



The development of lemma and meaning in the language variety used by adolescents on social media

Fitri Amilia ^{a,1}, Indah Werdiningsih ^{b,2}, Rohmad Tri Aditiawan ^{c,3}

^aFaculty of Teacher Training and Education, Indonesian Language and Literature, Universitas Muhammadiyah Jember

^bFaculty of Teacher Training and Education, English Education, Universitas Muhammadiyah Jember

^cFaculty of Teacher Training and Education, Indonesian Language and Literature, Universitas Muhammadiyah Jember

¹fitriamilia@unmuhjember.ac.id; ²indah_andin@unmuhjember.ac.id; ³aditiawan11@gmail.com

Informasi artikel	ABSTRAK
Article history: Submit 4 February 2021 Revision 22 December 2021 Accepted 5 April 2022 Publish 30 April 2022	Tujuan penelitian ini adalah untuk mendeskripsikan fenomena perkembangan lemma dan makna dalam ragam bahasa remaja di media sosial. Desain penelitian dilakukan alamiah dan natural dengan mengobservasi, mencatat, dan menulis fenomena perkembangan tersebut. Metode penganalisisan menggunakan metode padan dan agih. Metode ini untuk menguji ketepatan jenis ragam bahasa remaja di media sosial dalam klasifikasi perkembangan lemma dan maknanya. Hasil penelitian menunjukkan bahwa ragam bahasa remaja di media sosial sangat dinamis, berkembang, arbitrer, tetapi konvensional. Ragam bahasa menunjukkan adanya perkembangan lemma dalam bentuk lemma baru, akronim, dan walikan. Perkembangan makna ditandai bersamaan dengan perkembangan lemma dalam bentuk sinonim dan penggunaan lemma bahasa Indonesia dalam bentuk polisemi. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa remaja merupakan masa produktif berbahasa baik langsung atau media sosial. Produktif berbahasa berpotensi untuk mengonsep lemma baru dan makna baru sesuai dengan konteks penggunaannya. Selain itu, perkembangan ini menjadi salah satu bukti eksistensi diri remaja, penciri komunitas, dan juga kebutuhan pada perkembangan kosa kata bahasa Indonesia.
Kata kunci: Makna lemma Media sosial Perkembangan lemma Ragam bahasa	ABSTRACT This study examines the natural phenomena of lemma development and meaning in the variety of languages used by adolescents on social media. Research design was done naturally through the process of observation, taking notes, and writing down the case. The qualitative research appears in the development of the entry, which is easily found as a definite phenomenon of linguistic evolution. The data collection method was carried out by tracing data on the use of various languages on social media. To analyze the data, the researcher uses padan and agih methods. This method tests the accuracy of classification on the types of language used by adolescents in social media in the development of the entry and/or the development of the meaning of the entry. The results showed that the variety of languages on social media is very dynamic, developing, arbitrary, but conventional. The variety of languages indicates the development of new lemmas, acronyms, and walikan. The result of meaning is marked by the development of the entry in the form of synonyms and the use of the Indonesian language entry in the form of a polysemic. Based on the results of this study, adolescents can be considered a productive period in exploring the language through direct interaction or social media. Becoming actively productive in language exploration led to a potential for conceiving a new lemma and a new meaning according to the context of language use. In addition, this development becomes proof of the self-existence of adolescence, community characteristics, and the need to develop Indonesian vocabulary.
Key word: Lemma Social media The development of the lemma Language variety	

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Introduction

Adolescents' language varieties a part of sociolinguistic studies (Pradopo, 1997). This language variety shows the dynamics of the language (Ellis, 2008). As for adolescents, language they used is highly related with literacy and self-identity (Verhoeven, 1994). The variety of adolescent language is included in the concept of slang and jargon. Slang is known as a language that is open to use for anyone (Drake, 1980; Fasola, 2012; Mattiello,

2008). Unlike slang, jargon is more restricted and some vocabulary has a secret meaning. The dynamics of adolescent language can be seen in the use of vocabulary that changes in its form and meaning. However, oddly enough, adolescents in various places are able to understand its use.

