

Slang in Action: Investigating the Most Common Types Used by Indonesian University Students with Advanced English Proficiency on Hallo Live Streams

Chairunnisa Kairupan

chairunnisakairupan@gmail.com

SMA Negeri 2 Bitung

Andi Anugrah Surya Ardhy

andianugrah.sar@gmail.com

Universitas Negeri Yogyakarta

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Corresponding Author:

andianugrah.sar@gmail.com

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Abstract The increasing use of live-streaming platforms has created new spaces for informal language practices, including the use of slang in real-time digital interactions. However, limited research has examined how Indonesian university students use slang in English-mediated live-streaming environments. This study aims to identify the types of slang used by Indonesian university students on Hallo live streams, determine the most dominant type, and explore the communicative purposes underlying its use. Employing a descriptive qualitative design with supporting quantitative data, the study involved 60 Indonesian university students aged 18–26 who actively participated in Hallo live streaming activities. Data were collected through live-stream observations and questionnaires and analyzed using Allan and Burridge's (2006) slang classification framework and descriptive statistics. The findings revealed five types of slang: imitative, acronym, fresh and creative, clipping, and flippant. Among these, imitative slang was the most dominant type (34%), followed by fresh and creative (24%) and acronym forms (22%). The questionnaire results indicated that slang was primarily used to maintain familiarity, initiate casual conversations, reduce social distance, express emotions, and strengthen group identity. These findings demonstrate that slang functions not only as a linguistic variation but also as a strategic communicative resource in English-mediated digital interactions. This study contributes to the growing field

of digital sociolinguistics by providing empirical insights into slang use within synchronous live-streaming environments.

INTRODUCTION

Language is a dynamic entity that continually evolves in response to changing times (McLelland, 2021). It is not limited to the standard forms taught in schools or recorded in dictionaries, but also encompasses a wide variety of variations arising from everyday communication practices. In this context, language can be understood as a reflection of social, cultural, and technological developments, constantly adapting to the needs of its speakers (Labov, 2010). One manifestation of this development is the emergence of informal language forms, which are then widely used in social interactions.

One of the most prominent and interesting linguistic phenomena to study is slang. Slang can be understood as an informal language variation that does not adhere to standard linguistic rules, but instead serves a strong social function (Roth-Gordon, 2020). Its presence not only demonstrates linguistic creativity but also reflects social identity and emotional closeness between members of a particular group. In practice, slang is often used to mark internal and external boundaries, where people who master a particular slang vocabulary are considered part of the same community (Pongsapan, 2022). Thus, slang serves not only as a means of communication but also as a marker of solidarity and the existence of a particular social group.

The phenomenon of slang usage is particularly popular among teenagers and college students. The younger generation tends to utilise this language because it is considered more expressive, flexible, and able to represent contemporary lifestyles (Nuraeni & Pahamzah, 2021; Talanov, 2023). Compared to standard language, which often feels stiff, the use of slang creates a more relaxed and relevant communication atmosphere relevant to everyday life. Furthermore, in social environments that often demand speed, familiarity, and creativity, slang is a practical

choice for conveying messages concisely yet meaningfully (Milyoshina, 2021). In other words, the use of slang among teenagers and college students is not merely a linguistic trend, but also part of a communication strategy that shapes social identity and strengthens interpersonal relationships.

The growing use of slang among young people is increasingly visible in digital communication environments, particularly on social networking and live-streaming platforms. The increasing participation of university students in English-mediated digital environments reflects broader developments in digital literacy and technology-supported communication (Isnaniah & Ningsih, 2022). Previous studies have also shown that digital technologies provide learners with opportunities to engage in authentic language use beyond traditional classroom settings (Azizah et al., 2025). One platform that has gained popularity among Indonesian university students is the Hallo App. This English-mediated live-streaming application enables users to interact with speakers from different linguistic and cultural backgrounds in real time. Because communication on the platform occurs spontaneously and synchronously, it provides a rich environment for observing informal language practices, including slang. As a result, Hallo App offers an important context for examining how young users negotiate identity, solidarity, and communicative effectiveness through language in digital interactions.

In linguistic studies, slang occupies an important position because it reflects both the creative and social dimensions of language use. Frazer and Eble (1997) explain that slang is an informal variation of language that typically emerges within a specific community. Its use is often associated with relatively homogeneous groups, such as students, peer networks, or online communities, whose members share common linguistic practices and cultural reference (Damirjian, 2025). Thus, slang functions not only as a means of communication but also as a marker of group identity and social belonging, enabling members to express solidarity while distinguishing themselves from outsiders.

