

**LANGUAGE ATTITUDE OF TEENAGER TOWARDS LANGUAGE
VARIATION OF ALAY IN FACEBOOK**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

BY

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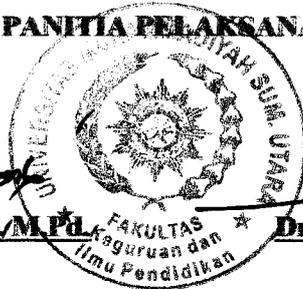
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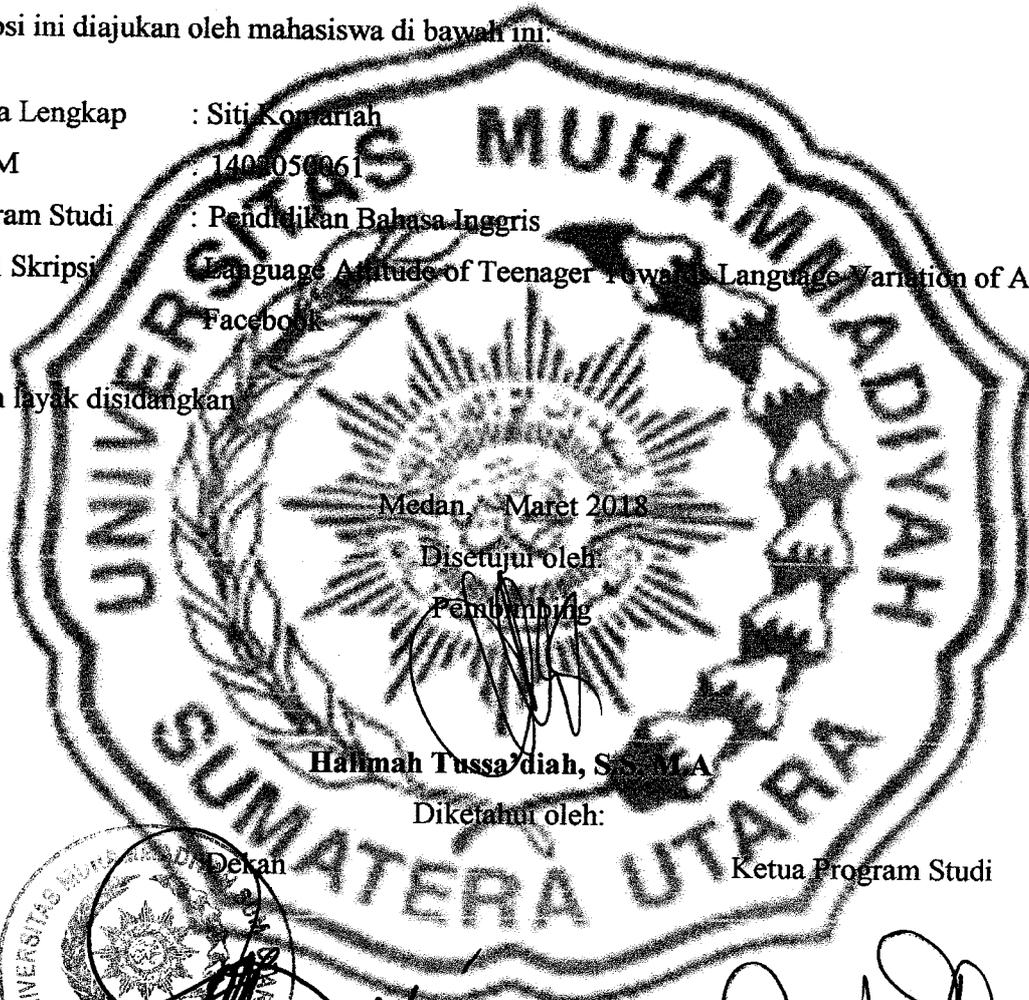
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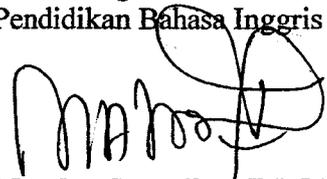
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ABSTRACT

Siti Komariah. NPM. 1402050061, “Language Attitude of Teenager Towards Language Variation of Alay in Facebook”. Skripsi : English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018.

This research deal with the analysis language attitude of teenager towards language variation of Alay in Facebook. The objective of the research was to find out the language attitude of Alay variation of Facebook users towards language variation of Alay to find out the occurrence of the language attitude. The data in this research was taken from questionnaires; there are 16 teenagers as respondents in this research. The questionnaires consisted of 20 questions taken as the data. Descriptive qualitative method was applied to analyze the data. In doing this research library research was applied in analyzing the data. From the data, it was obtained that 9 (56%) of respondents that have positive attitude towards the use of Alay language on Facebook, because Alay language could add language vocabulary, could entertain the readers and relieve saturation. Meanwhile 7 (44%) of them had negative attitude towards the use of the Alay language on Facebook because Alay language could damage and did not have the benefit when being used, and then 7 (44%) of respondents said that Alay language have negative impact towards respondents attitude in communicating because it damage the Indonesia standard, and 9 (56%) of them said that the use of Alay language did not have negative impact towards their attitude in communicating.

Key Words : Language Attitude, Teenager, Alay Variation.

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Hopefully the findings of this research are expected to be useful for those who read this reserach and interested to the topics.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is a tool to relate between one human with another human. In communicating there are several ways that there are using verbal language and non verbal language. Non verbal language is usually through the use of body language, gesture, sign etcetera. Verbal language can be through the standard language used in a country but in connection with the dynamics that occur in the community then there are many language variations. For example as found in Indonesia lately is language variation of Alay usage. Alay is one of the written variations that can be found. The term of Alay is commonly used to describe the use of a particular language especially Indonesian in social media different from the standard usage.

Usually language variation of Alay script used by teenagers or young people at the age of 11-20 years old. Language variation of Alay makes it easier for them to interact and in the usage of Alay variation many changes of standard language, for example in terms of vocabulary, pronunciation, style and so on. However, in some instances in the use of language variation of Alay there is a disturbing and destructive Indonesian standard for example in the addition of vocabulary, the addition of prefixes and suffixes to words or sentences. As has been said by (Kuswandini, 2009) Alay variation is believed to be distinctive

especially in term of its written form which includes its spelling system. That is, users tend to modify Indonesian vocabulary.

This modification is mostly done by combining numbers, abbreviations, capital letters or lowercases in one word or more. The creation of new writing system is commonly believed to be results of imitating other users “writing or users” own creative inventions. Using certain varieties, people can not help but having attitudes towards the varieties that they use or towards other varieties that other use.