Judging from its function, slang is a language used to express oneself as a language producer who is in the productive phase (Coleman, 2017; Zhou & Fan, 2013). They develop the Indonesian lemma and its meaning continuously and consistently. This is done orally and in writing, under various circumstances. This condition is in accordance with the review of Wijana which stated that the function of slang is to optimize various communicative functions such as directing, informing, and expressing emotional states (Wijana, 2012).

Based on observations, the development of lemma and its meaning in slang is growing rapidly. For instance, the word pansos in sentence ... FYP saya penuh dengan orang viral karena pansos. Hari ini saya mau pansos juga guys ... (@CDM in his Tik Tok account). The word pansos is an acronym of panjat sosial. It was represented by akr cak in Kamus Besar Bahasa Indonesia (Badan Pengembangan dan Pembinaan Bahasa, 2020). Symbol akr means akronim (acronym), and cak means cakapan (conversation). This symbol shows the dynamics of the word pansos. Lexically, lemma pansos is defined as an effort made to image oneself as a person who has a high social status on their social media, carried out by uploading photos, writings, exciting captions, and so on (KBBI, 2020). The word pansos was not invented before the digital era, but the development of the new era demands the emergence of new vocabularies in order to indicate something which is done to gain recognition of one's existence.

In the examples above, there is a compatibility between meaning in sentences and meaning in the dictionary. However, in its development, it is also found in sentence

... ramai ya yang mau pansos sama aku, ramai bener, memang bener sih, pansos duetin video aku, langsung merocket yang duetin aku ... (@PD in his Tik Tok account).

The word pansos in this sentence is different from the one in the previous example. In the first sentence, the meaning of pansos is in accordance with the lexical meaning in KBBI. In contrast, the meaning of pansos in the second sentence expanded into an attempt to build an image of oneself by sticking close to famous people so s/he can be popular as well. This change in meaning occurs very quickly. This is influenced by the age of the speakers in the adolescent age range from 12-25 years, especially those who are not married (Anugrahadi, 2019).

Based on the example of the word pansos in some sentences, language variety used by teenagers can form new lemmas and meanings, which can develop meanings quickly as well. This phenomenon in linguistics can be categorized as sociolinguistic and semantic studies. These two studies are known as socio semantics.

The development of the lemma and its meaning is an extraordinary linguistic phenomenon (de Bot et al., 1997; Myers-Scotton, 2011; Poulisse, 1997; Poulisse & Bongaerts, 1994). The development of lemma becomes evidence that the Indonesian language is not only dynamic and arbitrary but also conventional as it shows a significant development annually. Based on observations, the development of Indonesian vocabulary can be seen in the development of KBBI. KBBI first edition in 1988 contained 62,000 lemmas, second edition in 1991 contained 72,000 lemmas, third edition in 2001 contained 78,000 lemmas and 2,034 proverbs (Departemen Pendidikan dan Kebudayaan RI, 1988). The KBBI used in this study is the fourth edition published in 2007 with 90,049 lemmas and sub-lemmas consisting of 41,250 main lemmas, 48,799 sub-lemmas, and 2,036 proverbs (Indonesia, 2007). In April 2020, the KBBI online page informed that there were 1,011 new lemma entries (KBBI, 2020). This shows the extraordinary development of Indonesian vocabulary. Based on the information obtained from the page, the entry of basic words consisted of 50,668 lemmas, 26,835 derived words, and 31,492 combined lemmas. Calculating the amount, the vocabulary development until April 2020 equals 10% of the total number of lemmas in KBBI. It is mentioned in KBBI that the number of vocabularies in a language will reflect the level of progress of a nation (Bahasa, 2003).

There are two ways to develop a dictionary. Budiwiyanto stated that the information presented in the dictionary was obtained from two primary sources; introspection and observation (Budiwiyanto, 2016). Reflection is done by recalling the meaning that has been stored in the brain, while observation is done by examining the vocabulary examples used in the community.

The development of the lemma and its meaning in the language variety has the potential for developing the Indonesian language, even though there will be shortcomings in the phenomenon of language change that occurs too fast. In this study, the analysis of these deficiencies will not be discussed. This phenomenon is in accordance with the rule that language is an arbitrary symbol system and is used by society to interact with each other (Sumarsono & Partana, 2007). On this basis, language will continue to develop in line with human development as language users.