Both Coleman (2014) and Holmes (2013) emphasise that slang plays a role in building solidarity and marking social boundaries. Through the use of slang, a person can demonstrate their closeness to a particular group while simultaneously distinguishing themselves from other groups. It demonstrates that slang serves not only as a means of communication but also as a symbol of status, identity, and community membership (Drake, 1980). Therefore, understanding slang cannot be separated from its surrounding social context, as that is where it finds its relevance.

Although slang is often associated with informal language, it should not be treated as synonymous with informal registers in general. Informal registers refer broadly to casual language used in relaxed situations, including colloquial expressions, contractions, and everyday conversational forms. Slang, however, carries additional social meanings related to group identity, solidarity, and membership within particular communities (Coleman, 2014; Holmes, 2013). In other words, while all slang is informal, not all informal language can be classified as slang.

The distinction becomes particularly important when examining forms such as “gonna,” “wanna,” “gotta,” and “kinda.” From a strictly linguistic perspective, these expressions may be viewed as informal spoken contractions of standard English forms (“going to,” “want to,” “got to,” and “kind of”). However, in digital communication and youth interaction contexts, these forms often serve functions beyond mere grammatical reduction. Their recurrent use signals informality, peer-group affiliation, and conversational solidarity, which are key characteristics commonly associated with slang usage.

Furthermore, Allan and Burridge (2006) classify slang into several categories that can help researchers analyse this phenomenon more systematically. These categories include imitative, acronym, clipping, fresh and creative, and flippant. Imitative refers to words that imitate certain sounds or expressions; an acronym is formed from abbreviated letters; clipping occurs when a word is shortened without changing its meaning; fresh and creative is the creation of new, fresh vocabulary; while flippant reflects a play on words that is humorous or full of satire. This

classification emphasises that slang does not always emerge spontaneously and randomly, but can be analysed through an organised linguistic framework.

Meanwhile, the development of digital technology has had a significant impact on human communication patterns, including the use of everyday language (Yang, 2024). While previously slang was more often found in direct conversations between peers, its use has now expanded, spanning social media, online forums, online games, and even live streaming (Codarcea, 2021; Mahardika, 2024; Soo, 2025). The presence of technology accelerates the spread and transformation of slang, allowing new vocabulary to be quickly recognised, practised, and adapted by various social groups (Petrova & Vasichkina, 2021). It makes slang an increasingly dynamic and cross-border linguistic phenomenon, no longer confined to physical meeting spaces.

In the context of virtual interactions, informal language—including slang—has become an essential part of digital communication. Slang is used to express closeness, establish identity, and create a relaxed atmosphere, even in public communication spaces (Nurhayati & Putri, 2024; Printsipalova, 2024). By using slang, digital media users can convey a more authentic and personal side, making conversations feel intimate and relaxed (Budiasa, 2021; Sundaram et al., 2023). It demonstrates that the social function of slang, previously dominant in the real world, now also plays a role in the virtual world, often even more intensely, as digital interactions demand quick, concise, and easily understood expressions from the online community.

This phenomenon can be observed on various digital platforms popular among teenagers and college students. One such platform is Hallo App, an English-language live-streaming application widely used by Indonesian students. Similar digital platforms have been found to facilitate authentic language interaction and encourage learner engagement in English communication (Fauzi, 2021; Rahmah & Sari, 2018). This app enables synchronous communication between users from diverse backgrounds, opening up opportunities for cross-cultural interaction and showcasing the richness of linguistic creativity (Le Thi & Nguyet, 2023). In this

space, slang serves not only as a means of self-expression but also as a marker of social competence and the ability to adapt to a global digital community.

Several previous studies on slang have been conducted in various contexts, including films, face-to-face conversations, and text-based media such as WhatsApp, Twitter, and TikTok (Herlina et al., 2024; Manurung et al., 2022; Rahma & Moetia, 2024; Yusuf et al., 2023). These studies generally highlight how slang is used to demonstrate social identity, build closeness, or even as a form of linguistic creativity. However, the majority of research focuses on asynchronous or recorded communication, where language use can be analysed in written and static form.

Furthermore, the synchronous communication space offered by live streaming platforms has rarely received serious attention in linguistic studies, despite this medium being increasingly popular among the younger generation. Live streaming enables real-time interactions, allowing for more spontaneous, natural, and contextual language use, including the use of slang (Luo et al., 2025; Wang, 2024). It is undoubtedly different from face-to-face conversations, which are limited by space and time, or text-based conversations, which give users more time to compose their utterances.

The research gap becomes even more apparent when considering the context of Indonesian university students using the Hallo App as an English-based medium for global interaction. To date, few studies have examined how this group utilises slang in synchronous communication, particularly in environments that require both foreign language proficiency and social skills. In other words, there is still significant room to explore how slang functions in maintaining interactions, building solidarity, and negotiating identity in the international digital space.

