GENERATIVE PHONOLOGY-MEDAN ADOLESCENT SLANG WORDS IN DAILY SPEECH

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Abstract
This paper aims at describing and examines the phonological processes of several adolescent slang words of Medan in daily conversation. In this paper, the researcher uses a qualitative descriptive method with a generative phonological approach. The data contained in this study are phonological data that the researcher obtained from slang words that several adolescents in Medan usually use in their daily conversations. In analyzing the data obtained, it was done by collecting data, analyzing the data, making phonological studies, and making the result and discussion. According to the findings in this research, generative phonology might be a valuable technique for examining and comprehending phonological processes used by Medan adolescents in ordinary discourse, which including Assimilation and Syllable Structure(tend to use /ə/, /e/ and /o/ vowels, vowel-consonant sound release, the weakening, and mixing of vowels sound).

Keywords: Adolescent, Generative Phonology, Phonological Rules, Slang words.

1. INTRODUCTION

Humans communicate verbally with language. The presence of language in this world is a significant component in communicating between living things and other elements such as gestures, tone, and so on. Thus, language is an essential factor as a means of communication in the life of living things. Language is a system of sound symbols. Chaer (2007) says that language is utilized as a medium of communication in everyday life with the goal of communicating a message.

The national language is the primary language owned by that country. As in Indonesia, the Indonesian language is an efficient language to use when communicating. Nowadays, there are more and more options in speaking, and it is increasingly sophisticated for us to express ideas, intentions, feelings, meanings, and so on. So, it is sure that this can lead to many mistakes in pronouncing good and correct Indonesian in both verbal and non-verbal forms.

Generative Phonology.

Anasti, et. al., (2020) state that phonology is a study that analyzes the sound of language and is based on the concept of language, which claims that language, is a system sign of sound. Through phonology study, according to some experts, is a linguistic

discipline that investigates, analyzes, and discusses the order of the sounds in a language (Anasti, et.al., 2020).

Generative phonology is a stream that was initially seen as subordinatefrom the theory born by Chomsky and his followers in 1968. Phonologygenerative generally talks about the phonological process of a language.Therefore, the rules of sound change are often found (Anasti, et.al., 2020).

Schane (1973) says that we give a rule if we can say the exact conditions that occur in a phonological process. Until now, everyday language is said to have undergone many changes. In generative phonology, statements are converted into formal notation. This standard notation must precisely define the conclusions of the process. There are four kinds of phonological rules: rules that change characteristics, limitations of deletion and insertion, laws of changing order (permutations) and merging, and regulations that use variables.

Generative phonology is a component in phonology that originates from generative grammar, where there is a process of sound change in a language (Nafisah, 2017). The points discussed in generative phonology include the system of rules related to sound and meaning, the phonetic representation of a language, the processes, and assumptions in sound change.

In generative phonology, phonological processes and rules are also discussed. Schane (1973) classifies phonological processes into four types, as follows:

a) Assimilation.

According to Ramelan (2012), assimilation is the process of changing one phoneme into another phoneme resulting from putting morphemes together. It means that assimilation is the different two sounds become the same or almost similar sound. It is because the sounds are spoken in sequence so that the sounds can cause each other to influence or be influenced, thus the existence of an almost identical environment. Assimilation is divided into (1) consonants assimilate vocal characteristics, (2) vowels assimilate consonant characteristics, (3) consonants assimilate consonant characteristics, and (4) vowels assimilate vowel characteristics.

There are four types of assimilation based on the influence of vowels and consonants, namely:
- Assimilation of consonants with consonant (C-C), consonant is also assimilated with consonant.
- Assimilation of consonant with vowel (C-V), consonant forms that are incorporated with vowels.
- Assimilation of vocals with vocal (V-V), a form of assimilation between vowel and vowel.
- Assimilation of vowel with consonant (V-C), the assimilation between vowel and consonant.

The form of assimilation process rules in generative phonology are:

[+syllabic] → [+nasal] / ___ [+nasal]

b) Syllable structure.

The processes of syllabic structure affect the function of consonant-vowel relations, that is, concerning each other in words. These processes include (1) consonant release, (2) vowel release, (3) consonant or vowel insertion, (4) consonant and vowel joining, (5) consonant or vowel joining, (6) main group change, and (7) metathesis, weakening and strengthening.