To get proper results, researchers used semantics and sociolinguistics studies. Semantics is a science that studies meaning (Djajasudarma, 1993; Leech, 2003; Parera, 2004; Ulmann, 2007). The study of social language variety and social groups is discussed in sociolinguistics (Sumarsono & Partana, 2007; Ulmann, 2007).

This research is different from previous research, which studies the development of the lemma in Indonesian books (Inayatillah, 2018). This study examines the number of lemmas written in Indonesian books. The number of lemmas in Indonesian books will indicate students' mastery of understanding Indonesian lemmas. Further research done by Prastyo and Sodiq examines the development of vocabulary mastery in elementary school students (Prastyo & Sodiq, 2021). This study emphasizes the ability to speak Indonesian in terms of knowledge of the number of lemmas in early Indonesian speakers.

Research on language variety has also been carried out, but each has a different result. First, Ertika, Chandra, dan Diani who studies the form of slang language (Ertika et al., 2019). In their sociolinguistic review, they found forms of nasalization, insertion, metathesis and reduplication using English and random patterns. Ulfah also found patterns of language variety used by adolescents that are more relaxed and familiar with its various functions observed in sociolinguistic studies (Ulfah, 2021). Considering previous studies, this research examined the development of a lemma from socio semantic studies.

Method

This study will use a phenomenological approach, which aim is to reveal the phenomenon of language variety used by adolescents on social media. In the phenomenon of language variety, the development of the lemma and its meaning will become a natural study that forms the basis for developing a dictionary. Through this research, researchers will reveal the phenomenon of language variety used by adolescents, especially in the development of the lemma and the development of its meaning.

The data of this study are sentences that express the development of the lemma and the meaning of the lemma, either spoken or written on social media. The data sources of this research are adolescents who produce new lemmas and new lemma meanings at the age of 12-25 years old.

This study uses a documentation method for data collection. Documentation is done by tracing the data stored on social media, including Instagram stories, posts, reels, and tiktok. In this study, the data was analyzed using agih and padan methods. Agih is used by replacing the lemma to find out the differences and similarities in its meaning, while padan is used when agih is unable to show the development of the lemma and its purpose. The results of the analysis with these two techniques are expected to find the dynamic rules of the language variety used by adolescents.

Results and Discussion

I. The Development of Lemma

Lemma development is also known as vocabulary development. The addition of lemmas in KBBI can indicate vocabulary development. The development of the lemma can be identified along with the phenomenon of the use of a word in spoken and written sentences in the community of its users. This vocabulary development is usually carried out and used by adolescents on social media and also indirect speech. This phenomenon was once revealed by Darheni, who stated that vocabulary development is sometimes not recorded directly in KBBI (Darheni, 2011).

However, since KBBI is available online on the <https://kbbi.kemdikbud.go.id/> page, all language users can propose the development of Indonesian vocabulary. KBBI always undergoes data updating so that the development of the lemma in the Indonesian language can be well documented without waiting for decades of dictionary publication. To propose a new lemma, one creates an account on the page. He then writes a new lemma, explains the concept of its meaning, the context of its use, and examples in sentences. The lemma proposal will be reviewed by the KBBI drafting team. Words that meet the requirements will be published as a new lemma in Indonesian.

The development of this new lemma becomes an indicator of the diversity of the Indonesian language. In *Buku Pedoman Pembentukan Istilah*, it is written that the variety of the vocabulary and or terminology of a language can indicate the progress of a nation's civilization. The speech and terms are a means of expressing science and technology, and art. The development of the lemma refers to increasing the vocabulary in the Indonesian language. This development is influenced by the language productivity of adolescents, which can be found on

social media. Here are some data on the development of language variety lemmas used by adolescents on social media:

Pansos

FYP saya penuh dengan orang viral karena *pansos*. Hari ini saya mau *pansos* juga guys...

Baper

Begitu saja *baper*..

Gabut

Aku buat power point deh, mumpung lagi *gabut*..