The novelty of this research lies in three main aspects. First, it attempts to identify the types of slang that naturally emerge in live streaming interactions, thus providing an authentic picture of language practices in the digital space. Second, it aims to determine the most dominant types of slang used, thereby revealing patterns of students' linguistic preferences in communication. Third, it extends beyond linguistic classification and also reveals the social functions and communicative

purposes of slang from the users' own perspective. Thus, this research presents new theoretical and practical contributions to language studies, particularly in the realm of digital sociolinguistics.

Based on the previous description, this study aims to provide a more comprehensive understanding of the phenomenon of slang use in the context of synchronous communication via live streaming platforms. The focus of the study is on advanced Indonesian university students who use the Hallo App as a means of interacting with other users, particularly in direct, real-time English language practice. Thus, this study not only highlights the linguistic forms that emerge but also attempts to link slang use to the underlying social, expressive, and communicative dynamics.

To answer these objectives, this study formulated three main questions. First, what types of slang are used by advanced Indonesian students in live streaming via the Hallo App? Second, what types of slang are most dominant in these interactions? Third, what are the social and communicative purposes behind the use of slang by advanced Indonesian students in the context of live streaming on the Hallo App? These three questions serve as the primary foundation for analysing the research data and explaining the linguistic contribution of slang to digital communication practices.

METHOD

Research Design

This study employed a descriptive qualitative approach, supplemented by simple quantitative data, to obtain a comprehensive understanding of slang use in synchronous communication on the Hallo App. The qualitative approach enabled researchers to examine the meanings, forms, and social functions of slang in its natural communicative context. At the same time, the quantitative component was used to identify the frequency and dominance of specific slang types. The study focused on identifying, analyzing, and classifying the types of slang used by

Indonesian university students during live-streaming interactions, and exploring the communicative purposes underlying their use.

Participants

The participants in this study were Indonesian university students aged 18–26 who actively engaged in live streaming on the Hallo App. Participants were selected through purposive sampling because not all Hallo App users were relevant to the study's objectives. The selection criteria required participants to (1) be enrolled as university students, (2) actively participate in live-streaming activities on the Hallo App, and (3) regularly engage in English-mediated interactions during live broadcasts.

Based on the established criteria, 60 participants were identified and included in the study. Since all individuals who met the criteria were involved, the study adopted a total population approach within the selected participant group. This approach ensured that the collected data reflected the experiences and communicative practices of all eligible participants and provided a comprehensive description of slang use within the observed community.

Instruments and Data Collection

The research instruments consisted of direct observation and a questionnaire. Observations were conducted during participants live-streaming activities on the Hallo App over four weeks. The 60 participants regularly conducted live-streaming sessions, typically twice a week, with each session lasting approximately 15–30 minutes. This observation period enabled researchers to capture naturally occurring interactions across a variety of communicative topics and contexts.

With participants' permission, all live-streaming sessions were recorded and subsequently transcribed verbatim for analysis. The recordings enabled the researcher to identify slang expressions while accurately preserving their interactional context. Particular attention was given to emerging slang forms, their frequency, and their communicative functions in conversations.

Researchers adopted the role of a participant observer by joining live-streaming sessions and interacting with participants during the broadcasts. This level of involvement enabled a deeper understanding of the contextual meanings and social functions associated with slang use while still allowing systematic observation of participants' language practices. Field notes were maintained throughout the observation process to document relevant linguistic features and interactional patterns.

To complement the observational data, a Likert-scale questionnaire was distributed online through Google Forms to explore participants' perceptions regarding the frequency, importance, and social functions of slang use. Data collected from both observations and questionnaires were integrated to provide a comprehensive understanding of slang practices in the Hallo App community. Across the four-week observation period, recurring patterns of slang use were consistently identified despite variations in discussion topics, indicating relatively stable linguistic practices among participants.

All participants voluntarily agreed to participate in the study and granted permission for the recording of their live-streaming sessions. To protect participant privacy, all identifying information was anonymized during data analysis and reporting.

Data Analysis

Data analysis was conducted through six interconnected stages: data reduction, coding, categorization, frequency analysis, triangulation, and interpretation. These stages were designed to ensure a systematic and rigorous examination of both observational and questionnaire data.

The first stage involved data reduction. All observation transcripts and field notes obtained from the live-streaming sessions were reviewed repeatedly to identify utterances containing potential slang expressions. Since the observations generated a large amount of conversational data, only expressions that reflected non-standard, informal, or socially marked language use were selected for further analysis.

Irrelevant conversational segments that did not contribute to the research objectives were excluded from the dataset.

The second stage focused on coding. Each identified slang expression was assigned an initial code based on its lexical form, contextual meaning, and communicative function. Similar expressions were grouped to facilitate systematic organization of the data. During this stage, the researcher also documented the interactional context in which each expression appeared, including the topic of discussion, the speaker's intention, and the audience's response. Ambiguous expressions were re-examined in their conversational contexts to ensure accurate interpretation and consistent coding.