In this process, there is a change in the syllable structure caused by weak or strong segments in a word or morpheme. For instance, the form of a syllable becomes more complicated if a vowel in the CVCV arrangement is omitted so that the two consonants are side by side. Such omissions are often caused by the segment occupying a weak position in the syllable. Weakening can be divided into 3, i.e.: (1) syncope, (2) apocope, (3) vocal reduction. At the same time, strengthening includes (4) diphthongization and (5) vowel shifts.

c) Neutralization.

Neutralization is the process of reducing the phonological differences that exist in a particular environment. Different segments in a domain have the exact representation in the neutralization environment. Neutralization is divided into two, i.e: (1) consonant neutralization and (2) vowel neutralization.

In generative phonology, there is a fundamental concept that every morpheme has a basic form, whereas, in the basic structure of the morpheme, it has more than one phonetic form. All these morpheme variants occur in everyday environments. A phonetic form must vary, which is simple in the grammar spoken. This also applies to adolescent slang words; the phonetic structure of the language has many variations (Muslich, 2008).

Slang Words

As we know, various age groups use that language from young to old. It has specific purposes with different variations and structures. However, now a new term appears to refer to a type of language used by the adolescent, namely slang.

According to Sari (2010), slang is a language that is widely used by all age groups (young to elderly) with the aim of expressing their uniqueness.One of the most prominent characteristics of slang is the wordplay so that the symbol and its reference deviate far. Slang is a restricted and secret social variant that is used by a small group of people and may not be known to the general public (Chaer, et.al., 1995).As we know, one of the characteristics of language is arbitrary, which is very prominent in the formation of slang. The characteristic that looks modern is vocabulary in communication which is somewhat different from regular communication.

Sartini (2012) argues that languages spoken by various age groups have distinct aims, as well as varied structure and variation. In relation to the diversity and variety of language used by a particular group, a new term, slang, has recently emerged to describe a sort of group language used by young people (Sartini, 2012).

New slang phrases have developed in recent years, while this linguistic model has been for a long time (Sartini, 2012). This language first appeared in electronic media such as radio and television in the 1990s. Sartini (2012) also added that the words used at first

look appear to be quite widely known, yet the context and meaning, at least at first, appear to be out of place.

Sari (2010) argues that current slang can be found in the discussions of teens and young children in practice. Moreover, Sari (2010) also stated that young people are the most inventive and quickest influenced by the status quo. It also has an impact on how people communicate in everyday situations. They are always looking for refreshment, and the majority of them prefer an intimate and pleasant setting when conversing with one another (Sari, 2010). Further, Sari (2010) stated that they that language serves as a medium for conversation while also strengthening relationships, and that it is the most effective communication tool for those who are also members of the group, also develop their own language structure that is distinct from the present language framework.

Sartini (2012) states that slang is a language that is free to use for the purpose of expressing one's identity and group. Moreover, Sartini (2012) also adds that this variation has permeated the lives of teens and young people to the point that it has raised words. Slang word tends to shift to the inventory of terms that are not in accordance with written language. Slang, in general, is only a form of spoken language, not written language. Slang is one type of everyday talk, which can also be classified as casual language because it meets several criteria such as spontaneous utterances (spontaneity phenomena), straightforward vocabulary, and colloquial expressions (Eggins, et. al, 2000).

Anasti, et.al. (2020) argue that slang language is a style of conversation that may also be characterized as casual language since it meets certain requirements, including spontaneous utterances (spontaneity phenomenon), commonplace vocabulary, and colloquial idioms. Adolescent slang language has a uniqueness, namely the variety of language sounds with phonological rules and their formation, so that slang is very distinctive, unique, and interesting when analyzed through a generative phonological approach (Anasti, et.al., 2020).

Based on the explanations above, in this paper the researcher explains and describes the process of sound change or the phonological process through phonological generative approach accompanied by data that the researcher obtained from several adolescents in Medan. In this study employed Generative Phonology theory which is a language theory known as Generative Grammar.This grammar is a linguistic framework that begins at birth and develops phonetic phonology.

2. RESEARCH METHOD

The design utilized in this paper is descriptive qualitative. A descriptive study is one that collects data on the state of a symptom. The purpose is to provide a systematic, factual, and accurate description of the population in a given region. Generative phonology is the approach utilized. The term "generative phonology" refers to a change in the sound of the human mouth cavity that result in phonemes or sounds. This phonology is required for humans to communicate on a daily basis. This study data was collected using an introspective reflexive approach for the author's native language.

Furthermore, data was obtained from source literature that discussed the topic of this study. Collecting data, evaluating data, conducting a phonological process, and publishing the results are some of the methods used in data analysis.