The language variations of Alay are sometimes not only damaging the Indonesian but also confusing for those who are not members of Alay community. But for the users of Alay, they can give a positive attitude to language variation of Alay. They assumes that the language variation of Alay can also their identity being a means of communication. Language variation of Alay is also useful to cultivate self-existence. Variations of spoken or written Alay by the youth are in the code form or abbreviation to the words which are often strange, funny, and interesting. That is why the researchers is interested in conducting a research dealing with variation with the title “Language Attitude of Teenager Towards Language Variation of Alay in Facebook”. In this research the researcher uses facebook to obtain the data to be analyzed from some of Facebook users on their status, walls, and comments column. It is hoped that this research will give information especially to help the readers to know more the language attitude of the use language variation of Alay on the social media.

B. The Identification of the Problem

Based on the background above identification of the problem in this research namely :

1. Language variation of Alay is a non-standard language used as a means of verbal communication.
2. The use of language variation of Alay often confuses people who are not the members of Alay community.
3. Language variation of Alay may destruct the rules of the Indonesian language.
4. The uses of Alay give arises language attitude to language variation of Alay.

C. The Scope and Limitation

This research discusses about sociolinguistics that will be focus on language attitude and it is limited on language variation.

D. The Formulation of the Problem

Based on the background, there are two problems which were analyzed in this study:

1. What is the language attitude of Facebook users towards language variation of Alay?.
2. What are the reasons of the language attitude of Facebook users towards language variation of Alay?

E. The Objectives of the Study

The objectives of the research are :

1. To find out the language attitude of Facebook users towards language variation of Alay.
2. To find out the occurrence of the language attitude.

F. The Significance of the Study

The significances of the research are theoretically and practically useful for :

Theoretical :

1. This research is expected to be a source of input of language variations that exist in the community, especially in social media.

Practical:

1. The teenagers, as the input to be more wise in using language variation.
2. The readers of social media, to be the source of information in understanding language variation.
3. The other researchers, to be a source of information and reference to do the same research with different point of view.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Language Variation

According to Richard in Gemalasar (2013, p. 143), language variation is used for informal and formal situation speech variety which often serves as an in group language such as teenagers, army and pop group. The use of language variation is considered as a result of the rapid growth of the new word. In sociolinguistics, *language variation* is a general term for any distinctive form of a language or linguistic expression (Richard Nordquist, 2017). There are four language variation that are based on its users. The first is idiolect, the second is dialect, the next is social dialect and the last is temporal dialect. The description of those language variation can be seen as follow:

a. *Idiolect*

Idiolect is the language variation that is individual in nature (Chaer & Agustina, 1995:82). Everyone has his own language variation or his own idiolect. This idiolect variation is concerning with the colours of voice, choice of words, language style, sentence order, etc. The colours of voice is the most dominant aspect in language variation, because we can recognize someone just by listening to voice without seeing the person.

b. *Dialect*

According to Spolsky (1998:33) dialect is something that concerns variations which are located regionally or socially. Dialect also means the

language variation that comes from a group of users that are relative in numbers, living in one particular place, region or area (Chaer & Agustina, 1995:83). Since dialect is based on the place, region or area where the users live, it is usually called as area dialect, regional dialect or geography dialect. The users of a dialect have certain features that mark them as people who have the same dialect although they have their own idiolect. People who use Javanese with dialect of Semarang have their own particular features that are different from others who have the dialect of Surabaya. But they can communicate well with each other because those dialects are included in the same language, Javanese. The definition mentioned by (Chaer & Agustina, 1995) above is in line with what Spolsky (1998) concludes about regional dialects. He concludes that regional dialects tend to show less differences from their close neighbours and greater differences from distant neighbours (Spolsky, 1998:29).

Regional variation or regional dialect can also be found in the international world. The variation can be distinguished from the pronunciation, vocabulary and even from the grammatical differences (Holmes, 2001:124). Pronunciation and vocabulary differences probably are the easiest differences that people are aware of between different dialects of English. The examples of the pronunciation differences mentioned by Holmes (2001:124) in her book is the word *dad* pronounced by a New Zealander that to British ears sounds like *dead* that pronounced by an English person and the word *god* pronounced by an American that sounds like *guard* that pronounced by an English and the word *latter* that sounds like *ladder* to many non-American English speakers. The

examples of the vocabulary differences can be found in the term used by Australians, people live in England and New-Zealanders. Australians use the term *sole parents*, while people live in England use *single parents* and New-Zealanders call them *solo parents*. South Africans use the term *robot* while British call exactly the same thing as *traffic light*. Furthermore, Holmes (2001:125) gives the example of the American vs British influence on vocabulary used in one's region.

c. *Social dialect*

Social dialect means the language variation that is concerning with the social status and class (Chaer & Agustina, 1995:84). This language variation is usually the most spoken language variation and most time consuming to talk about since this variation is concerning with all personal problems of the users, such as age, gender, occupation, level of royalty, economic, social status, social class, etc. According to Holmes (2001:134) social dialects are the language that reflects the groupings of people that based on similar social and economic factors. Holmes (2001:134) also states that a person's dialect reflects his social background which can be found the complications of social dialects in Java and the ways used by Javanese speakers to show their social background. In Javanese, a particular social dialect can be defined as a particular combination of styles or levels that has its distinctive patterns of vocabulary, grammar and pronunciation. In Javanese, every time a Javanese person talks to a different person, he has to choose the right words and pronunciations because almost every word is different and they fit together in patterns or levels. A well-educated Javanese who comes

from a rich family usually use five different levels of language. According to Marjohan (1988:34), the social relationship that related to status and familiarity between the Javanese speaker and the listener has to be marked. The status depends on wealth, nobility, education, occupation, age, kinship, etc. For example, in Javanese the word for house has three forms that bear status meanings, they are *omah*, *griya* and *dalem*.

The term social class that is related to the social dialect refers to the differences between people which are associated with differences in social prestige, wealth and education (Holmes, 2001:135). People from different social class do not speak in the same way. For example, bank managers do not talk like office cleaners, lawyers do not talk in the same way as the criminals they defend in court. In accordance with this social dialect, there are some other language variation that people usually call as acrolect, bacilect, vulgar, slang, colloquial, jargon, argot and cant (Chaer & Agustina, 1995:87).

d. *Temporal dialect*

Temporal dialect means the language variation that is used by a certain social group in particular time (Chaer & Agustina, 1995:84). For example, the language variation can be seen in the development of English. According to Widarso (1989:22-28) the development of English had began from the Old English in the year of 600 to 1100, the Middle English in the year of 1100 to 1450, the Early Modern English in the year of 1450 to 1700 until the Modern English in the year of 1700 up to now.