The third stage involved categorization. After coding, the slang expressions were classified using Allan and Burrige's (2006) framework, which categorizes slang into five types: imitative, acronym, clipping, fresh and creative, and flippant. Each expression was analyzed according to its linguistic characteristics before being assigned to the most appropriate category. The categorization process enabled the researcher to identify recurring linguistic patterns and determine how different forms of slang were employed within live-streaming interactions.

The fourth stage consisted of frequency analysis. Once all slang expressions had been categorized, the occurrence of each category was calculated to determine the dominant patterns of slang use. Frequencies and percentages were calculated to identify which types of slang appeared most frequently during live-streaming interactions. The quantitative results were subsequently presented through tables and graphical representations to facilitate comparison among categories and provide a clearer picture of usage patterns.

The fifth stage focused on questionnaire analysis. Responses obtained from the Likert-scale questionnaire were analyzed descriptively using frequencies and percentages. The questionnaire findings were not treated as an independent dataset but rather as supporting evidence that helped explain the observational findings. Particular attention was given to participants' perceptions of the functions of slang, including familiarity, solidarity, emotional expression, identity construction, humor,

and reducing social distance. These findings provided additional insight into the motivations underlying the observed linguistic behaviors.

To strengthen the credibility of the findings, methodological triangulation was employed. Observational data and questionnaire responses were compared and cross-checked to determine whether participants' reported perceptions corresponded with their actual language practices during live-streaming interactions. For example, frequently occurring slang expressions identified during observations were compared with questionnaire responses concerning the purposes of slang use. This process enabled the researcher to validate interpretations and reduce the possibility of relying on a single source of evidence.

In the final stage, the integrated findings were interpreted to explain the broader social and communicative functions of slang within the Hallo App community. The interpretation moved beyond simple classification and frequency counts by examining how slang contributed to interaction management, relationship building, emotional expression, identity negotiation, and group solidarity. Through this interpretative process, the study sought to understand not only what types of slang were used but also why they were used and what communicative purposes they served within synchronous digital interactions.

FINDINGS AND DISCUSSIONS

FINDINGS

Types of Slang Words Used in Hallo App Live Streaming

Based on observations of live streaming by advanced Indonesian students on the Hallo App, 29 slang data were found and successfully classified according to Allan and Burridge's (2006) theory. The five slang categories that emerged were imitative, acronym, fresh and creative, clipping, and flippant. This categorization framework allows each linguistic finding to be systematically mapped, thus providing a comprehensive picture of the language variations used by students in

synchronous interactions. The following table shows the distribution of slang types found during the observations:

Table 1 Distribution of Types of Slang Words Used in the Hallo App

Types of Slang Words	Slang Words	Frequency	Total
Fresh and Creative (A)	Yeah	6	12
	Guys	4	
	Darling	1	
	Guys	1	
Flippant (B)	Fucking Different	1	4
	Sleepy Cat	1	
	Sleepless Night	1	
	Killing Time	1	
Imitative (C)	Gonna	4	17
	Kinda	2	
	Gotta	1	
	Damn	1	
	Wassup	1	
	Awesome	2	
	Wanna	2	
	Tryna	1	
	Cool	1	
	Fruitless	1	
Chit-chat	1		
Acronym (D)	LOL	1	11
	LS	6	
	OMG	1	
	U	1	
	IDK	1	
	GM	1	
Clipping (E)	Bro	3	6
	Cause	1	
	Jogging	1	
	Jammin'	1	

Based on Table 1 above, 50 slang words were successfully classified into five main categories according to Allan and Burridge's (2006) framework: fresh and creative, flippant, imitative, acronym, and clipping. This distribution shows that advanced Indonesian students not only utilise common slang forms but also play with diverse linguistic variations to suit their digital communication needs.

The fresh and creative category appeared 12 times, with examples such as “yeah,” “guys,” “darling,” and “fellas.” The presence of this category demonstrates students' linguistic creativity in building a sense of familiarity and expressiveness. The most frequently used “yeah” (six times) indicates that participants prefer short, casual, and universal forms of expression when agreeing. Likewise, the use of “guys” (four times) indicates a collective orientation and group solidarity in synchronous communication.

The flippant category appears four times through the expressions “fuckin' different,” “sleepy cat,” “sleepless nite,” and “killing time.” Despite its low frequency, this category is significant because it emphasises the role of slang in conveying humour, hyperbole, or specific emotional attitudes. For example, “sleepy cat” or “sleepless nite” are not only denotative but also carry figurative meanings that reflect the speaker's emotional state.

