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PROSIDING TANPA PENGEDITAN

Pleno III (Pemandu: Luli Sari Yustina)

- 15.30 – 16.10 Yusrita Yanti
Emosi Marah dalam Bahasa Inggris dan Minangkabau: Apa yang perlu diketahui oleh pembelajar bahasa ?
Universitas Bung Hatta Padang

Minggu, 30 Agustus 2015

8.00-8.30 Registrasi

8.30-9.10 **Pleno IV (Pemandu: Syayid Sandi Sukandi)**

Timothy Mc.Kinnon
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Delaware University, US & AIFIS Jakarta

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Sesi III (Pemandu: Yusrita Yanti)

9.40-10.10 Gusdi Sastra
Peningkah Bahasa Inggris Diajarkan Pada Usia Pubertas
Universitas Andalas, Padang

Sesi IV (Pemandu: Nofel Nofiadri)

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The Use of Slang Words in Building Students' Cross Cultural Awareness
IAIN Imam Bonjol, Padang

10.40 -11.10 Susi Deliani
The Benefit of Grammar Translation Method
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11.10 – 11.40 Risnawaty
Linguistics problem in Teaching translation
Universitas Muslim Nusantara Alwasyilah, Medan

11.40 – 13.00 ISOMA

13.00 Penutupan

THE USE OF SLANG WORDS IN BUILDING STUDENTS' CROSS CULTURAL AWARENESS

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Abstract

The discussion on this paper is focused on a way in making students aware of the importance of understanding culture in learning a foreign language such as English. The students are made aware that to be able to communicate well in the real world, the understanding of culture may not be neglected since culture differences may cause miscommunication. "In different societies, and different communities, people speak differently. These differences reflect different cultural values, or at least different hierarchies of values. (Wierzbicka 1991). It is clear that language reflects the user's culture. So in learning a foreign language, the students also need to learn its culture. It is often the reality that when Indonesian students learn English, they only focus their attention on the language usage. It is a vital link between language and culture, that they are interrelated and inseparable, studying language is limited if it ignores the cultural context. As a result, students may build their linguistics competence but lack of social and communicative competence due to their lack of intercultural competence. This is a reason why the writer chooses slang words to be learned by students in building students' cultural awareness in learning English. There are many slang words, from A-Z that helped students in building students' cultural awareness in learning English language and culture. On the other hand, teaching English as a Second and Foreign Language that are solely language oriented cannot fully assist the students to understand and to adapt to important cultural differences of other countries (Levine, Deena R and Mara B. Adelman, 1982).

Keywords: Slang Words, Language, Culture, Cross Cultural Awareness

INTRGDUCTION

In teaching language, as language educators, we are concerned with teaching our students the language skills that would enable them to interact appropriately and effectively with speakers of another language or languages using the target language learned.

It is important that students be able to understand the cultural and linguistics implications of English used in communication. In Britain, for example, the weather is a

good way to start a conversation with a stranger because the country has a variable climate. The students are made aware that to be able to communicate well in the real world, the understanding of culture may not be neglected since culture differences may cause miscommunication.

Using language in communication is not only a matter of producing correct pronunciation and grammatical sentences but also understanding many complex related elements such as ; context of situation, expectation, culture, tradition, social norms, etc. However, to able to communicate well in the real world, especially with people from other language community, the understanding of culture may not be neglected since culture differences may create serious problems in the real communication.

From these statements, it is clear that language reflects the user's culture. So in learning foreign language, the students also need to learn its culture. As one of the way that must be taken by the students, they should understand that slang words and get their meaning and also know how to pronounce help them to understand other culture. By getting the meaning, translation, is the process of transferring the message from source text into target text. This is a reason why the writer chooses slang words to be learned by students in building students' cultural awareness in learning English. There are many slang words, from A-Z that helped students in building students' cultural awareness in learning English language and culture.

THEORY & METHODOLOGY

A language is a part of a culture and culture is a part of language; the two are intricately interwoven so that one can not separate the two without losing the significance of either language or culture (Brown, 1994).

Machali (2000) states translation is an effort of "shifting or changing" the text in source language into the equivalent text in target language.

In different societies, and different communities, people speak differently. These differences reflect different cultural values, or at least different hierarchies of values. (Wierzbicka 1991).

Teaching English as a Second and Foreign Language that are solely language oriented cannot fully assist the students to understand and to adapt to important cultural differences of other countries (Levine, Deena R and Mara B. Adelman, 1982).

Methodology refers to what goes on in the classroom and to what the students have to do in the classroom. It is believed that advances in language teaching stem from

the independent efforts of teachers in their classroom. This independence is not brought about by improving fixed ideas and promoting fashionable formulas. As important thing to be considered is the relationship between the method and the student's ability and the place and nature of language practice.

Harmer, J (1991) says that if we want to build students' competence in communication, we need to lead them to integration of four skills, showing how in real life one skill cannot be performed without another.

To achieve a good result, the writer used Task-based and Communicative Approach. Students divided into small group in 5. They watch a western film and discuss the title of the film to be watched by group. They work in group. They select the film by themselves. They watch out of class. There are some points that can be done such as get meaning, understanding, find a new vocabulary, guessing, get the theme, moral values, ethnic and geographic, people characteristic, etc.

In class, in discussion session, student get chance to ask question, give comment, share ideas as long as they speak. They try to speak with a good pronunciation and accent. They also check the structured that they have learned.

