian saya. Saya berharap, saya mengharapkan keberuntungan dalam penelitianmu juga. Itu saja. Assalamualaikum Wr Wb.</i> |
| AUA  | : Wa'alaikumsalam Wr Wb.<br><i>EN: Wa'alaikumsalam Wr Wb.</i><br><i>ID: Wa'alaikumsalam Wr Wb.</i>   |
| <b>Audio 2</b>                             | <b>: MSW</b>   |
| <b>Table 5 Transcribe of Interview MSW</b> |  |
| Humam                                      | : Assalamu'alaikum warahmatullahi wabarakatuh<br><i>EN: Assalamu'alaikum warahmatullahi wabarakatuh.</i><br><i>ID: Assalamu'alaikum warahmatullahi wabarakatuh</i>   |
| MSW  | : Waalaikumsalam Wr Wb<br><i>EN: Waalaikumsalam Wr Wb.</i><br><i>ID: Waalaikumsalam Wr Wb</i>  |
| Humam                                      | : Hello MSW, good morning<br><i>EN: Hello MSW, good morning.</i><br><i>ID: Hello MSW, selamat pagi.</i>  |
| MSW  | : Hello<br><i>EN: Hello.</i><br><i>ID: Hello.</i>  |

- Humam : How are you today?  
**EN:** *How are you today?*  
**ID:** *Bagaimana kabarmu hari ini?*
- 
- MSW : Not in a good way, but okay.  
**EN:** *Not in a good way, but okay.*  
**ID:** *Tidak dalam keadaan yang baik, tapi baik-baik saja.*
- 
- Humam : Okay, thank you for being my participant in my thesis. I would like to ask some questions regarding my thesis titled A Social Linguistic Analysis of Language Operation English department students of UIN Ar-Raniry. The first question is how do you perceive language variation and its role in everyday communication.  
**EN:** *Okay, thank you for being my participant in my thesis. I would like to ask some questions regarding my thesis titled "A Social Linguistic Analysis of Language Operation English department students of UIN Ar-Raniry." The first question is how do you perceive language variation and its role in everyday communication.*  
**ID:** *Oke, terima kasih telah menjadi partisipan dalam tesis saya. Saya ingin mengajukan beberapa pertanyaan terkait tesis saya yang berjudul "Analisis Sociolinguistik tentang Operasi Bahasa Mahasiswa Jurusan Bahasa Inggris UIN Ar-Raniry." Pertanyaan pertama adalah bagaimana Anda melihat variasi bahasa dan perannya dalam komunikasi sehari-hari.*
- 
- MSW : I see language variation seems like a synonym  
**EN:** *I see language variation seems like a synonym.*  
**ID:** *Saya melihat variasi bahasa seperti sinonim.*
- 
- Humam : Synonym?  
**EN:** *Synonym?*  
**ID:** *Sinonim?*
- 
- MSW : Synonym and it helps to communicate to make it easier to communicate in each situation like in a formal situation you use this word and you change the words in informal situation, so it helps to communicate.  
**EN:** *Synonym and it helps to communicate, to make it easier to communicate in each situation, like in a formal situation you use this word and you change the words in an informal situation, so it helps to communicate.*  
**ID:** *Sinonim dan itu membantu berkomunikasi, membuatnya lebih mudah untuk berkomunikasi di setiap situasi, seperti dalam situasi*
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*formal Anda menggunakan kata ini dan Anda mengganti kata-kata dalam situasi informal, jadi itu membantu berkomunikasi.*

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Humam : So okay the second is have you ever used different forms of language variation can you give examples

**EN:** *So okay, the second is have you ever used different forms of language variation? Can you give examples?*

**ID:** *Jadi oke, yang kedua adalah pernahkah Anda menggunakan berbagai bentuk variasi bahasa? Bisakah Anda memberi contoh?*

---

MSW : Yes, I often use different forms of one word, for example, like, when I ask my father's permission to go out with my friend. I will say like, Yah, izin duduk sama kawan ya, but when I say it to my friend, I will say nongki. So it's a different kind of word but it's one meaning. That's the example that I use in daily.

**EN:** *Yes, I often use different forms of one word. For example, like, when I ask my father's permission to go out with my friend. I will say like, Dad, izin duduk sama kawan ya, but when I say it to my friend, I will say nongki. So it's a different kind of word but it's one meaning. That's the example that I use in daily.*

**ID:** *Ya, saya sering menggunakan berbagai bentuk satu kata. Misalnya, ketika saya meminta izin kepada ayah saya untuk pergi keluar dengan teman saya. Saya akan mengatakan seperti, Yah, izin duduk sama kawan ya, tetapi ketika saya mengatakan itu kepada teman saya, saya akan mengatakan nongki. Jadi itu kata yang berbeda tetapi satu makna. Itu contoh yang saya gunakan sehari-hari.*

---

Humam : Okay. Do you have other words?

**EN:** *Okay. Do you have other words?*

**ID:** *Oke. Apakah Anda punya kata lain?*

---

MSW : Um for the other words i think um i can't really think much of words right now but...

**EN:** *Um, for the other words I think, um, I can't really think much of words right now but...*

**ID:** *Um, untuk kata-kata lain saya pikir, um, saya tidak bisa benar-benar memikirkan banyak kata sekarang tapi...*

---

Humam : So this just mentions the words without telling me the situation, maybe it's a little bit easier for you.

**EN:** *So just mention the words without telling me the situation, maybe it's a little bit easier for you.*

---

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**ID:** Jadi sebutkan saja kata-katanya tanpa memberi tahu saya situasinya, mungkin akan sedikit lebih mudah bagi Anda.

---

MSW : I usually say to my father, to make it more polite, I said, lagi ga bertenaga yah. But I say to my sister, lagi males, so it's kind of different. I say enggak bertenaga to make it more polite, but I say males because I talk to my sister in an informal way. I don't have to be too polite with her.

**EN:** I usually say to my father, to make it more polite, I say, lagi ga bertenaga yah. But I say to my sister, lagi males, so it's kind of different. I say enggak bertenaga to make it more polite, but I say males because I talk to my sister in an informal way. I don't have to be too polite with her.

**ID:** Saya biasanya mengatakan kepada ayah saya, untuk membuatnya lebih sopan, saya berkata, lagi ga bertenaga yah. Tetapi saya mengatakan kepada saudara perempuan saya, lagi males, jadi itu agak berbeda. Saya mengatakan enggak bertenaga untuk membuatnya lebih sopan, tetapi saya mengatakan males karena saya berbicara dengan saudara perempuan saya dengan cara informal. Saya tidak perlu terlalu sopan dengannya.