The imitative category was the most dominant, with 17 occurrences. This form encompasses phonetic and morphological variations of standard English, such as “gonna,” “wanna,” “tryna,” “wassup,” “damn,” and “kinda.” The imitative usage pattern reflects students' need to simplify their utterances to make them more concise and quicker to pronounce, in keeping with the rhythm of real-time communication on the Hallo App. The four occurrences of “gonna,” highlight speakers' tendency to avoid the formal “going to” form for conversational efficiency. The dominance of this category demonstrates that linguistic efficiency is a primary strategy for students when interacting on live streaming platforms.

The acronym category appeared 11 times, with variations such as LOL, OMG, IDK, GM, U, and LS. Interestingly, live streaming (LS) was the most frequently used form (6 times), confirming that the slang used was not only influenced by

global culture (such as LOL or OMG) but also contextualised by the platform itself. The presence of this category demonstrates how students utilise abbreviations as a concise and efficient means of communication, while also reflecting their affinity with digital culture.

The final category is clipping, which appears six times, with examples including ‘bro’, ‘cause’, ‘joggin’, and ‘jammin’. The word “bro” is the most dominant (three times), indicating a tendency among students to use shortened forms to reinforce familiarity in interactions. Clipping, in this case, functions as a pragmatic strategy to emphasise relational closeness while maintaining a sense of informality.

The distribution of slang words in the Hallo App demonstrates a hybrid pattern between the globalisation of internet language and users’ local creativity. Imitative forms dominate due to communication efficiency; acronyms demonstrate the influence of global digital culture, while fresh and creative clipping emphasises speakers’ efforts to build social closeness. Flippant, on the other hand, provides emotional and humorous nuances that enrich synchronous interactions. Thus, the use of slang by Indonesian students on the Hallo App is not merely a linguistic phenomenon, but also a social reflection that combines identity, creativity, and pragmatic needs in the global digital space.

The Dominant Type of Slang Words in Hallo App Live Streaming

From the quantitative analysis obtained through live streaming observations of advanced Indonesian students on the Hallo App, it was found that five types of slang were used. The percentage distribution of each slang category is shown in the following graph:

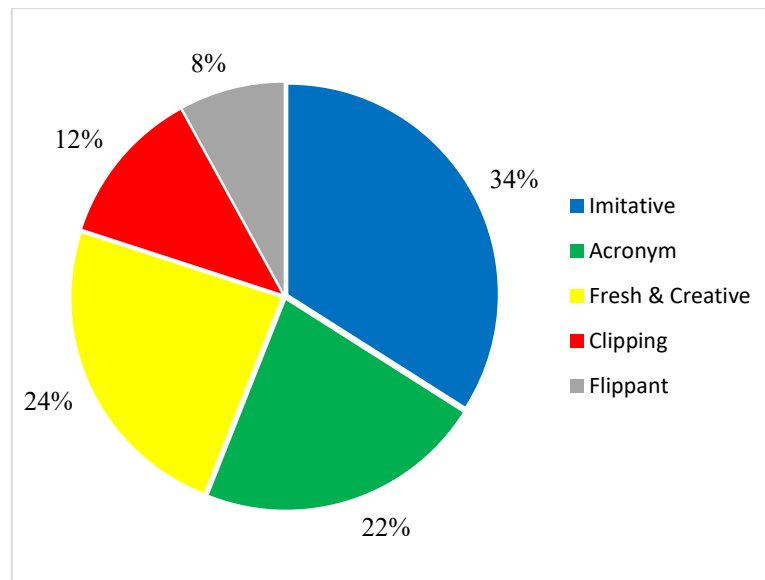


Figure 1 Dominant Types of Slang Words Used in the Hallo App

Figure 1 above illustrates that the imitative category dominates, accounting for 34% of the total findings. This category includes forms such as “gonna,” “wanna,” “tryna,” “wassup,” “damn,” “kinda,” and “awesome.” The dominance of imitatives indicates that students tend to use simplified forms of standard English speech to accommodate the needs of fast, concise, and practical synchronous communication in the context of live streaming.

The dominance of imitative slang can be understood from both morphological and pragmatic perspectives. From a morphological perspective, forms like “gonna” (derived from “going to”) or “wanna” (derived from “want to”) are contractions that are easier to pronounce and more efficient in spontaneous conversation. This efficiency is crucial in real-time interactions, as participants need to maintain smooth communication without too many pauses. From a pragmatic perspective, imitative slang demonstrates a closeness to the everyday spoken language of the younger generation, thereby providing a relaxed and informal tone that aligns with the characteristics of the Hallo App platform. Therefore, the dominance of this category confirms that students are choosing the most relevant linguistic strategies to facilitate synchronous interactions.