According to Chaika (2008, p. 375), the language variation consists of social variation and language function. There are many variation of language used in society. Variation are group to group, speaker to speaker, in terms of the pronunciation of a language, the choice of words and meaning of those words, and even the use of syntactic constructions. In this fact, people may say the same thing in different ways. The speaker may use different style of their language depending on the particular context that is formal and informal. The language variation can be seen from bilingualism and multilingualism because bilingualism and multilingualism use the language with many variations which are used in different, situation, condition and society.

2. Definition of Teenager

The word of teenager has many different meanings. Some interpret teenager as a group of people who are growing up, there is also a mean teenager as children who are full of turmoil and problems, there is also a mean teenager as a group of children full of spirit and creativity. From some of the above understanding, the psychology of teenager in the original language called adolescence, derived from the Latin *adolescere* which means to grow to reach maturity or in the development of becoming an adult (Ali.M and Asrori.M, 2006: 9). Teenager, according to Mappiare (1982: 27) takes place between the ages of 12-21 years for women and 13-22 years for men. Vulnerable teenagers are usually divided into three, namely: 12-15 years is the early teenager, 15-18 years are mid-teenager and 18-22 years is the final teenager (Desmita, 2008: 190).

Teenager is often referred to as puberty. Hurlock (1997: 274) argues that puberty is a phase in the developmental range when children change from asexual beings to sexual beings. (in Al-Mighwar, 2006: 17) argues that puberty is a stage in development when sexual maturity occurs and reproductive capacity is achieved. This stage is accompanied by changes in somatic growth and development and psychological perspectives, such as physical, cognitive, emotional, and psychosocial growth and development. Teenager is also referred to as the period of change, the rate of change in attitudes, and behavior during teenager parallel to physical changes (Hurlock, 2004). Gunarsa (2001) describes certain features of teenager as an important period, teenager as a transitional period, teenager as a period of change, teenager as a troubled period, teenager as a period of identity seeking, teenager as an age of fear and teenager as the threshold of adulthood. The teenager as a period of transition from childhood to adulthood, encompasses all the developments experienced as a preparation to enter adulthood. All aspects of development in teenager globally take place between the ages of 12-21 years, with the division of 12-15 years of age is the early teenager, 15-18 years are mid-teenager, 18- 21 years are the elder teenager (Knoers & Haditomo, 2002). teenager is an important period of life span, a transitional period, a period of change, a troubled age, a period in which individuals seek self-identity, dreaded, unrealism, and the threshold toward adulthood. (Krori, 2011). According to Hall (Sarwono, 2011), teenager is a period of "sturm und drang" (hurricanes and storms), emotional times and occasionally emotional outbursts, arising from the contradiction of values. This exciting emotion is sometimes

troublesome, both for the teenager and for the parents / adults around him. But this passionate emotion is also useful for teenagers in an attempt to find identity. The reaction of the people around him will be a learning experience for the teenager to determine what action he or she will take.

In 1974, the WHO provided a conceptual definition of adolescence that included biological, psychological, and socioeconomic criteria. according to WHO (sarwono, 2011), adolescence is a time when the individual develops from the first time he shows his secondary sexual signs until he reaches sexual maturity (biological criteria), the individual experiences a psychological development and identification pattern from childhood into adulthood . (social-psychological criteria), and a transition from full socio-economic dependence to a relatively more independent (socio-economic) criterion.

2.1. Cognitive and Language Development of Teenager

According to Jean Piaget, in adolescence cognitive development has reached the peak stage, namely the stage of formal operations (11 years - adults) (Gunarsa, 1982); a capacity for abstract thinking, where juvenile reasoning is more similar to the way in which scientists look for problem solving in laboratories. Referring to the theory of cognitive development of Piaget, Berk (2003: 244-249) suggests some characteristics of cognitive development in this period as follows:

- a. Ability to reason abstractly in situations that offer multiple opportunities for hypothetico-deductive reasoning and propositional thought. Hypothetical

deductive reasoning is a cognitive process, whereby when a person is faced with a problem, he begins with a "general theory" of all factors that might influence the outcome and conclude it in a hypothesis (or prediction) of what might happen. Unlike children at the concrete operation stage, where children solve problems by starting from the most obvious realities as predictions of a situation; if the reality is not found, then it can not think of other alternatives and fail to solve the problem (Berk, 2003). So at this stage of formal operation, adolescents are able to think systematically, by performing various combinations, understand the existence of various aspects of a problem that can be solved instantly, simultaneously, no longer one by one as is usually done in children operating period concrete (Gunarsa, 1982: 160).

b. Understanding the logical need of propositional thinking, permitting reasoning about the premise (reason) that contradicts reality. Propositional thinking is a second important characteristic of the formal operation phase. Adolescents can evaluate the logic of propositions (verbal statements) without reference to real world circumstances. Instead, the child at the concrete operation stage evaluates the logic of the statement only by considering by basing on concrete evidence.

c. Shows the cognitive distortions of imaginary / imaginary listeners and personal fables, which will gradually decline and disappear in adulthood. The capacity of teenagers to think abstractly, combined with physical changes causes teenagers to start thinking more about themselves. Piaget is convinced that new egocentrisms have formed at this stage of formal operation, the

inability to distinguish abstract perspectives from self and others (Inhelder & Piaget, 1955/58, in Berk, 2003). As Santrock (2007) points out, teenagers show the development of language as follows:

a. There is increased mastery in the use of complex words (Fischer & Lazerson, 1984, in Santrock, 2007), where teenagers get better than children in analyzing the function of a word that plays a role in a sentence.

b. Experiencing progress in understanding metaphors (comparing meanings between two different things, using a word for different meanings) and satire (using irony, ridicule, or joke to expose abominations or ignorance).

c. Better than children in organizing ideas for writing; combining sentences so that they make sense; and organizing writing in the preliminary, core, and concluding form.

d. Speaking in dialectal sentences, ie language variations that have typical vocabulary, grammar, or pronunciation (Berko Gleason, 2005, in Santrock, 2007).

3. Alay and Alay Language Development

a. Alay

Alay is one of the new subculture that created by young generation in Indonesia. Alay phenomenon emerged in early 2009 as a result of social network which become popular recently. Alay commonly used by the middle high school students from 11 years old until 20 years old. According to Koentjaraningrat in Wulandari Linda S. Kompasiana posted on January 2013, Alay is the symptom which experienced by the Indonesian youngsters who wants to be recognized their status among their friends. These symptoms will change the writing style and the style of their dress. Beside that, Alay refers to the styles that are considered excessive and always try to attract the attention. A person who categorized of Alay generally has a unique of behavior in terms of language. It is not much different also expressed by Selo Soemardjan in Annisa Meiriani (2014: 7) that Alay is the behavior of Indonesian youngsters which made them feel more impressive and more beautiful than others. It is contrary with the characteristics of Indonesian nature who polite and friendly.