3. RESULT & FINDINGS

According to the findings of this study, numerous phonological processes have been identified in the slang terms of certain Medan teenagers, as follows:

a. Assimilation.

Affixes in general cause sound to alter and assimilation is one of them. There are various assimilation rules involving regressive assimilation and regressive assimilation progressive. For example:

/teman/	→	/təmən-an/
/habis/	→	/abis-in/
/hancur/	→	/ancur-in/
/ingat/	→	/ingət-in/
/ingat/	→	/ŋg-ingət-in/
/sempat/	→	/səmpət-in/

From examples above, the assimilation rules are:

[+sil] → [+nas] / ____ [+nas]

b. Syllable Structure.

- Deletion of Sound (Vowel-Consonant Release)

  In this feature, adolescent slang words tend to efect segment release. For instance, the release of the consonant /s/ into a word is preceded by a vowel sound.

/habis/	→	/abis/
/hancur/	→	/ancur/
/hitam/	→	/itam/
/hutang/	→	/utang/

  From examples above, the deletion rule is:

  $$\begin{bmatrix} \text{-syllabic} \\ \text{+low} \end{bmatrix} \rightarrow \varnothing \; [\text{+syllabic}]$$

  In this rule, it is explained that the consonant /h/ ([-syllabic, +low]) is lost if the word initiates with a vowel sound, but not all words, only a few. The removal of the consonant /h/, which is found at the beginning of a word or in the middle of a word, basically makes it easier for the speech organs to move. It is because pronouncing the consonant sound /h/ requires more effort on the articulation of the tools to make it easier to pronounce.

- Vowel Weakening

  According to the generative phonological theory, Medan adolescent slang words are seen from their phonological characteristics and there are changes in vocal sounds included in the attenuation of vocal sounds. The following are the examples of Medan adolescent slang words that experience vocal weakening.

/ingat/	→	/ingət/
/hangat/	→	/angət/

/sempat/   → /səmpət/

From the data above, it is shown that there is a change in the vowel sound /a/ with the rules [+syllabic, -round, +low] in the second syllabic to become a vowel sound /ə/ [+syllabic, +back, -round, -low], if it is followed by a consonant /t/, /p/, /n/.

In the process of vowel weakening, there is a reduction in pronunciation tension when pronouncing vowel sounds in new words. Based on the data above, the phonological rules of vocal attenuation are as follows.

+syllabic   -strident
        →   -round   / → [-syllabic] #
+low   -back

In this rule, it is explained that the vowel /a/ ([+syllabic, +low]) weakens into /ə/ if it comes before a consonant ([-syllabic]). The occurrence of attenuation of consonants is due to reduced muscle strength when pronouncing the consonant sound.

- **Mix of vowels**
  In this process, there is a fusion of two vowel sounds into a new vowel sound. This occurs in the slang used by several adolescents in Medan. The data is as follows.
  /pakai/   → /pake/
  /pantai/   → /pante/
  /sungai/   → /sunge/
  /bangkai/   → /bangke/
  From the data above, Indonesian's vowel sound /ai/ changes to the vowel sound /e/ in adolescent slang words. Phonetically, the vowel sounds are realized as the front, middle, and unrounded vowels. The new syllable structure is more superficial because the vowel /ai/ has contracted into a single vowel sound /e/.

- Tend to use /ə/, /e/ and /o/ vowels.
  In general, adolescent slang words tend to be characterized by the existence of a vowel /e/ as a front vowel, tense, and not round. Meanwhile, the existence of vocal /o/ is as a back, middle, and rounded vowel. For example:
  /sampai/   → /sampe/
  /teman/   → /təmən/
  /bosan/   → /bosən/
  /main/   → /maen/
  /kalau/   → /kalo/
  /mau/   → /mo/
  /kau/   → /ko/
  The data above shows that the Indonesian slang words tend to use the vowels /ə/, /e/ and /o/ in everyday conversation.

4. CONCLUSION

Keywords are derived from the findings of this investigation. To begin, generative phonology is the sound produced by the human mouth cavity, which creates phonemes or sounds. This phonology is extremely vital for people to use in everyday conversation. Second, adolescent slang is the ordinary vocabulary used by teenagers in everyday interactions. Third, among the phonological processes discovered are:Assimilation and Syllable Structure (i.e. tend to use /ə/, /e/ and /o/ vowels, vowel-consonant sound release, the weakening, and mixing of vowels sound).The occurrence of sound alterations and the causes may be explored using a generative phonological strategy, based on the relevant description and analysis.

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