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Humam : Is it the same meaning of mager as well?

**EN:** Is it the same meaning as mager as well?

**ID:** Apakah itu memiliki makna yang sama dengan mager juga?

---

MSW : Yes, the same meaning as mager as well. I don't really use Magara as much as that.

**EN:** Yes, the same meaning as mager as well. I don't really use mager as much.

**ID:** Ya, makna yang sama dengan mager juga. Saya tidak terlalu sering menggunakan mager.

---

Humam : But you ever use that?

**EN:** But you have used that?

**ID:** Tapi Anda pernah menggunakan itu?

---

MSW : Yes, I have used that.

**EN:** Yes, I have used that.

**ID:** Ya, saya pernah menggunakannya.

---

Humam : Uh the other one, maybe?

**EN:** Uh, the other one, maybe?

**ID:** Uh, yang lain, mungkin?

---



- 
- MSW : The other example like in the English word, I said slay.  
**EN:** *The other example like in the English word, I said slay.*  
**ID:** *Contoh lain seperti dalam kata bahasa Inggris, saya berkata slay.*
- 
- Humam : Okay, slay!  
**EN:** *Okay, slay!*  
**ID:** *Oke, slay!*
- 
- MSW : Which means you kill it you you kill it like you have it you you look beautiful today you're amazing. But I didn't say that to my friends like I always say slay to my best friend but to my friend it's like oh you did amazing like you're beautiful today I don't I don't say slay because it's kind of freak.  
**EN:** *Which means you kill it, you kill it like you have it, you look beautiful today, you're amazing. But I didn't say that to my friends. Like I always say slay to my best friend, but to my other friends it's like "oh, you did amazing", like "you're beautiful today." I don't say slay because it's kind of freaky.*  
**ID:** *Yang berarti kamu membunuhnya, kamu membunuhnya seperti kamu memilikinya, kamu terlihat cantik hari ini, kamu luar biasa. Tetapi saya tidak mengatakan itu kepada teman-teman saya. Seperti saya selalu mengatakan slay kepada sahabat saya, tetapi kepada teman-teman saya yang lain itu seperti "oh, kamu luar biasa", seperti "kamu cantik hari ini." Saya tidak mengatakan slay karena agak aneh.*
- 
- Humam : Okay and the other one. So, you can mentioned as much as you can and you don't have to tell the situation.  
**EN:** *Okay, and the other one. So, you can mention as much as you can and you don't have to tell the situation.*  
**ID:** *Oke, dan yang lain. Jadi, Anda bisa menyebutkan sebanyak yang Anda bisa dan Anda tidak perlu memberi tahu situasinya.*
- 
- MSW : Do you want English word?  
**EN:** *Do you want English words?*  
**ID:** *Apakah Anda menginginkan kata-kata bahasa Inggris?*
- 
- Humam : I prefer English.  
**EN:** *I prefer English.*  
**ID:** *Saya lebih suka bahasa Inggris.*
-

- 
- MSW : okay i'm trying to find more polite words.  
**EN:** *Okay, I'm trying to find more polite words.*  
**ID:** *Oke, saya mencoba mencari kata-kata yang lebih sopan.*
- 
- Humam : Okay, no problem. You can use the vulgar language because it's one of the subtopic.  
**EN:** *Okay, no problem. You can use vulgar language because it's one of the subtopics.*  
**ID:** *Oke, tidak masalah. Anda bisa menggunakan bahasa vulgar karena itu salah satu subtopiknya.*
- 
- MSW : Oh, okay. I have this word with my friend, bitch.  
**EN:** *Oh, okay. I have this word with my friend, bitch.*  
**ID:** *Oh, oke. Saya punya kata ini dengan teman saya, bitch.*
- 
- Humam : Okay!  
**EN:** *Okay!*  
**ID:** *Oke!*
- 
- MSW : We usually say it like bitch, but it actually means like hey.  
**EN:** *We usually say it like bitch, but it actually means like hey.*  
**ID:** *Kami biasanya mengatakannya seperti bitch, tetapi sebenarnya berarti seperti hey.*
- 
- Humam : all right so you call someone with that thing  
**EN:** *All right, so you call someone with that thing.*  
**ID:** *Baiklah, jadi Anda memanggil seseorang dengan hal itu.*
- 
- MSW : Yeah, but only with my best friends.  
**EN:** *Yeah, but only with my best friends.*  
**ID:** *Ya, tapi hanya dengan sahabat saya.*
- 
- Humam : All right.  
**EN:** *All right.*  
**ID:** *Baiklah.*
- 
- MSW : not with other people and we also have this word emmm... Let me remember.  
**EN:** *Not with other people, and we also have this word, um... Let me remember.*  
**ID:** *Tidak dengan orang lain, dan kami juga punya kata ini, um... Biarkan saya ingat.*
-



- 
- Humam : Yeah, yeah, sure.  
**EN:** *Yeah, yeah, sure.*  
**ID:** *Ya, ya, tentu.*
- 
- MSW : Ah, this word, it actually, we adapted it from the movie. It says fetch.  
**EN:** *Ah, this word, we actually adapted it from a movie. It says fetch.*  
**ID:** *Ah, kata ini, sebenarnya kami mengadaptasinya dari film. Itu mengatakan fetch.*
- 
- Humam : Can you spell the word?  
**EN:** *Can you spell the word?*  
**ID:** *Bisa Anda eja kata itu?*
- 
- MSW : F-E-T-C-H. It's from the movie Mean Girls, so fetch has a closer meaning to slay, so it's kind of like you did it, amazing, beautiful, and we also have this word, we also adapted it from a movie, it says as if, as if, it's from the movie Clueless. It's kinda like keluhan. Like, how do we express it? Like when we feel disgusted in some inner condition, like, for example, let me put it in the sentence, like, why you ask to sit in this place? as if  
**EN:** *F-E-T-C-H. It's from the movie Mean Girls, so fetch has a closer meaning to slay, so it's kind of like you did it, amazing, beautiful, and we also have this word, we also adapted it from a movie, it says as if, as if, it's from the movie Clueless. It's kind of like a complaint. Like, how do we express it? Like when we feel disgusted in some situation, like, for example, let me put it in a sentence, like, why you ask to sit in this place? As if.*  
**ID:** *F-E-T-C-H. Itu dari film Mean Girls, jadi fetch memiliki arti yang lebih dekat dengan slay, jadi itu seperti kamu melakukannya, luar biasa, cantik, dan kami juga punya kata ini, kami juga mengadaptasinya dari film, itu mengatakan as if, as if, itu dari film Clueless. Itu seperti keluhan. Seperti, bagaimana kita mengungkapkannya? Seperti ketika kita merasa jijik dalam situasi tertentu, seperti, misalnya, biarkan saya memasukkannya ke dalam kalimat, seperti, mengapa kamu meminta untuk duduk di tempat ini? As if.*
- 
- Humam : Okay, okay, I got this, I got this.  
**EN:** *Okay, okay, I got this, I got this.*  
**ID:** *Oke, oke, saya mengerti ini, saya mengerti ini.*
- 
- MSW : You got it? And we also use... We usually use a dirty word.  
**EN:** *You got it? And we also use... We usually use a dirty word.*
-