The phenomenon of language variation of Alay also received a great response from Sahala Siragih as Lecturer at the Faculty of Journalism, Padjadjaran University. In his opinion, language variation of Alay is a kind of password only apply within the youth community. Of course the language is not possible used outside their community, for example when they communicate with the teachers, parents, and others. The use of the password is precisely the same will be a problem when used in mass communication, because the symbols

they use are not understood by all the mass media audience, or used in formal communication in writing. If observed furthermore, among the many Alay confirmed their existence through social networking sites such as Facebook, Twitter, and so on. From these sites it can be seen that most language variation of Alay users aged between 11-20 years. Basically they are in a phase of psychological development that is unstable, looking for identity, want to get out of the environment family and more want to be considered by peers, so they are always try new things. The words in language variation of Alay do not have any definite of standard because it depends on the person's mood when making said the word. Although language variation of Alay has a writing standard that is far different from the Indonesian language, the people who often use of Alay language more quickly understand the word or sentence that written by their opponent play but the presence of language variation of Alay is not necessarily taken for granted by some who consider that Alay appearance is very disturbing. This should not be taken seriously, because basically Alay is not used in formal situations.

Alay Language Development

Alay language began to emerge and grow in line with the rapid use of social networks like Facebook, Twitter, and so forth. Not even just in the virtual world (such as Facebook and Twitter), Alay language is also widely found in television, radio, magazines, even newspapers. Especially on things directly related to transvestites, such as television shows that became the main spectacle and indeed addressed to teenagers. This makes the spread of Alay language among transvestites to be more rapidly. The word 'Alay' can be interpreted as, Anak Lebay, Anak Kelayapan, and Anak Layangan. Where such people are often defined as people who behave 'unusual' or can be said to be excessive. These people want to know their status among their peers, they want to always show their existence or their narcissism in every way. For example in terms of dress, behavior, and language (both oral and written). In accordance with this understanding, it can be seen that the Alay language is the language used by Alay children.

In linguistics, the Alay language includes a kind of 'diachronic' language. Namely the language used by a group within a certain period. It will develop only in a certain period. The development of diachronic language, is not only important to be learned by linguists, but also social experts or perhaps also political. Because, language is a social phenomenon. It lives and thrives because of certain social phenomena. Alay language refers to a phenomenon of transsexual behavior that is now infected in teenager in Indonesia. "Alay" or "Anak Layangan", this term is a stereotype depicting the tacky lifestyle or plebeian, besides Alay refers to

the style that is considered excessive and always trying to attract attention. Someone categorized by alay generally has unique behavior in terms of language and lifestyle, in the style of language, especially written language, Alay refers to the pleasure of transvestites or teenager who love to combine uppercase letters, combining letters with numbers and symbols, or overexceed .Alay language or commonly referred to as the language "Anak Layangan" is a language that is often used today's youth. Actually the use of the word young people today is considered less fit because the use of Alay language is rife popularized by transsexuals to penetrate the children ABG (Anak Baru Gede) junior and senior high school are still in transition from children to adulthood.

Alay language is a language that is often used by a set of gay certain people who are commonly called Alay child. These people usually always look different both in terms of style, dress, until even their language uses quirky and unique languages. It's all done solely to ask for recognition of the existence of the people around that they exist and they can become a phenomenon. Proven now, Alay language has become its own phenomenon, this time users not only transvestites, but teenagers, Alay children even been spread to all ages. Alay describes the condition of teenager who have not clear and unstable direction.

The current of Alay phenomenon has spread to the juvenile layer. The Use of Alay Language Many end up using Alay language in oral and written communication of Alay language is the language of today's transvestites and young boys. The new child adult always managed to create a new image, especially transvestites about him although it is a lot of hit the existing signs. No

exception to this Alay language, which combines letters with numbers, extend or shorten the use of letters or vary the uppercase and small letters to form a word and sentence (Markub : 2010:33-34).

3.1. Advantages and Disadvantages of the Use of Alay Variation

The existence of Alay language is considered of young people as a means of communication in the daily interaction. In both spoken or written form, this language is considered as media expression by teenager in Facebook interaction. However, unconsciously language variation of Alay can threaten the existence of Indonesian language as a language of unity because it is more different from the rules of good and true language. The emergence language variation of Alay also shows the development of dynamic era, because language must adapt to the users of society in order still exist.

It must be admitted that the emergence of a new language will of course affect the development of the world of language itself, whether it is influence positive or negative influence, not least the language of Alay itself. Positive impact with the use of Alay language is the teenagers more become creative. Apart from disturbing or not language variation of Alay, there is not problem if we enjoy every change or innovation of the language that appears. As long as it is used in the right situation, the right media and the right communication. The use of Alay languages will of course be a problem when used in mass communication because the symbols they use are not understood by the entire mass media audience, or used in formal communication in writing.

Thus, the language of Alay can be considered as destructive of the Indonesian order if it has been used in a formal situation as described above. Some of the opposing languages are generally adults or elderly persons. Alay language gets a lot of attention, even there is a special site that translates Indonesian into Alay language, called alaygenerator.co.cc. The trick is to type the desired sentence to change to Alay language, then the typed language will change to Alay language. Even today, there are efforts from the Alay community to create an Alay language dictionary abbreviated to KBBA (Alay Language Dictionary). Perhaps this is one reason why people consider Alay language to be very disturbing to the Indonesian language. While the negative impact for the continuity of Indonesian language are:

- a. The Indonesian society does not recognize the standard language.
- b. The Indonesian society are not use Competed Spelling (EYD).
- c. The Indonesian society regard the Indonesian language and did not want to learn it because he felt he had master of the Indonesian language is good and right.
- d. Used the small children can use the Indonesian language is good and true, but now more children use the Alay language. For example we used to call parents with the name of father or mother, but now the children called the father or mother with the tittle bokap or nyokap. The process of writing Indonesian language is not true. The process of writing of Indonesian is good and correct, If only the initial letter is given the capital letters, and there is not replacement of letters into numbers in a word or sentence. If this continues, it is feared will deletion the Indonesian language culture among the teenagers and the children.

Because the Indonesian language is the official language of our country and also as the identity of the nation. Another negative impact is language variation of Alay can disturb anyone who reads and hears the words that are meant in it. Because, not everyone can understand the meant of Alay words. Moreover in the form of writing, very dizzying and need more time to understand it.