Gelay

Ga suka *gelay*...

Capcus

Berangkat sekarang, *capcus* cin..

Kuy

Berangkat, *kuy*..

In data a), b), c), and d) the new lemma is an acronym for a variety of conversations. This variety in the dictionary is written with the abbreviation *cak*. While e) and f) are new vocabularies that are also a variation of *cak*. Data a) and b) are acronyms from Indonesian language, while data c) is an acronym from mixed Indonesian-English codes. Acronyms *pansos* is derived from *panjat sosial*, *baper* from *bawa perasaan*, *gabut* from *gaji buta*, and *gelay* from *ga like*.

Acronyms *pansos*, *baper*, *gabut*, and *gelay* are often found in posts, texts and videos uploaded on social media. This acronym is an alternative to strengthen the existence of language productivity in adolescents. Many acronyms are generated and then frequently used by communities all over the place. In sociolinguistic studies, productivity in the form of this acronym is called slang and or jargon. This kind of language productivity can be included in the variety of slang and also the variety of secret languages.

The widespread use of acronyms as a variety of adolescent language is caused by their "short and easy to pronounce" forms. Chaer (Chaer, 2003) defines an acronym as a shortening form of a word or can be pronounced as a word. In KBBI, the variety of slang is symbolized by *cak*. This variety of secret languages will be identified if the new vocabulary is only used by a group of teenagers exclusively in a closed community.

The word *capcus* is synonymous with *mari* and *ayo*, which means an invitation to immediately do something or go somewhere. This word is used without a certain origin. If traced from its constituent syllables, the meaning of *capcus* does not refer to the word meaning of *cap* and *cus*. The word *cus* is often used as a substitute for the word *ayo*, which is abbreviated from the word *capcus*. Different from *capcus*, the word *kuy* is the opposite of *yuk*. The phenomenon of using *walikan* is indeed identical to the language used by adolescents.

The variety of *walikan* language was widespread before the 2000s. This language is known to come from Malang. This *walikan* language is identified with *osob ngalaman* (Espree-Conaway, 2012; Hoogervorst, 2013). Articles related to *walikan* language have been published by several authors, such as Setyanto who proposed the pattern of guardianship in Malang (Setyanto, 2016) and Yannuar et al who stated that *walikan* is the identity of the people of Malang (Yannuar et al., 2017).

The use of *walikan* as a language variety used by adolescents is affected by several factors; self-existence, productivity, difficulty for young children and parents to understand the word meaning used. These factors are quite similar with the function of the Malangan language revealed (Yannuar et al., 2020): self-identity, establishing intimacy, the spirit of nationalism, and pride in being a local teenager.

From the data above, the following patterns of lemma development in Indonesian are found:

New lemma pattern in the form of words

This new lemma pattern in the form of a word is relatively few in number compared to the others. This pattern is difficult to propose as an Indonesian lemma because it is very individual and arbitrary. Some language users who are not in the adolescent phase will find it difficult to accept the existence of this new lemma. Based on the search, new lemmas in the form of words in language variety used by adolescents are still difficult to find in dictionaries due to two possible factors: They did not propose the lemma to be the Indonesian lemma, and, the word proposal was not accepted by Badan Pembinaan dan Pengembangan Bahasa having many factors as consideration.

***Walikan* pattern**

This *walikan* pattern actually comes from Malang. Regardless, in its development, many teenagers like and use this pattern as a new vocabulary. Of course, this lemma cannot be called a new lemma that adds to Indonesian

vocabulary. This lemma needs to be written with the code *cak* or *wal* (*walikan* of a certain word). The suggestion of this lemma in the dictionary is only to provide information on the meaning of the lemma to language users, especially those who are not categorized as teenagers.

Acronym pattern

This pattern is the one that is very commonly found. This acronym pattern forms a new term with a different meaning from the meaning of the word that formed it. On this basis, it is necessary to propose a new lemma in the form of acronyms to increase the variety of vocabulary and terms in Indonesian.

Based on this explanation, the development of vocabulary in Indonesian language is marked by the needs of adolescents as part of self-expression. Self-expression through the development of the lemma fulfills the function of language - the interpersonal function.