|       |   |
|-------|---|
|       | <i><b>ID:</b> Kamu mengerti? Dan kami juga menggunakan... Kami biasanya menggunakan kata kotor.</i>   |
| Humam | : No problem, you can mention it. So imagine like you tell that to me, no problem, it's okay.<br><i><b>EN:</b> No problem, you can mention it. So imagine like you tell that to me, no problem, it's okay.</i><br><i><b>ID:</b> Tidak masalah, Anda bisa menyebutkannya. Jadi bayangkan seperti Anda mengatakannya kepada saya, tidak masalah, tidak apa-apa.</i> |
| MSW   | : But it doesn't mean much.<br><i><b>EN:</b> But it doesn't mean much.</i><br><i><b>ID:</b> Tapi itu tidak berarti banyak.</i>  |
| Humam | : Yeah, yeah, yeah.<br><i><b>EN:</b> Yeah, yeah, yeah.</i><br><i><b>ID:</b> Ya, ya, ya.</i>   |
| MSW   | : Let me find another word, because it's so dirty. Can I have one more word?<br><i><b>EN:</b> Let me find another word, because it's so dirty. Can I have one more word?</i><br><i><b>ID:</b> Biarkan saya mencari kata lain, karena itu sangat kotor. Bolehkah saya memiliki satu kata lagi?</i>   |
| Humam | : Yes, sure.<br><i><b>EN:</b> Yes, sure.</i><br><i><b>ID:</b> Ya, tentu.</i>  |
| MSW   | : But is this an Indonesian word?<br><i><b>EN:</b> But is this an Indonesian word?</i><br><i><b>ID:</b> Tapi apakah ini kata Indonesia?</i>   |
| Humam | : Yes. Yeah, no problem.<br><i><b>EN:</b> Yes. Yeah, no problem.</i><br><i><b>ID:</b> Ya. Ya, tidak masalah.</i>  |
| MSW   | : It's monang.<br><i><b>EN:</b> It's monang.</i><br><i><b>ID:</b> Itu monang.</i>   |
| Humam | : Monang?<br><i><b>EN:</b> Monang?</i><br><i><b>ID:</b> Monang?</i>   |

- 
- MSW : it means monangis so when you taste the food so delicious like oh my god it's so delicious. So when you taste the food.. ihh monang!  
**EN:** *It means monangis, so when you taste the food so delicious like "oh my god it's so delicious." So when you taste the food.. ihh monang!*  
**ID:** *Itu berarti monangis, jadi ketika kamu mencicipi makanan yang sangat enak seperti "oh my god itu sangat enak." Jadi ketika kamu mencicipi makanan.. ihh monang!*
- 
- Humam : Okay, it's amazing. So it's really impressed me anyway okay we continue to the next question. In your opinion, what motivates you or factors to use specific forms of language variations? So, the factors that you use maybe about the geographical research or the environment or the educational background or something like that.  
**EN:** *Okay, it's amazing. So it's really impressed me anyway. Okay, we continue to the next question. In your opinion, what motivates you or factors to use specific forms of language variations? So, the factors that you use maybe about the geographical region or the environment or the educational background or something like that.*  
**ID:** *Oke, itu luar biasa. Jadi itu sangat mengesankan saya. Oke, kita lanjut ke pertanyaan berikutnya. Menurut Anda, apa yang memotivasi Anda atau faktor-faktor yang membuat Anda menggunakan bentuk-bentuk variasi bahasa tertentu? Jadi, faktor-faktor yang Anda gunakan mungkin tentang daerah geografis atau lingkungan atau latar belakang pendidikan atau semacamnya.*
- 
- MSW : I'm sorry, I'm a little bit lost. Can you repeat the question, please?  
**EN:** *I'm sorry, I'm a little bit lost. Can you repeat the question, please?*  
**ID:** *Maaf, saya sedikit bingung. Bisakah Anda mengulangi pertanyaannya?*
- 
- Humam : In your opinion, what motivates you or factors to use specific forms of language variations?  
**EN:** *In your opinion, what motivates you or factors to use specific forms of language variations?*  
**ID:** *Menurut Anda, apa yang memotivasi Anda atau faktor-faktor yang membuat Anda menggunakan bentuk-bentuk variasi bahasa tertentu?*
- 
- MSW : Um what motivates me is more about the situation and the condition so I usually use different forms of words when it comes to the formal situation when I talk to the lecturer, when I talk to my father, when I talk to the older person, when I talk to you, I usually use a formal
-

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word.

**EN:** *Um, what motivates me is more about the situation and the condition. So I usually use different forms of words when it comes to a formal situation. When I talk to the lecturer, when I talk to my father, when I talk to an older person, when I talk to you, I usually use a formal word.*

**ID:** *Um, apa yang memotivasi saya lebih tentang situasi dan kondisi. Jadi saya biasanya menggunakan berbagai bentuk kata ketika datang ke situasi formal. Ketika saya berbicara dengan dosen, ketika saya berbicara dengan ayah saya, ketika saya berbicara dengan orang yang lebih tua, ketika saya berbicara dengan Anda, saya biasanya menggunakan kata yang formal.*

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Humam : It's about the age.

**EN:** *It's about the age.*

**ID:** *Ini tentang usia.*

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MSW : Yes, it's about the age and also the situation um I can say bitch slay in the meeting room. So, I use more formal words I take care of my words so but when I am with my best friend, when i am with my sister or my siblings i choose um more informal work to make it to make the situation more comfortable and to make the situation more funnier so what motivates me more is about the situation and also for the academic purpose. I can't use the informal words in my thesis. I can't use the dirty words in my journal or in my essay.