The fresh and creative category ranked second with 24%. Forms like “yeah,” “guys,” “darling,” and “fellas” demonstrate students’ creativity and flexibility in constructing more familiar expressions. The six occurrences of “yeah” indicate that speakers frequently use concise forms of expression to respond or affirm agreement. It underscores the social function of slang as a means of fostering closeness and solidarity among members of digital communities.

Furthermore, the acronym category appeared in 22%. Variations such as LOL, OMG, IDK, GM, U, and especially LS (live streaming) demonstrate students’ connectedness to global internet-based communication culture. The presence of these acronyms reflects how participants adopt a concise digital communication style while also representing the identity of a young generation familiar with technology. Interestingly, the dominance of LS indicates that students are not only imitating global culture but also adapting slang to suit the platform’s context.

The clipping category appears in 12%, including the forms’ bro’, ‘cause’, ‘joggin’, and ‘jammin’. The three occurrences of bro confirm that clipping is widely used to express relational closeness between participants—clipping functions as a linguistic strategy to signal familiarity and strengthen social relationships.

Finally, the flippant category recorded the fewest occurrences, with 8%. Expressions like “fucking different,” “sleepy cat,” “sleepless night,” and “killing time” function more as emotional, humorous, or metaphorical expressions. Despite their low frequency, the presence of flippant phrases enriches the variety of digital interactions by providing a more personal, expressive nuance.

Findings indicate that imitative slang is the dominant type due to its practicality, efficiency, and suitability to the characteristics of synchronous communication in the Hallo App. Meanwhile, the presence of “fresh and creative” and “acronym” emphasises the creative and global dimensions of students’ digital interactions. Clipping and flippant, although minor, still contribute to the conversation’s dynamics by adding nuances of social closeness and emotional expression. Thus, the dominance of imitative slang is not merely a linguistic coincidence but a highly contextual communication strategy within the global digital space.

Purposes of Using Slang Words among Indonesian Advanced Level Students

Based on the results of a questionnaire administered to 60 participants, it was found that advanced Indonesian students' use of slang on the Hallo App serves various social and communicative purposes. The questionnaire data included 12 statements describing the functions of slang, such as familiarity, humour, emotional expression, reducing social distance, and expressing identity. The following table summarises the percentages of responses from the study participants:

Table 2 Questionnaire Responses on Purpose of Slang Use (N = 60)

No	Slang Function Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Slang words are important	15%	75%	8.3%	1.7%
2	I often use slang words	18.3%	61.7%	20%	–
3	I prefer to use slang with family/friends/classmates	16.7%	46.7%	33.3%	3.3%
4	I tend to use slang to initiate relaxed conversation	18.3%	55%	25%	1.7%
5	I use slang to express my thoughts	20%	43.3%	35%	1.7%
6	I use slang to express anger	18.3%	50%	25%	6.7%
7	I use slang to maintain close relationships	11.7%	60%	23.3%	5%
8	I use slang to reduce social distance with strangers	15%	48.3%	31.7%	5%
9	I use slang to mock others	8.3%	45%	23.3%	23.3%
10	Slang will be widely used in the future	21%	63%	11.7%	3.3%
11	Slang is unnecessary language	3.3%	11.7%	68.3%	16.7%
12	I frequently use proper names as slang	8.3%	50%	38.3%	3.3%

Based on Table 2 above, it is clear that the use of slang by advanced Indonesian students in the Hallo App is not a random phenomenon, but rather a linguistic strategy that has diverse social and communicative functions. First, the majority of respondents confirmed that slang is considered important in digital interactions (90% agreed or strongly agreed). This finding suggests that slang is perceived not

only as an informal language variation but also as a relevant, adaptive, and functional means of communication that facilitates fluent conversation. It aligns with the data in the second item, where 80% of respondents admitted to frequently using slang in everyday communication. Thus, slang has become an integral part of students' language practices, especially when they engage in spontaneous, live-streamed communication.

Second, the relational function of slang appears to be the dominant one. The majority of respondents (63.4%) stated that they feel more comfortable using slang with family, friends, or classmates. It shows that slang serves as a marker of intimacy in social interactions. Furthermore, 73.3% of respondents agreed that slang is used to maintain close relationships, confirming that choosing this informal language form is a way to strengthen group solidarity.

Third, one of the most prominent functions is creating a relaxed communication atmosphere. As many as 73.3% of respondents stated that they tend to use slang to initiate casual conversations. This function indicates that slang is used as a linguistic icebreaker, making it easier for participants to enter the conversation without appearing formal or stiff.

In addition to its relational function, slang is also used for emotional and personal expression. 63% of respondents agreed that they use slang to express their thoughts, while 68.3% used it to express anger or negative emotions. Expressions like “damn” or “fucking different” serve as expressive means to express feelings without having to use long sentences. This emotive function confirms that slang serves as a more flexible means of communication, allowing speakers to express emotions directly and spontaneously.