The interpersonal function is one of the language functions. Some studies found that a text (both spoken and written) can have three metafunctions; ideational (which consists of experiential and logical), interpersonal, and textual (Halliday, 1987, 2002; Halliday & Hasan, 2014; Thomson, 2004). The interpersonal metafunction of a text realizes interpersonal meaning as a result of the social reality that is built from the relationships between the participants who are in it. Interpersonal meaning consists of interactional meaning (meaning that expresses personal interaction) and transactional meaning (meaning that expresses transaction of information and/or goods/services) (Wiratno & Santosa, 2014).

2. The Development of Meaning

The development of lemma in the previous discussion is related to the development of its meaning. The development of lemma in the form of acronyms is automatically related to the development of meaning. Other than acronym data, the development of meaning in language variety used by adolescents is shown in the following:

Recch

Recch banget sih lo, begitu saja ketawa...

Garing

Ceritamu *garing* banget...

The development of lemma meaning on acronyms can be seen in data a), b), and c). The word *pansos* derived from the phrase panjat sosial in KBBI is described as follows:

cak akr panjat sosial; efforts made to image themselves as people who have high social status by uploading photos, writings, etc on social media (Badan Pengembangan dan Pembinaan Bahasa, 2020)

The meaning develops, from attempting to image oneself by uploading photos to trying to image oneself by using other people's viral photos or videos. Seen from the symbol *cak*, this lemma comes from a variety of conversations. Data a) is relatively similar as b). The word *baper* is explained as follows: *cak akr*(ter)bawa perasaan; berlebihan atau terlalu sensitif dalam menanggapi suatu hal (Badan Pengembangan dan Pembinaan Bahasa, 2020).

In its use, the word *baper* can refer to the psychological condition of the speaker. Acronym *baper* refers to the conditions of *anger*, *sadness*, *emotion*, and so on related to *feelings*. Thus, the meaning of *baper* extends in accordance with the psychological condition of the speaker or addressee. The development of meaning from data a) and b) can be traced with its field and components. There is a significant relationship between the meaning written in the dictionary and the meaning in the speech process used by adolescents.

In contrast to a) and b), *gabut* comes from the word gaji buta. The word *gabut* has not yet become a lemma in KBBI Online. The word *gabut* in its development underwent a significant change in meaning. The following is the development of meaning obtained from the observation of speech with the word *gabut*:

1. Salary that is not halal because it is earned without carrying out obligations or work
2. Have no particular job; unemployed
3. Not doing any activity and having no idea finding things to do
4. Doing positive activities in the spare time

Four different meanings of the word *gabut* show rapid and significant development. Of the four meanings, meaning 1) is the original meaning of the word gaji buta. However, the meanings of 2), 3), and 4) refer to conditions, not to objects conceptualized in the word *gaji*. Meaning 2) refers to the leisure time of people who are already working. The person concerned with this situation has finished his work and feels bored if he is doing nothing, so the word *gabut* is used. Meaning 3) also refers to a leisure time, however, the person concerned does not have a choice of activities to be done. Meaning 4) is the climax of the word *gabut*, the person concerned has carried out positive activities in his spare time.

The development of meaning is influenced by the context of its use. The following is an example of an utterance to show the different meanings of the word *gabut*.

Meaning 1)

Context: spoken by students or workers to their friends

Pn : kamu diberi uang setelah tanda tangan kemarin (you get money after giving signature?)

Pt : iya (yes)

Pn : aku kok curiga, uang itu *gabut* ya (I'm suspicious, you got that money for nothing?)

PT : iya sih, ga kerja apa-apa kok dibayar (you got the point. I'm not doing anything but got paid)

Meaning 2)

Context : spoken by students after morning lectures. They had done their homework early. They will have another lecture in the afternoon and/or no more lectures. Students greet their friends in the afternoon after class.

Pn : kuliah pagi tadi? (you have morning class?)

Pt : iya. Tugasmu sudah? (yes. Have you done your homework?)

Pn : sudah dong! (sure!)