**EN:** *Yes, it's about the age and also the situation. Um, I can't say "bitch slay" in the meeting room. So, I use more formal words, I take care of my words. But when I am with my best friend, when I am with my sister or my siblings, I choose more informal words to make the situation more comfortable and to make the situation funnier. So what motivates me more is about the situation and also for academic purposes. I can't use informal words in my thesis. I can't use dirty words in my journal or in my essay.*

**ID:** *Ya, ini tentang usia dan juga situasi. Um, saya tidak bisa mengatakan "bitch slay" di ruang rapat. Jadi, saya menggunakan kata-kata yang lebih formal, saya berhati-hati dengan kata-kata saya. Tapi ketika saya bersama sahabat saya, ketika saya bersama saudara perempuan saya atau saudara saya, saya memilih kata-kata yang lebih informal untuk membuat situasi lebih nyaman dan membuat situasi lebih lucu. Jadi yang memotivasi saya lebih adalah tentang situasi dan juga untuk tujuan akademis. Saya tidak bisa*

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*menggunakan kata-kata informal dalam tesis saya. Saya tidak bisa menggunakan kata-kata kotor dalam jurnal atau esai saya.*

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Humam : All right. Yeah, of course you have. The last question is, do you think language variation helps in your communication?

**EN:** *All right. Yeah, of course. The last question is, do you think language variation helps in your communication?*

**ID:** *Baiklah. Ya, tentu saja. Pertanyaan terakhir adalah, apakah menurut Anda variasi bahasa membantu dalam komunikasi Anda?*

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MSW : It helps a lot to it helps me to adapt to the environment. When I meet a new friend, I choose my work wisely so that I can make the situation more uh warm more comfortable, and more um and more enjoy but when I'm with my friends I use the words that I usually use so that it helps me to get comfortable with them it helps me to bound with them. So, I think using a variation of words is it really helps in adapting in the environment and also it also helps when you have to do your thesis, to do your journal, to do your essay because when I recently worked on my essay for the final so I choose different kind of variation of word variation to make my thesis more variations and blinks.

**EN:** *It helps a lot. It helps me to adapt to the environment. When I meet a new friend, I choose my words wisely so that I can make the situation warmer, more comfortable, and more enjoyable. But when I'm with my friends, I use the words that I usually use so that it helps me to get comfortable with them. It helps me to bond with them. So, I think using a variation of words really helps in adapting to the environment, and it also helps when you have to do your thesis, to do your journal, to do your essay. Because when I recently worked on my essay for the final, I chose different kinds of word variations to make my thesis more varied and appealing.*

**ID:** *Itu sangat membantu. Itu membantu saya beradaptasi dengan lingkungan. Ketika saya bertemu teman baru, saya memilih kata-kata saya dengan bijak sehingga saya dapat membuat situasi lebih hangat, lebih nyaman, dan lebih menyenangkan. Tetapi ketika saya bersama teman-teman saya, saya menggunakan kata-kata yang biasanya saya gunakan sehingga itu membantu saya merasa nyaman dengan mereka. Itu membantu saya untuk terikat dengan mereka. Jadi, saya pikir menggunakan variasi kata sangat membantu dalam beradaptasi dengan lingkungan, dan itu juga membantu ketika Anda harus mengerjakan tesis, jurnal, esai. Karena ketika saya baru-baru*

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|       |   |   |
|-------|---|---|
|       |   | <i>ini mengerjakan esai untuk final, saya memilih berbagai variasi kata untuk membuat tesis saya lebih bervariasi dan menarik.</i>  |
| Humam | : | <p>Okay, no problem okay anything you want to say or add anything?</p> <p><b>EN:</b> <i>Okay, no problem. Okay, anything you want to say or add?</i></p> <p><b>ID:</b> <i>Oke, tidak masalah. Oke, ada yang ingin Anda tambahkan?</i></p>   |
| MSW   | : | <p>No</p> <p><b>EN:</b> <i>No.</i></p> <p><b>ID:</b> <i>Tidak ada.</i></p>  |
| Humam | : | <p>that's all okay thank you very much for being my participant today I've got a lot of information from you and I've heard a lot of words that I have never heard before so it's really amazing. Thank you so much and enjoy the rest of the day and yeah thank you so much. Last I say Salamualaikum warahmatullahi wabarakatuh.</p> <p><b>EN:</b> <i>That's all. Okay, thank you very much for being my participant today. I've got a lot of information from you and I've heard a lot of words that I have never heard before, so it's really amazing. Thank you so much and enjoy the rest of the day. And yeah, thank you so much. Lastly, I say Assalamu'alaikum warahmatullahi wabarakatuh.</i></p> <p><b>ID:</b> <i>Itu saja. Oke, terima kasih banyak telah menjadi partisipan saya hari ini. Saya mendapatkan banyak informasi dari Anda dan saya mendengar banyak kata yang belum pernah saya dengar sebelumnya, jadi itu sangat menakjubkan. Terima kasih banyak dan nikmati sisa hari Anda. Dan ya, terima kasih banyak. Terakhir saya ucapkan Assalamu'alaikum warahmatullahi wabarakatuh.</i></p> |

the of Interview MSW

### Audio 3 : IH

Table 6 Transcribe of Interview IH

|       |   |  |
|-------|---|--|
| Humam | : | <p>Assalamualaikum warahmatullahi wabarakatuh. Good afternoon, Ihyia. With your name and your batch. That's all.</p> <p><b>EN:</b> <i>Assalamualaikum warahmatullahi wabarakatuh. Good afternoon, Ihyia. With your name and your batch. That's all.</i></p> <p><b>ID:</b> <i>Assalamualaikum warahmatullahi wabarakatuh. Selamat sore,</i></p> |
|-------|---|--|