Furthermore, approximately 63.3% of respondents also confirmed that slang helps reduce social distance with strangers. In the context of the Hallo App, which involves interactions between users from diverse backgrounds, the use of slang greetings like “wassup” or “bro” helps break the ice and foster closeness, even when communicating with strangers. It reinforces the role of slang as a social bridge in global virtual communities.

However, not all functions of slang were universally accepted. For example, the use of slang to mock others generated a split response. Approximately 53.3% agreed or strongly agreed, while 46.6% disagreed. This suggests that while slang can function as a tool of mockery, its use is situational and dependent on the social context and relationships between participants.

Interestingly, the majority of respondents (84%) are optimistic that slang will continue to be widely used in the future. Conversely, 85% reject the view that slang is unnecessary language. This finding highlights the growing importance of slang in the contemporary communication landscape, particularly in the digital realm. Finally, approximately 58.3% of respondents stated that they use proper names as slang quite frequently. It indicates linguistic creativity in utilising proper names for expressive or relational purposes, demonstrating the flexibility of slang use in various forms.

Overall, the primary purposes of using slang in the Hallo App are to maintain familiarity, facilitate casual conversation, reduce social distance, and express emotions. These functions demonstrate that slang is not merely linguistic variation but also a strategic communication tool that enables advanced Indonesian students to build more fluid, egalitarian, and inclusive social relationships in digital communities.

DISCUSSIONS

This discussion interprets research findings regarding the variety of slang used by advanced Indonesian university students in live streaming via the Hallo App. The three main focuses of the study are identifying slang types, determining the most dominant types of slang, and exploring the social and communicative purposes of slang use. By connecting the research findings to sociolinguistic theory and previous research, this discussion aims to situate the phenomena observed within a broader linguistic and social context.

The research results show that Indonesian students use various types of slang, including imitative, clipped, acronyms, and fresh and creative ones. This variation is consistent with Allan & Burridge's (2006) framework, which emphasises that slang is not simply a random expression, but rather a linguistic phenomenon that can be systematically mapped. Coleman (2014) and Frazer and Eble (1997) also note that slang serves as a communication strategy to strengthen group identity and emphasise differences from other linguistic communities. The finding of the use of fresh and creative slang such as "guys," "fellas," or "chill" confirms that linguistic creativity is one of the characteristics of young people in adapting language to the digital context. This aligns with Roth-Gordon (2020) findings, who explains that slang reflects verbal imagination, solidarity, and social closeness.

When compared with previous research on social media, these findings exhibit a relatively similar pattern. Rezeki and Sagala (2019), for example, found that Indonesian students frequently use imitative slang such as "gonna" and "wanna" in everyday conversation, especially in informal communication spaces. Yusuf et al. (2023) study on WhatsApp also showed that clipping and imitative slang dominate conversations because they are considered more efficient and fit the fast-paced rhythm of interaction. Thus, the use of slang in the Hallo App can be seen as a continuation of global trends, but with a distinctive local flavour, namely the creativity of expression and the communication needs within the language learning community.

Furthermore, the research results indicate that imitative slang was the most dominant category, accounting for 34% of all identified slang expressions. Previous studies have generally explained the predominance of imitative forms through linguistic efficiency and ease of articulation (Holmes, 2013; Manurung et al., 2022; Nurhayati & Putri, 2024). While the present findings support this explanation, attributing the dominance of imitative slang solely to efficiency may oversimplify the phenomenon. The findings suggest that participants were not merely seeking shorter linguistic forms but were also negotiating communicative accessibility within a multilingual digital environment.

Unlike highly localized slang expressions that require shared cultural knowledge, imitative forms such as “gonna” and “wanna” remain closely related to standard English expressions and, therefore, remain relatively understandable to users from different linguistic backgrounds. It indicates that participants balanced two communicative goals simultaneously: expressing informality and maintaining intelligibility. Rather than functioning exclusively as markers of in-group membership, these expressions appear to facilitate communication among users with varying levels of English proficiency.

This interpretation partly challenges traditional sociolinguistic assumptions that primarily associate slang with exclusivity and the formation of social boundaries. Classical theories often portray slang as a linguistic resource used to distinguish insiders from outsiders. However, the present findings suggest that slang in multilingual digital spaces may also perform an inclusive function. Participants frequently selected forms that enabled social bonding while remaining accessible to a broader international audience. Consequently, slang in the Hallo App functions not only as a marker of identity but also as a tool for intercultural communication.