The considering this staggering impact, it is necessary to minimize the negative impacts of language variation of Alay use, namely: Firstly, Indonesian teachers in schools should emphasize on how to use good and proper Indonesian language according to EYD. Secondly, it reduces the habit of sending short messages with the strange and abbreviated. Besides that it is easy to read it will be more time efficient and does not make the recipient feel confused reading our writing. Third, read a lot of writing that uses Indonesian language is good and true. It means that in the book there is a formality written and in accordance with applicable rules. For example discourse, news, or information in newspapers. The fourth, we should diligently to read KBBI Because many Indonesian vocabulary that we have forgotten. This is a proud form of our Indonesian language. By familiarizing yourself with someone to use Alay language, it can be difficult for himself.

4. Alay Word Formation

According to Mastuti (2008 : 70) that word formation of Alay language also included in word formation of Bahasa Gaul. Word formation of Bahasa Gaul can be produced by abbreviation or acronym. Badudu (1985 : 65) said that, there are some symptoms in language namely :adding phoneme, removing phoneme, kontraksi, metatesis and adaptasi. Based on Fanayun view (2010 : 64), the word formation of Alay language has four ways, namely : (a). A combination of capital letters, (b). a combination of letters and number, (c). Other combination, (d). A combination of letters, numbers, symbols and abbreviation. From some explanation above the researcher concluded that has eight processes inword formation of alay language namely : adding phoneme, removing phoneme, shorting process (abbreviation and acronym), using of common words, changing letters, combination between capital and short letter, combination between letter and number, and combination between letter, number, symbol and abbreviation. Here some types of Alay word formation.

a. Adding Phoneme

Adding of phonemeis a word formation of Alay language by adding phoneme in the beginning, middle, and in the end of word.

Example:

Tabel 2.1

Original word	Adding phoneme	Meaning
Rasa	Ngerasa	Taste
Lagi	Lagih	Again

Apa	Apha	What
Aku	Akuh	I am

b. Removing Phoneme

Removing of phoneme is a process of removing letters in the beginning, middle, and in the end of word.

Example :

Tabel 2.4

Original word	Adding phoneme	Meaning
Semua	Mua	All
Sama	Ama	Same
Mau	Mu	Want
Apa	Ap	What
Beli	bLii	Buy
Ada	Da	There is

c. Shortness

(1). Abbreviation

Abbreviation is a result of the shortening process in the form of a letter or combination of letters, which spelled out letter by letter (Kridalaksana, 1992:162).

Example:

Tabel 2.7

Alay	Original language	Meaning
BOS	Bekas Orang Susah	Ex poor man
BF	Teman Baik	Best Friend
HTDJ	Hati-hati di jalan	Be careful on the way

(2). Acronym

The acronym is a shortened process that combines letters or syllables or other part that is written and pronounced as a word. (Kridalaksana, 1992: 162).

Examples:

Tabel 2.8

Alay language	Original language	Meaning
GaJe	Gak jelas	Is not clear
Hadija	Hati-hati di jalan	Be careful on the way
Novi	Nonton tv	Watching television

d. Using of Common Words

Here some of words that usually used in Facebook.

Example :

Tabel 2.9

Words of Alay	Meaning
Beud	Very
Unyu-unyu	So funny

Bokap	Father
Eke	I am
Gokil	Funny
Capcus	Go
Galau	To express sadness
BT	As a result of “boring total“ (boring)
Cemungud	Enthusiasm

e. Exchange Phoneme

Replacement of the letters contained in the written language. according to Wijana (2010: 27)there is a change of sounds in the spoken language (vowels, consonant) such as the way of children speaking.

Example :

Tabel 2.9

Alay language	Original language	Meaning
Chayang	Sayang	Honey
Teyuz	Terus	Continue
Tatut	Takut	Afraid
ckalank	Sekarang	Now

f. The combination of Capital and Short Letters

The combination of capital letter and short letter are variants of Alay language that uses short letter then combined with capital letters with some abbreviation Fanayun (2010: 64).

Example :

Tabel 2.10

Alay language	Original language	Meaning
MMBrikan	Memberikan	Give
SImNa	Selamanya	Forever
KmOe	Kamu	You
KrMat	Keramat	Sacred
SmpUrNa	Sempurna	Perfect

g. The combination of Letters and Numbers

The combination of letters and numbers is a range of Alay language that uses numbers instead of letters (Fanayun, 2010: 64).

Example :

Tabel 2.11

Alay language	Original language	Meaning
Thx 4 coment	Thanksbuatcommentnya	Thanks for your comment
4d4 4p4	Ada apa	What happened
R1ndu	Rindu	Miss
i2	Itu	That

Dsn4	Disana	There
------	--------	-------

h. The combination of Letters, Numbers, Symbol, and Abbreviation

The combination of letter, number, symbol and abbreviation are Alay variety of language that uses symbols that are known or not for others. The most important thing in the selection symbols is the resemblance of the symbol with the Indonesian letters Fanayun (2010, 64).

example :

Tabel 2.12

Alay language	Original language	Meaning
di@m tanPa k@ta	Diam tanpa kata	Silent without a word
Mn9k!n nNt!	Mungkin nanti	May be letter
\$Y4Pa b'RniE	Siapa berani	Who is brave
qMoo, & dYa	Kamu dan dia	You and him/her
jLan''	Jalan-jalan	Take walk

5. Language Attitude

Moreno (1998:179) suggested a wider definition of language attitudes: Language attitude is a manifestation of the social attitude of the individuals, distinguished by focus and specific reference to both language and its use in society; and when discussing 'language' any type of linguistic variety is included. According to this definition, language attitudes do not strictly refer to general

languages, but include all linguistic variety. In addition, attitudes toward language use also form part of the concept.

Due to the strong association between language and community membership, the conceptualization of language attitudes is often extended to include attitudes toward speakers (González & Huguet, 2002; Lasagabaster, 2003). In this sense, Richard, Platt, and Platt (1992) defined language attitudes as: *the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language* (Richard, Platt, & Platt, 1992:199).

The definition of language attitudes was further stretched to integrate various behaviors and other related aspects (Fasold, 1984), due to the relevance language attitudes have for the definition of speech communities, to the explanation of linguistic change, language maintenance and language shift, and to applied concerns in the fields of intergroup communication, language planning and education (van Hout & Knops, 1988: 1).

5.1.Types of Language Attitudes

Types of language attitudes Initially a distinction needs to be made between types of language attitudes that correspond either to monolingual settings

or bi-/multilingual settings. In the earlier days of language attitude research it was believed that in mono- or multilingual societies' languages had to be evaluated against each other. Findings, however, indicate that bi- or multilinguals who are proficient in several varieties do not necessarily consider one language as more favourable than another. Instead many speakers argue that the varieties are equally important and fulfil similar communicative functions (Baker 1992:79). 18

Throughout the history of language attitude research different concepts for categorising language attitudes have been established. In the subsequent section two possible ways of distinguishing types of language attitudes will be presented.