---

|       |  |
|-------|--|
|       | <i>Ihya. Bisakah kamu memulai dengan memperkenalkan diri dengan nama dan angkatanmu?</i>   |
| IH    | : Okay, my name is Ihya Hasnati and I am from batch 20.<br><i>EN: Okay, my name is Ihya Hasnati and I am from batch 20.</i><br><i>ID: Baik, nama saya Ihya Hasnati dan saya dari angkatan 20.</i>  |
| Humam | : Okay, thank you for being my participants in the undergraduate thesis regarding my undergraduate thesis which on the title "Social Linguistic Analysis of Language Variation of the English Education Department". So, I will ask you some questions you can answer in Indonesian or English or both of them we mix. The first question is how do you perceive language variation and its role in everyday communication.<br><i>EN: Okay, thank you for being a participant in my undergraduate thesis titled "Social Linguistic Analysis of Language Variation of the English Education Department". I will ask you some questions, and you can answer in Indonesian, English, or a mix of both. The first question is: how do you perceive language variation and its role in everyday communication?</i><br><i>ID: Baik, terima kasih telah menjadi peserta dalam skripsi saya yang berjudul "Analisis Sosiolinguistik terhadap Variasi Bahasa di Jurusan Pendidikan Bahasa Inggris". Saya akan mengajukan beberapa pertanyaan, Anda bisa menjawab dalam bahasa Indonesia, bahasa Inggris, atau campuran keduanya. Pertanyaan pertama: bagaimana pandangan Anda tentang variasi bahasa dan perannya dalam komunikasi sehari-hari?</i> |
| IH    | : Oke, language variation itu adalah variasi yang kita gunakan dalam berbahasa, contohnya itu ya kayak sinonim lah istilahnya.<br><i>EN: Okay, language variation is the variety we use in language, for example, like synonyms.</i><br><i>ID: Baik, variasi bahasa adalah variasi yang kita gunakan dalam berbahasa, contohnya seperti sinonim.</i>   |
| Humam | : All right okay we move to the next questions. Have you ever used different forms of language variation can you give examples?<br><i>EN: All right, okay, we move to the next question. Have you ever used different forms of language variation? Can you give examples?</i><br><i>ID: Baik, kita lanjut ke pertanyaan berikutnya. Apakah Anda pernah menggunakan berbagai bentuk variasi bahasa? Bisakah Anda memberi contoh?</i>  |

---

- 
- IH : Ya, mungkin ada beberapa language expression yang saya gunakan contohnya itu ada Dosen Killer, gonna, kinda, jujurly, bullshit, banyak lah bang.  
**EN:** *Yes, maybe there are some language expressions that I use, for example, Dosen Killer, gonna, kinda, jujurly, bullshit, many others.*  
**ID:** *Ya, mungkin ada beberapa ekspresi bahasa yang saya gunakan, contohnya Dosen Killer, gonna, kinda, jujurly, bullshit, banyak lainnya.*
- 
- Humam : Any other words?  
**EN:** *Any other words?*  
**ID:** *Ada kata-kata lain?*
- 
- IH : Morphology, syntax, SLA, phoneme  
**EN:** *Morphology, syntax, SLA, phoneme.*  
**ID:** *Morfologi, sintaksis, SLA, fonem.*
- 
- Humam : The next question is, in your opinion, what motivates you or factors to use specific forms of language variation?  
**EN:** *The next question is, in your opinion, what motivates you or what factors influence your use of specific forms of language variation?*  
**ID:** *Pertanyaan berikutnya, menurut Anda, apa yang memotivasi Anda atau faktor apa yang memengaruhi penggunaan bentuk variasi bahasa tertentu?*
- 
- IH : Mungkin ada beberapa faktor, contohnya itu ada education background, ethnic, socio-economic status, dan gender.  
**EN:** *Maybe there are several factors, for example, educational background, ethnicity, socio-economic status, and gender.*  
**ID:** *Mungkin ada beberapa faktor, contohnya latar belakang pendidikan, etnis, status sosial-ekonomi, dan gender.*
- 
- Humam : Oh yeah, okay, last question do you think language variation helps in your communication? why?  
**EN:** *Oh yeah, okay. Last question, do you think language variation helps in your communication? Why?*  
**ID:** *Oh ya, baiklah. Pertanyaan terakhir, menurut Anda, apakah variasi bahasa membantu dalam komunikasi Anda? Mengapa?*
- 
- IH : Mungkin untuk saya, language variation ini sangat membantu saya dalam berkomunikasi. Jadinya kita dengan ada language variation ini, kita agak lebih enjoy dalam berbahasa. Agak lebih gaul lah istilahnya, agak lebih keren.  
**EN:** *Maybe for me, language variation really helps me in*
-



*communication. So with language variation, we enjoy speaking more. It's a bit more trendy, in other words, a bit cooler.*

**ID:** *Mungkin bagi saya, variasi bahasa sangat membantu saya dalam berkomunikasi. Jadi dengan variasi bahasa, kita lebih menikmati berbicara. Agak lebih gaul lah istilahnya, agak lebih keren.*

Humam : Okay and yeah that's all thank you very much for your participation in my thesis, hope you yeah good luck in your academic future, and thank you so much. Assalamualaikum warahmatullahi wabarakatuh

**EN:** *Okay, and yeah, that's all. Thank you very much for your participation in my thesis. I wish you good luck in your academic future, and thank you so much. Assalamualaikum warahmatullahi wabarakatuh.*

**ID:** *Baik, itu saja. Terima kasih banyak atas partisipasi Anda dalam skripsi saya. Semoga sukses dalam masa depan akademis Anda, dan terima kasih banyak. Assalamualaikum warahmatullahi wabarakatuh.*

Transcribe of Interview AR

**Audio 3 : CR**

Table 7 Transcribe of Interview CR

Humam : Assalamualaikum Wr Wb

**EN:** *May peace be upon you*

**ID:** *Semoga sejahtera untukmu*

CR : Waalaikumsalam Wr Wb

**EN:** *And peace be upon you too*

**ID:** *Dan sejahtera juga untukmu*

Humam : Hello, good afternoon, Kia. How are you today?

**EN:** *Hello, good afternoon, Kia. How are you today?*

**ID:** *Halo, selamat siang, Kia. Bagaimana kabarmu hari ini?*

CR : Very good.