The uniqueness of the Hallo App further strengthens this interpretation. As a platform that combines language learning, social networking, and live-streaming interaction, Hallo creates communicative conditions that differ from those reported in studies of WhatsApp, Instagram, or TikTok. Users are required to sustain audience engagement while simultaneously communicating with speakers from diverse linguistic and cultural backgrounds. Under these circumstances, linguistic choices are influenced not only by social affiliation but also by communicative responsibility. The predominance of imitative slang, therefore, reflects a process of linguistic adaptation in which efficiency, inclusiveness, and interactional success become equally important considerations.

Another noteworthy aspect concerns the influence of participants’ sociocultural backgrounds. Although many of the slang expressions identified in this study originated from global English usage, their social meanings may differ from those observed among native English speakers. Expressions such as “bro,” “guys,” and

“sis” were frequently used to establish familiarity and reduce social distance. Within the Indonesian cultural context, where collectivist values and interpersonal harmony are often emphasized, these expressions may function less as markers of casual informality and more as linguistic resources for creating a sense of inclusion and relational closeness. This finding suggests that the meaning of slang is shaped not only by linguistic form but also by the cultural and social context in which it is used.

Furthermore, the findings indicate that slang may perform an unintended pedagogical function within digital language-learning communities. Through repeated exposure to modified but recognizable forms of English, users become familiar with authentic informal language practices commonly encountered in everyday communication. Rather than hindering language learning, the use of imitative slang may facilitate participation by reducing communicative barriers while preserving conversational authenticity. This interpretation expands traditional views of slang as merely a marker of informality and highlights its potential role in supporting language socialization within digital environments.

In terms of the purpose of slang use, the questionnaire results showed that students primarily used it to maintain intimacy, reduce social distance, and express emotions. Forms of address such as “bro,” “guys,” or “sis” served to strengthen solidarity, while expressions like “awesome,” “damn,” or “LOL” were used to convey emotions spontaneously. This finding aligns with Jakobson’s (1960) theory of language functions in Michaelson (2024), which emphasises interpersonal and emotive functions in communication. Drake (1980) also emphasised that slang plays a crucial role as a marker of solidarity and social cohesion. Thus, the results of this study confirm the function of slang as a pragmatic means of building fluid, egalitarian, and intimate social relationships in digital interactions.

The consistency of these findings with previous research strengthens the argument about the universal role of slang in youth communities. Holmes (2013) emphasised that slang serves as a tool to strengthen student group identity, while Agustiani et al. (2023) showed that Indonesian students use slang to emphasise social bonds in casual conversations. Research on contemporary digital platforms

also suggests the same: slang is used to shorten social distances while expressing self-identity (Herlina et al., 2024; Rahma & Moetia, 2024; Yusuf et al., 2023). However, the context of the Hallo App adds a global dimension, as the slang used not only strengthens local bonds but also builds a sense of community across cultures. Acronyms like LOL, IDK, or BRB are universally understood; thus, slang in the Hallo App functions as a global lingua franca that unites users from different countries.

Thus, this discussion confirms that slang in the Hallo App is not only an informal linguistic phenomenon but also a social instrument that plays a crucial role in digital communication. The variation of slang reflects students' linguistic creativity, and the dominance of imitatives indicates adaptation to the needs of synchronous interaction. At the same time, the purpose of its use emphasises the social and emotional function of language in strengthening solidarity. The novelty of this research lies in the context of interactive live streaming, which presents a distinct communication dynamic compared to text-based social media. It demonstrates how slang serves as an effective medium for building identity, solidarity, and global connections.

CONCLUSIONS AND SUGGESTIONS

This study shows that slang use among Indonesian university students on the Hallo App extends beyond informal vocabulary and serves as a dynamic sociolinguistic resource in multilingual digital interactions. The predominance of imitative slang suggests that participants strategically balanced informality with comprehensibility to maintain effective communication during real-time live-streaming. Furthermore, the findings indicate that slang serves multiple communicative purposes, including expressing emotions, strengthening solidarity, reducing social distance, and facilitating interaction among users from diverse linguistic backgrounds. These findings contribute to sociolinguistic discussions by suggesting that slang in contemporary digital environments functions not only as a marker of identity and group membership but also as a tool for inclusiveness and

intercultural communication. The study further reveals how Indonesian university students negotiate cross-cultural identities by adopting globally recognizable English slang while simultaneously reflecting local values of familiarity, relational closeness, and community building.

Based on these findings, English educators may consider introducing appropriate slang expressions as part of authentic language learning to enhance students' awareness of contemporary communication practices. Students and digital content creators are encouraged to use slang contextually and with sensitivity to the audience and communicative purpose. Future research should expand the scope of investigation by examining different digital platforms, incorporating interviews and longitudinal observations, and conducting cross-cultural comparisons to explore how social, cultural, and linguistic backgrounds influence slang use in global online communities. Such efforts will provide a more comprehensive understanding of the evolving relationship between language, identity, and digital communication.

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