Schmied (1991: 164) proposed a tripartite framework for the classification of different types of language attitudes. According to him language attitude studies deal with one of the three, partly overlapping fields: attitudes towards certain languages, attitudes towards varieties of a language and attitudes towards sociolinguistic topics. The first category deals with uniform attitudes and stereotypes, whereas the second investigates norm and standard varieties in comparison to non-standard varieties. The third category is concerned with attitudes towards language uses. This entails the issue of exploring which language variety is used in which domain. Another way of distinguishing different types of language attitudes was suggested by the social psychologists Gardner and Lambert (1972: 14). Those researchers were concerned with language attitudes and motivation. (see chapter 3 motivation). They identified two types of language attitudes: instrumentally-oriented language attitudes and integratively-oriented language attitudes. The first refers to the necessity for someone to learn a

language in order to achieve some non-interpersonal purpose. This could include passing a language course or learning a language for a better job. Integratively-oriented language attitudes, on the other hand, relate to a learner's desire to acquire more knowledge about the cultural community of the target language and to identify with this group. Integratively-oriented language attitudes are related to higher achievement in foreign or second language learning than instrumentally-oriented language attitudes (Gardner 1985).

Language attitude research looks at many different attitudes. Within the studies three variables seem to be of special importance: the attitude holders, the referents and the types of attitudes. An attitude holder needs to be seen in relation to his group and in broader terms to the society he identifies with. The referents relate to the collective setting of the attitude holders. The types of attitudes are reflected and mediated by the holders towards the language-related referents being studied (Smit 1996: 40).

According to Widya Astuti (2013) based on the research of her result, users and ex-users develop different attitudes towards the use of Alay variety. As the users tend to have more neutral attitudes with the use of Alay variety, they develop more positive attitudes towards the variety. They favour the use of Alay variety and consider the variety to be an identity marker, users attitudes belong to positive attitudes. Users of Alay variety have the loyalty in using the variety continuously and believed that the variety has prestige that in this case makes them the fashionable or creative while using the variety.

In contrast most of ex-users react negatively towards the use of Alay variety. They undervalue Alay variety and consider the variety to have a low prestige or status so that it is not proper to use the variety. This may be due to the fact that they no longer have the language loyalty and pride towards the variety. As people get older they become more aware of norms and rule. Thus, ex-users of Alay variety gradually the minish their use of the variety and write in a more standard style.

6. Language Choice

Language choice is defined as the language, variety or code utilized by a particular speech community for a particular purpose or function in verbal interaction (Fishman, 1972). In a multilingual society, individuals constantly have to make a choice of which language to use for which situation and this depends on the interlocutors who are also constrained by their own linguistic repertoires. Some people view this as a problem since it could cause barriers and difficulties in communication. Nonetheless exercising a choice in language use in different contexts can be a complex task. This is due to the fact that the speaker often has to decide constantly which languages are appropriate to use for what purposes, and the decision is often instantaneous. Besides, the speaker might be influenced by the characteristics of the interlocutor, such as ethnicity, age, gender, educational level, proficiency level and domains in which the particular communicative event takes place.

Deciding the language to use in everyday communication is not uncommon especially when the person lives in a multilingual society. Such

decision would be simple by someone who lives in a monolingual society. However, people who live in a bilingual or multilingual country inevitably face more decision makings in choosing what language to use as all of the people speak more than one language. It is also common that all of them do not speak the same language. Thus, domain analysis which is proposed by Joshua Fishman (1972) is crucial to provide a good understanding of the Flourishing Creativity & Literacy ALLS 7(1):21-32, 2016 22 linguistic situation for a bilingual or multilingual country. Which language an individual choses to use may depend on who is the interlocutor, and the situation in which the conversation takes place.

A. Previous Relevant Study

1. Endratno Pilih Swasono (2014),Faculty of Letters and Humanities State Islamic University Sunan Ampel Surabaya.The results of the research shows that alay language was produced by mixing capital and short letter in a word, combination number and letter in a word, adding and removing phoneme in a word, exchange phoneme, combination between symbol and letter in a word, shortness (abreviaotin, acronym), and using common words. While the factors found in the data are Association factors, and prestige factor.This research used descriptive qualitative data. The collected data is also qualitative data. All of the data analysis is presented in sentence and explanation forms. While the data source is taken from facebook. This data is presented to analyze and identify how Alay language uses on facebook. In

analyzing the data researcher use the theory which is appropriate with the data.

2. Andri Wicaksono (2011), Faculty of Indonesian Language Education Eleven March Surakarta University, The researcher he focuses on the form of Alay language society, he also analyze the characteristic of Alay language that usually uses by Indonesia young people in media generally, the characteristic of Alay language is on the strange written and did not use grammar of Indonesian language, he classified some of Alay into some levels depend on their writing. from the research he concluded that Alay language occurred firstly since there is SMS (Short Message Service) program, he also concluded that Alay language will not corrupt the Indonesian language if used in the correct media.

3. Annisa Meiriani (2014), Faculty of Social Science and Political Science, Mulawarman University. The study focuses on factors of public opinion such as Affective, Behavior, and Cognitive. She said that most advertisement in the television used Alay language, especially XL operator advertisement “Ciyus Miapah” version. The advertisement of XL operator “Ciyus Miapah” version appear some opinion both agree and disagree. The advertisement of operator of XL occurred saturated feeling because the advertisement frequently presented in the television. Besides that, the advertisement also occur not interest feeling because the using of Alay language in the advertisement understood by certain group only, especially young people. From the result of

the research the writer concluded that all of advertisement better use standard Indonesian language that can be understand by of all people.

B. Conceptual Framework

Alay language is a growing language today that is widely used by the community, especially among teenagers to communicate between one user with other users on facebook and other social networking sites. Users of Alay and language variations of Alay solely to seek attention to the status and comments sent on social media such as facebook by other users. Language variation of Alay that has been growing rapidly has damaged the rules of the Indonesian language which is good and correct.

To know how the language attitude of Alay users towards language variation of Alay writing can be seen from sociolinguistics parameter by analyzing behavior of language. The research on variations of this Alay script will be focused on aspects of sociolinguistic studies such as language attitudes, language choice, and word-forming processes.

CHAPTER III

METHOD OF RESEARCH

A. The Research Design

The research employs a descriptive method to describe and to interpret the data. It primarily uses a qualitative approach in analyzing the data considering the purpose of this research which authentically captures the phenomenon of human linguistic experience which is *Alay* variety used in *Facebook*.