**EN:** *Very good.*

**ID:** *Sangat baik.*

Humam : Are you feeling nervous?

|       |  |
|-------|--|
|       | <p><b>EN:</b> <i>Are you feeling nervous?</i></p> <p><b>ID:</b> <i>Apakah Anda merasa gugup?</i></p>   |
| CR    | <p>: Little bit</p> <p><b>EN:</b> <i>Little bit.</i></p> <p><b>ID:</b> <i>Sedikit.</i></p>   |
| Humam | <p>: Alright, no problem. First of all, thank you for being my participant in my thesis. So, I will ask you some questions regarding my thesis on the title is Sociolinguistics Analysis of Language Variations of English Department Students. We are going to the first question. How do you perceive language variations and its role in everyday conversations?</p> <p><b>EN:</b> <i>Alright, no problem. First of all, thank you for being my participant in my thesis. So, I will ask you some questions regarding my thesis on the title is Sociolinguistics Analysis of Language Variations of English Department Students. We are going to the first question. How do you perceive language variations and its role in everyday conversations?</i></p> <p><b>ID:</b> <i>Baik, tidak masalah. Pertama-tama, terima kasih telah menjadi partisipan dalam tesis saya. Jadi, saya akan menanyakan beberapa pertanyaan mengenai tesis saya yang berjudul Analisis Sosiolinguistik atas Variasi Bahasa Mahasiswa Jurusan Bahasa Inggris. Kita akan mulai dari pertanyaan pertama. Bagaimana Anda mempersepsikan variasi bahasa dan perannya dalam percakapan sehari-hari?</i></p> |
| CR    | <p>: I think yes, language variations is bahasa yang bis akita gunakan dan memudahkan kita untuk sehari-hari. Misalkan contohnya yang tadi Kia sebutkan tadi POV. Jadi, Ketika kita ingin membuat satu point dalam sebuah view misalkan. Jadi, kita udah gausah bilang lagi "ini aku mau taruh point ini loh". Jadi, kita langsung bilang POV dari tempat ini. Terus, at least. Kata at least itu juga memudahkan ya. Terus kata cut off yang.....</p> <p><b>EN:</b> <i>I think yes, language variations are the languages we can use and make it easier for us in daily life. For example, as Kia mentioned earlier, POV. So, when we want to make a point in a view, for example. So, we don't need to say again "this, I want to put this point here." So, we directly say POV from this place. Then, at least. The word "at least" also makes it easier, right? Then the word cut off which...</i></p>   |

---

**ID:** Saya rasa iya, variasi bahasa adalah bahasa yang bisa kita gunakan dan memudahkan kita dalam kehidupan sehari-hari. Misalnya, seperti yang Kia sebutkan tadi, POV. Jadi, ketika kita ingin membuat satu poin dalam sebuah pandangan, misalnya. Jadi, kita tidak perlu mengatakan lagi "ini, saya ingin menempatkan poin ini di sini." Jadi, kita langsung mengatakan POV dari tempat ini. Kemudian, setidaknya. Kata "setidaknya" juga memudahkan, bukan? Kemudian kata cut off yang...

---

Humam : I will going to the next questions. We are going to far. Okay the second question. Have you ever used different forms of language variations, can you give me examples? I mean the words. Pernah gunain variasi bahasa itu ga?

**EN:** I will go to the next question. We are going too far. Okay, the second question. Have you ever used different forms of language variations, can you give me examples? I mean the words.

**ID:** Saya akan melanjutkan ke pertanyaan berikutnya. Kita sudah terlalu jauh. Oke, pertanyaan kedua. Pernahkah Anda menggunakan berbagai bentuk variasi bahasa, bisa beri saya contohnya? Saya maksud kata-katanya.

---

CR : At least

**EN:** At least.

**ID:** Setidaknya.

---

Humam : At least

**EN:** At least.

**ID:** Setidaknya. A R - R A N I R Y

---

CR : Cut off

**EN:** Cut off.

**ID:** Putus.

---

Humam : Cut off. Do you mind giving the situation?

**EN:** Cut off. Do you mind giving the situation?

**ID:** Putus. Apakah Anda keberatan memberikan situasinya?

---

- CR : Cut off is like, I mean is not cut off the specific for friends and then....  
Yes.  
*EN: Cut off is like, I mean it's not cut off specifically for friends and then... Yes.*  
*ID: Putus itu seperti, maksud saya bukan putus khusus untuk teman-teman dan kemudian... Ya.*
- 
- Humam : Maybe you wanna give a sentence for the examples.  
*EN: Maybe you want to give a sentence for the examples.*  
*ID: Mungkin Anda ingin memberikan satu kalimat untuk contohnya.*
- 
- CR : We are not a close friend right now but just if you want cut off me, just get it but we are friends but not close friend...  
*EN: We are not close friends right now, but just if you want to cut me off, just get it but we are friends, but not close friends...*  
*ID: Kita bukan teman yang dekat saat ini, tapi jika kamu ingin memutuskanku, silakan, tapi kita teman, tapi bukan teman yang dekat...*
- 
- Humam : Emm okay. SO you mean like cut off is the think gada hubungan apa apa lagi. Any other words? Others? You may use some vulgar words, slang, or jargon or others.  
*EN: Okay, so you're saying "cut off" is like something that's completely unrelated? Are there any other words for it? Informal words? You can use swear words, slang, or jargon too.*  
*ID: Oke, jadi maksudmu "cut off" itu seperti sesuatu yang sama sekali tidak berhubungan, ya? Ada kata lain yang lebih informal? Boleh juga pakai kata-kata kasar, slang, atau jargon.*
- 
- CR : Shake it off!  
*EN: Shake it off!*  
*ID: Shake it off!*
- 
- Humam : Shake it off! Okay. In what situation you use it?  
*EN: Shake it off! Okay. In what situation do you use it?*  
*ID: Shake it off! Oke. Dalam situasi apa kamu menggunakannya?*
- 
- CR : In.... in.. bodo amat. Misal ada temen nih, dia kayak ngatain kita di belakang. Tapi kita kayak shake it off aja.  
*EN: In... in... don't care. For example, if a friend says something bad*
-