Pt : iya, aku juga sudah. (yes, me too)

Pn : *gabut* ya. (we got nothing more to do, right?)

Meaning 3)

Context : spoken by students after morning lectures. They had done their homework early. They will have another lecture in the afternoon and/or no more lectures. Students greet their friends in the afternoon after class.

Pn : kuliah pagi td? (you have morning class?)

Pt : iya. Tugasmu sudah? (yes. Have you done your homework?)

Pn : sudah dong! (sure!)

Pt : iya, aku juga sudah. (yes, me too)

Pn : *gabut* ini, ngapain gitu yuk? (not knowing what to do. Any idea?)

Pt : jalan-jalan ke rumah Salsa? (going to Salsa's?)

Pn : ayo! (Let's go!)

Meaning 4)

Context: spoken by a worker to his boss or friend when preparing lecture materials.

Pn : sudah buat power point? (have you made the powerpoint presentation?)

Pt : belum (not yet)

Pn : kubuat power pointnya ya,, mumpung lagi *gabut* ini. (I'll make you one. I have nothing to do - do positive things to kill the time)

From the illustration above, the development and different meanings of the word *gabut* is defined clearly. The development of meaning is also seen in lemma of general vocabulary and lemma in language variety used by adolescents. In data g), the word *receh* is described as follows.

prakategorial cari: *recehan*

uang

... logam (Kamus Besar Bahasa Indonesia Daring, 2020)

The word *receh* lexically refers to *coins*. However, in the language variety used by adolescents, the word *receh* refers to *remeh, enteng, sederhana, urusan kecil*, and a lot more. The development of this meaning is different from the lexical meaning or the original meaning. This development is influenced by the social factors of the speaker. This is also seen in the meaning of data h). The word *garing* is described as follows.

ga.ring¹

n ikan air tawar yang termasuk golongan Cyprinid, panjang mencapai 100 cm, hidup di dasar perairan tropis, tersebar di perairan Sungai Chao Phraya dan Sungai Mekong, Semenanjung Malaysia, Sumatra, Jawa, dan Kalimantan [Tor tambroides]

ga.ring²

a keras dan kering (seperti biskuit); kering

ga.ring³

n keranjang (terbuat dari rotan) (Kamus Besar Bahasa Indonesia Daring, 2020)

The lemma *garing* is written as 3 different lemmas. Lemma is not polysemy, but are different words. In the language variety used by adolescents, *garing* refers to the concept *tidak lucu, tidak asyik, tidak menarik, sepi*, and

others. These meanings cannot be traced in relation to their meanings with the meanings of the three lemmas written in KBBI Online. This shows that the lemma *garing* has the potential to be the fourth lemma that has different meanings with the three existing ones.

Based on this explanation, the development of the meaning of lemma occurs because of the needs of its users. There are twelve factors that cause changes in language meaning, some of them are social factors, psychological factors, the need for new vocabulary, the influence of foreign languages, and abbreviations (Breivik & Jahr, 2011; Peng, 2011; Tong & Cheung, 2011). The concept of change in the context of this research is the expansion of the meaning of a word and or term.

Conclusion

The language variety used by adolescents on social media in a socio-semantic study indicates the development of lemma and its meaning. The development of lemma takes the form of new lemmas, acronyms, and walikan. The development of meaning can be in the form of synonyms and polysemy. The development of lemma in the language variety used by adolescents is one of the evidence and efforts to maintain self-existence in certain communities, special characteristics, and the need for new vocabulary in different contexts. This study has limitations in terms of data collection. Data collection is carried out directly in a relatively limited time and the access to adolescents' social media is also limited. The development of the lemma and its meaning has not been reviewed from the adolescents' mastery of this phenomenon. In an effort to maintain the rules and preserve the Indonesian language, the use of a relatively large language variety used by adolescents is proposed in KBBI as new lemmas with symbols based on the type of lemma. Thus, the variety of adolescent language can be understood well by the society.

Acknowledgment

The author would like to dedicate his deep gratitude and high respect to Dr. Aris Munandar as supervisor and Dr. Daru Winarti as co-supervisor of his doctoral dissertation project for any single enlightenment they are sharing in completing the project.

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