B. The Source of Data

The source of the research is 16 facebook users of social media from 11 years old until 20 years old which interact actively by using Facebook.

C. The Technique of Collecting Data

The data will be collected by using the questionnaires that will give to respondents, the questionnaires deal with language attitude of teenager towards language variation of *Alay* in Facebook and also to know the reasons of the language attitude of *Alay* users.

D. Technique of Analyzing the Data

Data analysis techniques used in this research is :

1. Correcting the questionnaires to know the language attitude of 10 respondents towards language variation of Alay.
2. Correcting questionnaires to know the reason of Facebook users towards their language attitude.
3. Analyzing of the result of the language attitude of 10 respondents towards language variation of Alay and the reason of Alay users towards their language attitude.
4. Conclude the result of the language attitude of the 10 users language variation of Alay and the reason of Alay users towards their language attitude.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data Collection

The data of this research were focused on language attitude of teenager towards language variation of Alay. The data were collected by giving to 16 respondents in which each respondents was given 20 questions the range of the respondents age was 11 to 20. From the 16 respondents who had answered the 20 question listed on the questionnaires, each respondent had different reason and attitude towards language variation of Alay in Facebook.

B. Data Analysis

After collecting and analyzing 20 questionnaires that had been given to 16 respondents, the researcher classified the language attitude of respondents as the Facebook and Alay users to types of positive and negative attitude towards language variation of Alay in Facebook. There were different reasons of language attitude towards language variation of Alay in Facebook as the following table.

Tabel 4. 1.

The Percentage of the Questionnaires Answered of Respondents

No	The result of data acquisition	Percentage (%)							
		Y	N	SM	E	I	NI	P	N
1.	Facebook users	75%	25%						
2.	The Alay language know	88%	12%						

3.	The origin of the Alay language know and known			75%	25%					
4.	The use ever of Alay language in interacting on Facebook	75%	25%							
5.	The Alay language using is an embarassing	50%	50%							
6.	Alay language is identical with tacky	88%	12%							
7.	Alay language enrich the Indonesian language treasury	19%	81%							
8.	Alay language identical with tho world of teenagers	81%	19%							
9.	Alay language still using in interacting in Facebook	13%	87%							
10.	Alay language is used against of Facebook friends	13%	87%							
11.	Alay language is used at any place and time	19%	81%							
12.	Alay language deserve to be used in interact on Facebook	31%	69%							
13.	There is a special pride when Alay language used in Facebook	6%	94%							

14.	There is difficulty in Understanding Alay language	63%	37%						
15.	The importance of using Alay language on Facebook					6%	94%		
16.	Objected there is a ban of Alay language on Facebook	13%	87%						
17.	The attitude towards the use of Alay language on Facebook							56%	44%
18.	There is a negative impact of Alay language use in communication of attitudes.	44%	56%						
19.	Alay language may be extinct	31%	69%						
20.	Alay language needs to be maintained	6%	94%						

The mean of the code in the tabel 4.1 :

Y = Yes

N = No

SM = Social Media

E = Environment

I = Important

NI = Not Important

P = Positive

N = Negative

I. The Result of the Data Acquisition (without reason)

1. There were 12 (75%) of respondents who used Facebook as one social media until now and 4 (25%) of respondents who did not use Facebook.
2. There were 14 (88%) of respondents who knew the Alay language and 2 (12%) of respondents who did not know the Alay language on Facebook in real life.
3. There were 12 (75%) of respondents who knew the Alay language from social media and 4 (25%) of respondent who knew the Alay language from environment.
4. There were 12 (75%) of respondents who used Alay language and 4 (25%) of respondents who never used Alay language.
5. There were 8 (50%) of respondents who assumed that using Alay language was a shame and 8 (50%) of respondents who assumed that using Alay language was not a shame.
6. There were 14 (88%) of respondents saying that the use of Alay language was identical to something as tacky and 2 (12%) of respondents who said that the use of Alay language was not tacky.
7. There were 3 (19%) of respondents who said that Alay language enriched the Indonesian vocabulary and 13 (81%) of respondents who said that Alay language only destroyed the Indonesian order.
8. There were 13 (81%) of respondents opinion that Alay language was identical with the world of teenager and 3 (19%) of respondents who said that Alay language was identical of anyone who used Alay language.

9. There were 6 (38%) of respondents who still used Alay language when interacting and updating status on the Facebook.

10. There were 2 (13%) of respondents who used Alay language to towards all their friends in Facebook and 14 (87%) of respondents only used in a certain situation.

11. There were 3 (19%) of respondents who used Alay language at any time and place and 13 (81%) of them used Alay language when they met with their friends.

12. There were 5 (31%) of respondents thought that Alay language could be used when interacted on Facebook and 11 (69%) of them assumed that Alay language was unsuitable or worth used when interacting on Facebook.

13. There were 4 (25%) of respondents proud of using Alay language when comunicated on Facebook and 12 (75%) of them felt that there was nothing to boast about when using Alay language.

II. The Result of Data Acquisition (with reason).

14. There were 10 (63%) of respondents had difficulties in understing Alay language because it was difficult to read and understood its meaning and 6 (37%) of them state that there was not difficulty in using Alay language.

15. There were 5 (31%) of respondents felt that the Alay language was important used on Facebook, because by using Alay language become the center of attention of the Facebook users and 11 (69%) of them said that Alay language was not

important to use on Facebook because Alay did not have the benefit and it was difficult to understand.

16. There were 5 (31%) of respondents who minded if there was a ban of the use of Alay language on Facebook, because by using Alay then they could add creativity and 11 (69%) of them did not mind if there was a ban in the use of Alay language on Facebook.

17. There were 9 (56%) of respondents had positive attitude towards the use of Alay language on Facebook, because Alay language could add language vocabulary, could entertain the readers and could relieve saturation. Meanwhile 7 (44%) of them had negative attitude towards the use Alay language on Facebook because Alay language could damage and did not have the benefit when using it.

18. There were 7 (44%) of respondents saying that Alay language had negative impact towards respondents attitude in communicating cause Alay language could damaged Indonesian standard , and 9 (56%) of them said that the used of Alay language did not have negative impact towards their attitude in communicating.

19. There were 5 (31%) of respondents explained that Alay language would extinct because the influence of the technology which always developed from time to time and 11 (69%) of them said that Alay language would not be extinct because Alay language always developed from one generation to other generation.

20. There were 8 (50%) of respondents said that Alay language should be defended to add its new vocabulary, and 8 (50%) of them clarified that Alay language should not defend because Alay language did not need anymore.

