

**SLANGS IN TEEN TALK CONTEXT IN *MEAN GIRLS*  
(A SOCIOLINGUISTIC APPROACH)**

**THESIS**

**Submitted in Partial Fulfillment of the Requirement for the Degree of**

*Sarjana Humaniora*



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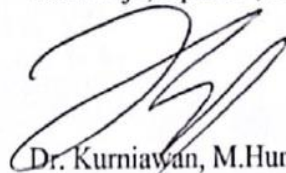
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Thank you for the attention.

*Wassalamu'alaikum wa rahmatullahi wa barakaatuh*




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## **DEDICATION**

This thesis is especially dedicated to :

1. Myself
2. My beloved mother and father
3. My cherished brothers
4. My dearest friends
5. English Letters Study Program
6. My almamater

## MOTTO

{ إِنَّا كُلَّ شَيْءٍ خَلَقْنَاهُ بِقَدَرٍ }

“*Sesungguhnya Kami menciptakan segala sesuatu dengan al-qadar (takdir)*” (QS al-Qamar: 49).

“All that occurs to us, whether great or unpleasant, is for the best because it is by Allah Subhanahu wata’ala’s pleasure.”

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled *Slang in Teen Talk Context in Mean Girls (A Sociolinguistic Approach)* is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, April 6<sup>th</sup>, 2023

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The Researcher,



Samara Uzlifatul Jannah

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## TABLE OF CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>ADVISOR SHEET .....</b>	<b>Error! Bookmark not defined.</b>
<b>RATIFICATION.....</b>	<b>Error! Bookmark not defined.</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>PRONOUNCEMENT .....</b>	<b>Error! Bookmark not defined.</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>ABSTRACT .....</b>	<b>xii</b>
<b>LIST OF TABLE .....</b>	<b>xiii</b>
<b>LIST OF FIGURES .....</b>	<b>xiv</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xv</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
A. Background of the Study .....	1
B. Limitation of the Study.....	7
C. Formulation of the Problems .....	8
D. Objectives of The Study .....	8
E. Benefits of The Study .....	9
F. Definitions of the Key Terms.....	9
<b>CHAPTER II.....</b>	<b>12</b>

<b>LITERATURE REVIEW.....</b>	<b>12</b>
A.    Theoretical Background .....	12
1.    Sociolinguistic .....	12
2.    Teen Talk .....	16
3.    Slang .....	17
4. <i>Mean Girls</i> 2004 .....	23
B.    Previous Study .....	24
<b>CHAPTER III .....</b>	<b>28</b>
<b>RESEARCH METHOD .....</b>	<b>28</b>
A.    Research Design .....	28
B.    Data and Data Sources .....	29
C.    Research Instrument .....	29
D.    Data Collection Technique .....	30
E.    Data Validation Technique .....	31
F.    Data Analysis Technique .....	32
<b>CHAPTER IV.....</b>	<b>36</b>
<b>FINDINGS AND DISCUSSIONS.....</b>	<b>36</b>
A.    Findings .....	36
1.    Types of slang found in teen talk context in <i>Mean Girls</i> .....	36
2.    Functions of slang found in teen talk context in <i>Mean Girls</i> .....	54
B.    Discussion .....	62
<b>CHAPTER V .....</b>	<b>66</b>
<b>CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS.....</b>	<b>66</b>

A. Conclusions .....	66
B. Implications .....	67
C. Suggestions.....	68
<b>BIBLIOGRAPHY .....</b>	<b>69</b>
<b>APPENDICES .....</b>	<b>73</b>

## ABSTRACT

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Advisor : Dr. Kurniawan, S.S., M.Hum.

Keywords : Slang, Teenagers, Sociolinguistic, *Mean Girls* movie

This study intends to investigate the type and function of slang from a teenage dialogue in the movie *Mean Girls*. Slang is still frequently used in modern society, especially among teenagers. A new slang term called *fetch* suddenly appears in the *Mean Girls* movie, and its impacts may still be felt today. This is one of the phenomena that is particularly surprising in the United States. On social media, the *Mean Girls* movie's memes and soundtrack are still widely available, and there are numerous fan accounts for the movie. This shows that the movie *Mean Girls* had a profound impact on its audience.

In order to respond to the study's questions, the researcher used two theories. First, the theory of slang types proposed by Allan and Burridge (2006). The second is the theory put forward by Zhou and Fan (2013) regarding the functions of slang.

The researcher employed a descriptive qualitative method for this research. The data in this research is in the form of text and phrases from slang and the data source is movie dialog from *Mean Girls* movie. The researcher is the main research instrument for this study, with notes, a laptop, and a data sheet serving as supporting tools. The data was collected through documentation. The researcher used investigator triangulation technique to validate this research. In analyzing data, researcher employed domain, taxonomy, compential, and cultural theme analysis techniques from Spradley (1980) to examine the data. The approach in use for this study is sociolinguistics.

As a result of this research, the researcher discovered 123 data of slang that were split into 4 types of categories: 20 data included the fresh and creative, 8 data included the flippant, 91 data included the imitative, and 4 data included the clipping type. After categorizing the various types of slang, the researcher proceeded on to categorize the function. The researcher discovered 15 data relating to the pursuit of self-identity, 85 data relating to emotive feeling, and 23 data relating to the achieving of politeness. Imitative data predominates in slang type, while emotional feeling data predominates in slang function. This is possible because in the film *Mean Girls*, teens more frequently employ slang with already-existing phrases than they do to change and simplify them. Teenagers use slang in everyday talks to communicate the varied emotions they experience. Every teen and their group has a unique identity in communication, which is also influenced by the underlying social factors.