|       |  |
|-------|--|
|       | <p><i>about us behind our back. But we just shake it off.</i></p> <p><b>ID:</b> Dalam... dalam... bodo amat. Misal ada teman nih, dia kayak ngomongin kita di belakang. Tapi kita kayak shake it off aja.</p>  |
| Humam | <p>: Okay kayak I don't give a fuck. I heard like a song. Taylor swift song.</p> <p><b>EN:</b> Okay, like I don't give a fuck. I heard it in a song. Taylor Swift's song.</p> <p><b>ID:</b> Oke, kayak I don't give a fuck. Saya dengar itu seperti lagu. Lagu Taylor Swift.</p>   |
| CR    | <p>: Shake it off is like slang or idioms</p> <p><b>EN:</b> Shake it off is like slang or idioms.</p> <p><b>ID:</b> Shake it off seperti slang atau idiom.</p>   |
| Humam | <p>: Okay and other words?</p> <p><b>EN:</b> Okay, any other words?</p> <p><b>ID:</b> Oke, ada kata lain?</p>  |
| CR    | <p>: Ga ada deh</p> <p><b>EN:</b> No, I don't think so.</p> <p><b>ID:</b> Ga ada deh.</p>  |
| Humam | <p>: Gada lagi? Oke. In your opinion, what motivates you or factors to use specific forms of language variations. Jadi kayak, ada ga alasan tertentu atau factor tertentu, kenapa pakai kata itu dalam percakapan sehari-hari.</p> <p><b>EN:</b> No more? Okay. In your opinion, what motivates you or factors to use specific forms of language variations. So like, is there a specific reason or factor, why use those words in daily conversations?</p> <p><b>ID:</b> Gak ada lagi? Oke. Menurut kamu, apa yang memotivasi atau faktor yang membuatmu menggunakan bentuk variasi bahasa tertentu? Jadi kayak, ada ga alasan tertentu atau faktor tertentu, kenapa pakai kata itu dalam percakapan sehari-hari.</p> |
| CR    | <p>: Karena temen pake itu, jadi pake juga</p> <p><b>EN:</b> Because friends use them, so I use them too.</p> <p><b>ID:</b> Karena teman pakai itu, jadi pakai juga.</p>   |
| Humam | <p>: Okay, jadi karena friends</p> <p><b>EN:</b> Okay, so because of friends.</p> <p><b>ID:</b> Oke, jadi karena teman.</p>  |

- CR : Iya nyambung aja  
**EN:** *Yeah, it connects.*  
**ID:** *Iya nyambung aja.*
- 
- Humam : Selain itu? Apak arena dari satu daerah yang ama atau karena factor umur, ataupun karena... apa lagi? Etnis yang sama, mungkin? Karena sama-sama orang Aceh, ataupun sama sama mahasiswa PBI.  
 Anything? Apapun itu..  
**EN:** *Besides that? Is it because you're from the same area or because of age factors, or what else? Same ethnicity, maybe? Because both are from Aceh, or both are PBI students. Anything? Whatever it is...*  
**ID:** *Selain itu? Apakah karena dari satu daerah yang sama atau karena faktor umur, ataupun karena... apa lagi? Etnis yang sama, mungkin? Karena sama-sama orang Aceh, ataupun sama-sama mahasiswa PBI. Apapun itu...*
- 
- CR : Karena lingkungan kampus terus sama sama anak PBI..... ya.. karena kan kalua anak PBI kan .. bahasa kasarnya agak kebarat-barat an dikit.  
**EN:** *Because of the campus environment and also being PBI students... yeah... because PBI students... the language is a bit Westernized.*  
**ID:** *Karena lingkungan kampus terus sama-sama anak PBI... ya... karena kan kalau anak PBI kan... bahasa kasarnya agak kebarat-baratan dikit.*
- 
- Humam : Western?  
**EN:** *Western?*  
**ID:** *Western?*
- 
- CR : Ya gitu  
**EN:** *Yeah, like that.*  
**ID:** *Ya gitu.*
- 
- Humam : Last question. Do you think language variation helps in your daily communications, why?  
**EN:** *Last question. Do you think language variation helps in your daily communications, why?*  
**ID:** *Pertanyaan terakhir. Apakah menurutmu variasi bahasa membantu dalam komunikasi sehari-hari, mengapa?*
- 
- CR : Membantu si karena lebih tahu banyak bahasa aja. Jadi kalau misalkan kita nggak gunain bahasa yang bervariasi itu mungkin, misalnya nih, kita kan di Aceh nih, tapi kalau kita udah keluar, orang ngomong dengan bahasa variasi tapi kita nggak tahu gitu. Jadi kalau bahasa variasi itu di sekitar kita itu memudahkan aja.
-

---

**EN:** *It helps because you know more languages. So, for example, if we don't use varied language, maybe, like, we are in Aceh, but if we go out, people speak with varied language but we don't know. So, if varied language is around us, it makes it easier.*

**ID:** *Membantu si karena lebih tahu banyak bahasa aja. Jadi kalau misalkan kita nggak menggunakan bahasa yang bervariasi itu mungkin, misalnya nih, kita kan di Aceh nih, tapi kalau kita sudah keluar, orang ngomong dengan bahasa variasi tapi kita nggak tahu gitu. Jadi kalau bahasa variasi itu di sekitar kita itu memudahkan aja.*

---

Humam : Okay, jadi kayak lebih berbaur gitu ya. Jadi kayak lebih keliatan close gitu ya. Mungkin ada lagi?

**EN:** *Okay, so it helps blend in. It makes you seem closer, right? Anything else?*

**ID:** *Oke, jadi kayak lebih berbaur gitu ya. Jadi kayak lebih terlihat dekat gitu ya. Mungkin ada lagi?*

---

CR : Emm ya....

**EN:** *Emm... yeah...*

**ID:** *Emm... ya...*

---

Humam : Ada lagi yang mau ditambahkan?

**EN:** *Anything else you want to add?*

**ID:** *Ada lagi yang mau ditambahkan?*

---

CR : Apa ya... gatau..

**EN:** *What... I don't know...*

**ID:** *Apa ya... gatau...*

---

Humam : Mungkin ada yang lupa dikatakan?

**EN:** *Maybe something you forgot to mention?*

**ID:** *Mungkin ada yang lupa dikatakan?*

---

CR : Gada...

**EN:** *Nothing...*

**ID:** *Gak ada...*

---

Humam : Gada ya... Okay.. itu aja. Thank you very much for being my participant in my interview. Semoga Kia dilancarkan urusannya. Cepet-cepet sidang ya

**EN:** *Nothing, right... Okay, that's all. Thank you very much for being my participant in my interview. I hope everything goes smoothly for you. Get to your thesis defense soon.*

**ID:** *Gak ada ya... Oke... itu saja. Terima kasih banyak telah menjadi*

---



---

*partisipan dalam wawancara saya. Semoga urusan Kia lancar. Cepat-cepat sidang ya.*