C. Research Findings

From the result of the questionnaires that had been given to respondents amounted to 16 people that as many 12 (75%) of respondents who used Facebook as one social media until now and only 4 (25%) of respondents who did not use Facebook. The respondents as much as 14 (88%) who knew Alay language but 2 (12%) of respondents who did not know the Alay language on Facebook in real life. The respondents 12 (75%) who knew Alay language from social media while 4 (12%) of them who knew Alay language from environment as they live. There were 12 (75%) of respondents who used Alay language while 4 (12%) of them who never used Alay language. The respondents as much as 8 (50%) who assumed that using Alay language was a shame and 8 (50%) of respondents who assumed that using Alay language was not a shame. There were 14 (88%) of respondents saying that the use of Alay language identical to something as tacky and 2 (12%) of them who said that the use of Alay language was not tacky.

The respondents as much as 3 (19%) who said that Alay language enriched the Indonesian vocabulary and 13 (81%) of them who said that Alay language only destroyed the Indonesian order. The respondents as much as 13 (81%) opinion that Alay language was identical with the world of teenager while 3 (19%) of them who said that Alay language was identical of anyone who used Alay language. The respondents as much as 6 (38%) who still used Alay language when interacting and updating status on Facebook while 10 (62%) of them have not use Alay language on Facebook to interacting and updating status. The respondents as much as 2 (13%) who used the Alay language to towards all

of their friends in Facebook and 14 (87%) of them only used in a certain situation. About the respondents who used Alay language at any time and place as much as 3 (19%) and 13 (81%) of them used Alay language when they met with their friends. The percentage 5 (31%) of respondents thought that Alay language could be used when interacted on Facebook and 11 (69%) of them assumed that Alay language was unsuitable or worth used when interacting on Facebook. The percentage 4 (25%) of respondents proud of using Alay language when communicated on Facebook and 12 (75%) of them felt that there was nothing to boast about when using Alay language.

In the use of Alay language 10 (63%) of respondents had difficulties in understanding Alay language because it was difficult to read and understand its meaning and 6 (37%) of them stated that there was not difficulty in using Alay language. The percentage of 5 (31%) of respondents felt that Alay language was important used on Facebook, because by using Alay language they became the center of attention of the Facebook users and 11 (69%) of them said that Alay language was not important to use on Facebook because Alay did not have the benefit and it was difficult to understand. From the data obtained, the researcher also found 5 (31%) of respondents who minded if there was a ban of the use of Alay language on Facebook, because by using Alay then they could add creativity and 11 (69%) of them did not mind if there was a ban in the use of Alay language on Facebook.

The percentage of 9 (56%) of respondents had positive attitude towards the use of Alay language on Facebook, because Alay language could add

language vocabulary, could entertain the readers and could relieve saturation. Meanwhile 7 (44%) of them had negative attitude towards the use Alay language on Facebook because Alay language could damage and did not have the benefit when using it, and then 7 (44%) of respondents saying that Alay language had negative impact towards respondents attitude in communicating because Alay language could damaged Indonesian standard, and 9 (56%) of them said that the use of Alay language did not have negative impact towards their attitude in communicating. The last was the percentage of 5 (31%) of respondents explain that Alay language would extinct because the influence of the technology which always developed from time to time and 11 (69%) of them said that Alay language would not be extinct because Alay language always developed from one generation to other generation. The percentage of 8 (50%) of respondents said that Alay language should be defended to add its new vocabulary, and 8 (50%) of them clarified that Alay language should not defend because Alay language did not need anymore.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After having analyzed the data, the conclusion were :

1. Alay language was a language that was often used by teenagers on Facebook and in the neighborhood.
2. Teenagers as the uses of Facebook had a different language attitude towards the use of Alay language on Facebook.
3. There were 12 (75%) as Facebook users and 4 (25%) did not use Facebook. 14 (88%) who knew Alay language and 2 (12%) did not know Alay language. 12 (75%) who knew the Alay language from social media and 4 (25%) who knew Alay language from environment. 12 (75%) of them ever use Alay language and 4 (25%) never use Alay language. 8 (50%) said that using Alay language was very embarrassed and 8 (50%) it was not a shame. 14 (88%) said that Alay language was tacky and 2 (12%) stated it was not tacky.3 (19%) said that alay language add the Indonesian vocabulary and 13 (81%) it was not add to the Indonesian vocabulary. 13 (81%) said that Alay language was identical with teenager world and 3 (19%) said that Alay language could be used by anyone. 6 (38%) still use Alay language on Facebook and 10 (62%) did not use it anymore. 2 (13%) use Alay language on all Facebook friends and 14 (87%) did not use it anymore. 3 (19%) use Alay language at everytimes (13%) use it at the right time. 5 (31%) said that Alay language

was worthy of use on Facebook and 11 (69%) stated no. 4 (25%) were proud to use alay language and 12 (75%) felt normal.

4. 10 (63%) of respondents had difficulties in understanding Alay language because it was difficult to read and understand its meaning and 6 (37%) stated that there was not difficulty in using Alay language. The percentage of 5 (31%) felt that Alay language was important used on Facebook, because by using Alay language became the center of attention of the Facebook users and 11 (69%) said that Alay language was not important to use because Alay did not have the benefit and it was difficult to understand. 5 (31%) who minded if there was a ban of the use of Alay language on Facebook, because by using Alay then they could add creativity and 11 (69%) did not mind if there was a ban in the use of Alay on Facebook. 9 (56%) of respondents had positive attitude towards the use of Alay language on Facebook, because Alay language could add language vocabulary, could entertain the readers and could relieve saturation and 7 (44%) had negative attitude because Alay language could damage and did not have the benefit when using it, and then 7 (44%) saying Alay language had negative impact towards respondents attitude in communicating because damaged Indonesian standard, and 9 (56%) say that the used of Alay language did not negative impact towards their attitude in communicating. The last were 5 (31%) explain that Alay language would extinct because the influence of the technology which always developed from time to time and 11 (69%) said that Alay

language would not be extinct because Alay language always developed from one generation to other generation. 8 (50%) said that Alay language should be defended to add its new vocabulary, and 8 (50%) of them clarified that Alay language should not defend because Alay language did not need anymore.

B. Suggestion

Based on the conclusion, the suggestion of this research were :

1. The users of Facebook, who ever the use of Alay, they could use Alay without eliminating and deleting Indonesian language as the official language of Indonesian nation.
2. The teenagers, as the active users of Alay language, they could use Alay language at certain times and places without destroying the rules of the Indonesian language.
3. The reader/researcher, the input of this research could be the source of information to do the same research of different point of view.

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