The aim is to improve their speaking skill and make them familiar with the slang words that people usually common use in overseas. They would not get the misunderstanding and miscommunication. And for the test, the writer give a speaking test based on components of speaking.

Blue Print Tests of Speaking

| No | Skill | Indicator | Value |
|----|----------------------|---|-------|
| 1 | <i>Pronunciation</i> | Students can say the simple words | 0-5 |
| 2 | <i>Grammar</i> | Students can complete with the correct sentences | 0-5 |
| 3 | <i>Vocabulary</i> | Students can fill the correct words in sentences | 0-5 |
| 4 | <i>Fluency</i> | Student can answer the simple questions correctly | 0-5 |
| 5 | <i>Comprehension</i> | Students understand the simple question about speaking material | 0-5 |

FINDING & DISCUSSION

There are 362 slang words from A-Z has been written. The writer only write an example of each letter in this discussion. It also showed the pronunciation and the meaning. It helps students to understand that some words that they use and find is different in every culture. Some words has several meaning to be placed according to the text and situation. It was improved that by watching the films students can realized to have several slang word to understand helped them to get a real situation and less miscommunication and understanding.

- All wet /ɔl wɛt/ *completely wrong*

Your ideas about politics are all wet.
Gagasanmu mengenai politik *sama sekali salah.*

- Bomb /bɒm/ *Bad*

The movie was a bomb.

Filem itu *buruk.*

- Chicken /tʃɪkɪn/ *Coward*

Don't be a chicken.
Jangan jadi pengecut!

- Ditch /dɪtʃ/ *Leave*

I'll ditch my younger brother with my grandmother.
Aku akan *meninggalkan* adikku dengan nenekku.

- Eat /it/ *Bothering*

The problem is really eating away at me. Masalah ini
sangat *mengganggu* aku.

- Fox /fɒks/ *very attractive*

His older sister is a fox
Kakaknya sangat *cantik; menarik; menawan.*

- Go bananas /goʊ bənænəs/ *Go crazy*

I am going to go bananas if I don't have a vacation soon.
Aku bisa *jadi gila* jika aku tidak pergi liburan secepatnya

- Hit / hit /

Successful

Your proposal was a hit with the boss.
Usulan kamu *disetujui* oleh pimpinan.

- In / in /

Fashionable

The tie you are wearing is really in.
Dasi yang kamu pakai benar-benar sesuai dengan *model terbaru*.

- John /dʒɒn /

Bathroom

The John really smells.
Kamar mandi benar-benar berbau (busuk).

- Knocked up / nɒk ʌp / Pregnant

My dog gets knocked up once a year.
Anjingku *bunting* sekali dalam setahun

- Laid-back / leɪd-bæk / Calm and relaxed

You need to be more laid-back.
Kamu perlu lebih *tenang dan santai*

- Mickey mouse / mɪki maʊz / Nonsense and waste of time

The homework the teacher gave us was mickey mouse. Pekerjaan rumah yang diberikan guru kepada kita, *tidak berguna dan buang waktu saja*.

- Nut / nʌt /

Crazy person

I think that he is a nut.
Aku pikir dia *orang gila*.

- Overkill / ɒvɜːkl/ too much

Your policy of overkill is wasteful and expensive
Kebijakanmu yang boros itu sangat mubazir dan mahal

- Peanuts / pinat / Practically no money
I am not going to work for peanuts.
Aku tidak akan bekerja jika tidak *mendapatkan uang*.

- Quick buck / kwk bk / Some easy money
I need to make a quick buck.
Aku ingin menghasilkan *uang dengan mudah*.

- Red hot / rEd hot / Important
Your idea is really red hot. Gagasanmu
sangat *penting*.

- Smoke eater / smOOk itər / Fireman
My father is a smoke eater.
Ayahku adalah seorang *anggota pemadam kebakaran*.

- Thumber / əmbər / beggar

There was a thumber on every corner trying to get a ride from someone.

Waktu itu ada satu *pengemis* di setiap sudut yang mengharapkan tumpangan pada seseorang

- Underpinnings / ʌndrpiɪnɪŋz / Legs
He has good underpinnings
Dia Punya Kaki yg Bagus

- Vibes / valbz / Feelings

He really gives off good vibes.

Dia benar-benar tidak mempunyai *perasaan*.

- Wheels / wils / Car

If you let me borrow your wheels, I'll go out and buy a pizza.

Jika kamu meminjamkan mobilmu padaku, aku akan pergi ke luar membeli pizza.

- XMT / eks em ti / *excuse my typing*

XMT. I have a sore finger

Maklumi ketikanku. Jariku lagi sakit

- Yap /yæp / Mouth

Shut your yap!

Tutup *Mulutmu*

- Zip /zɪp / Nothing

He knew zip about runnilig the company.

Dia *tidak* tahu *apa-apa* untuk menjalankan perusahaan.

CONCLUSION & SUGGESTION

From the previous discussion, the writer would like to conclude that language reflects to the culture of it users. Learning English language cannot be divorced from learning the culture of the societies. One of the way to have less misunderstanding and communication, slang words help the students to understand the meaning based their daily life or real life. It suggested that students always keep watching western film that controlled by the teachers and the teacher can select the appropriate media to teach English include culture and also should determine clear instructional goals for teaching.

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