---

CR : Aamiin  
**EN:** Aamiin  
**ID:** Aamiin

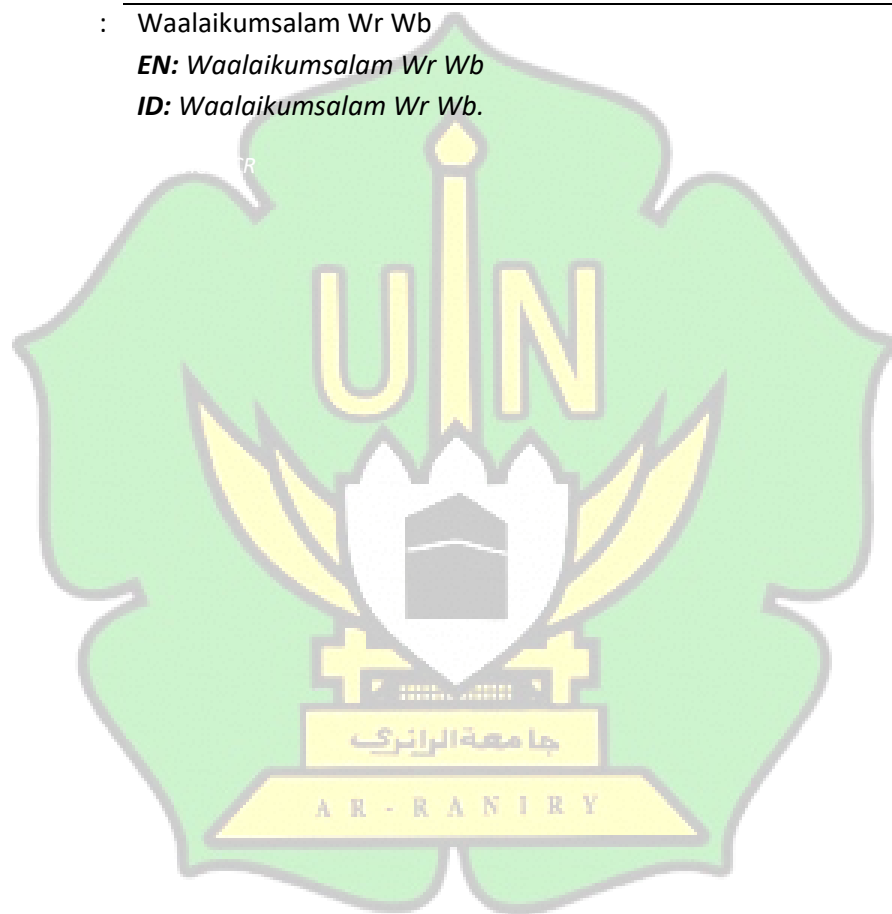
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Humam : Itu saja. Assalamualikum Wr Wb  
**EN:** *That's all. Assalamualaikum Wr Wb.*  
**ID:** *Itu saja. Assalamualaikum Wr Wb.*

---

CR : Waalaikumsalam Wr Wb  
**EN:** Waalaikumsalam Wr Wb  
**ID:** Waalaikumsalam Wr Wb.

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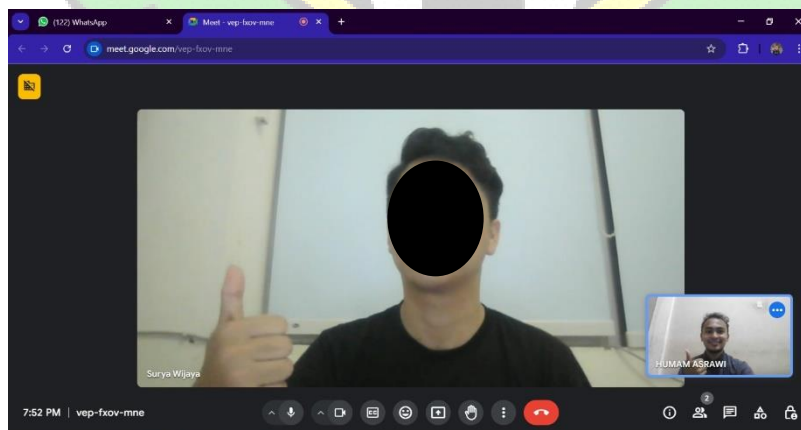


## Appendix H Documentation of Interviews

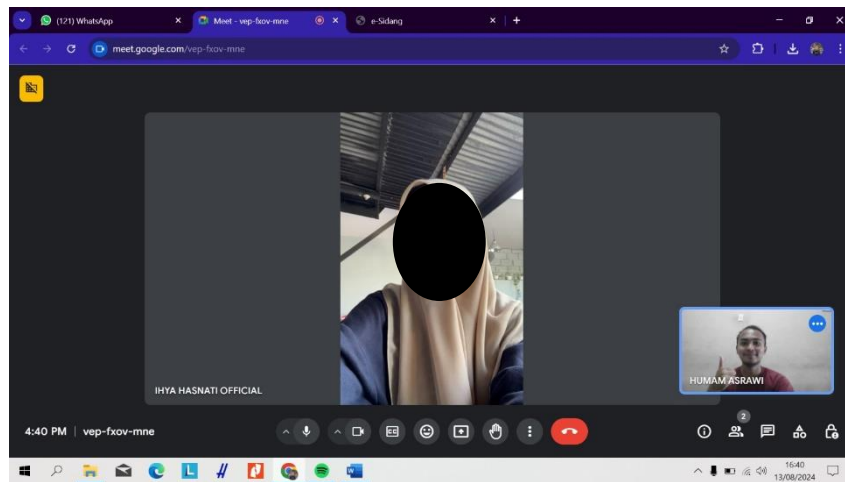
Picture 2 Documentation of Interview with AUA



Picture 3 Documentation of Interview with MSW



Picture 4 Documentation of Interview with IH



Picture 5 Documentation of Interview with CR



## AUTOBIOGRAPHY

Name : Humam Asrawi  
 Place/Date of Birth : Simpang Empat, 01 Oktober 2002  
 Nationality/Ethnic : Indonesia  
 Religion : Islam  
 Sex : Male  
 Marital Status : Single  
 Occupation : Student  
 Address : Simpang Empat, Kluet Utara, Aceh Selatan  
 E-mail : 200203059@student.ar-raniry.ac.id

### Educational Background

1. Elementary School : MIN 25 Aceh Selatan (2008-2014)
2. Junior High School : MTsS Darul Aitami (2014-2017)
3. Senior High School : MAS Darul Aitami (2017-2020)
4. University : English Education Department, UIN Ar-Raniry

### Parents' Bio

Father's Name : Zulfikar Firsada  
 Mother's Name : Darniati  
 Address : Simpang Empat, Kluet Utara, Aceh Selatan