## LIST OF TABLE

Table 3. 1 Taxonomy Table .....	33
Table 3. 2 Componential Table .....	34
Table 4. 1 The Percentage of Slang Used in Each Type .....	37
Table 4. 2 The Percentage of Slang Used in Each Function .....	54

## LIST OF FIGURES

Figure 4.1. 1 Scene of Regina thwarting Jason’s plan .....	38
Figure 4.1. 2 Scene of Janis being upset at Cady.....	40
Figure 4.1. 3 Scene of Damian showing Cady the way .....	42
Figure 4.1. 4 Scene of Karen reading the burn book .....	44
Figure 4.1. 5 Scene of Gretchen praising Cady’s bracelet.....	46
Figure 4.1. 6 Scene of Gretchen inviting Cady to have lunch .....	48
Figure 4.1. 7 Scene of Shane being shocked to see Cady .....	51
Figure 4.1. 8 Scene of Shane comforting Regina.....	52
Figure 4.2. 9 Scene of Cady talking about Damian .....	55
Figure 4.2. 10 Scene of Bethany describing a Regina .....	57
Figure 4.2. 11 Scene of Regina requesting Cady to send candy .....	60

## **LIST OF ABBREVIATIONS**

- FC : Fresh and Creative
- F : Flippant
- I : Imitative
- A : Acronym
- C : Clipping
- PSI : Pursuit of Self Identity
- EF : Emotive Feeling
- AP : Achieving Politeness

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

American teen comedy *Mean Girls*, which Mark Waters directed, was released in 2004. Paramount Pictures and M.G. Broadway Productions and Videos collaborated to create the *Mean Girls* movie. The production of this 97-minute movie cost \$17,000,000, and it made \$130,125,829 in profit. The Broadcast Film Critics Association awarded this well-liked movie its Best Young Actress trophy. In addition, the actors who played the *Mean Girls* movie won numerous accolades from international movie awards ceremonies, the MTV Movie & TV Awards. When the *Mean Girls* movie came out, it was well-received. It's understandable why the audience is so enthused considering that this movie chronicles the lives of youngsters who experience a variety of difficulties where powerful social dynamics play a significant role. The *Mean Girls* movie also adds fascinating language variants to be examined due to disparities in social and cultural origins.

In America, *Mean Girls* is a hugely popular movie. The vocabulary utilized in this teen comedy movie is quite traditional and is still often used in urban areas. The vibe of this *Mean Girls* movie is similar to that of the Indonesian soap opera, *Putih Abu-abu*. *Putih Abu-abu*, an Indonesian



soap opera, premiered in 2012 and won numerous awards. The storyline of this soap opera is the same as that of the movie *Mean Girls*, which also centers on the lives of teens dealing with social issues. There is one aspect of this *Putih Abu-abu* soap opera that draws attention to the use of the slang term “kamseupay”, which means “kampung sekali udik payah”. Following that, this term gained acceptance in the community and is still in use today. The phenomenon in the Indonesian soap opera *Putih Abu-abu* is comparable to that in the American movie *Mean Girls*. Gretchen Wieners uses the word *fetch*, which has gained popularity up until this point, in the slang scene of the movie *Mean Girls*. When Cady exhibits her mother’s bracelet to the plastic gang, the term *fetch* first appears in the scenario. Gretchen used the word *fetch* to signify cool, nice, and beautiful. The term “fetching”, a less frequent way of saying attractive, is most likely a shorter variant of that.

Teenagers typically speak in ways that are unique to them and that are unconventional. Internet technology has an impact on language variation development. We Are Social made this statement, “92.1% of all internet users use their mobile devices to access the internet. More than 55% of our online time is now spent on mobile devices, and approximately 60% of all web traffic worldwide comes from them”, in the Digital 2022 October Global Statshot Report. The age group in the United States with the highest internet penetration in 2021 was those between the ages of 18 and 29, with 99 percent of them using the internet (Statista.com, 2021).

The majority of youngsters use the internet as a communication tool to widen their circle of friends and general awareness about the outside world. Teenagers and social media appear to be closely related since social media appears to offer a platform for them and their communities to express themselves and communicate both domestically and internationally. Teenagers and their communities frequently speak informally and confidentially, also known as slang. Slang is used by people to convey their thoughts and feelings as well as to appear exclusive because those outside of their community do not know or may not even understand what they are saying. Whether we are aware of it or not, language serves as the social identity of its speakers, according to Sumarsono (2017, p. 164).

According to Allan and Burridge (2006, p. 69), slang is a highly colloquial and modern language that is regarded as being stylistically subpar to formal and even polite informal speech. Teens typically speak in slang daily in informal settings. The vocabulary utilized is varied, sounds distinctive, engaging, and highly creative. Prokem language, often known as slang, has been around for a while. In the past, prokem was a language spoken by thugs, pickpockets, and other criminals. A certain group uses prokem language as a code so that no one outside the organization can understand it. The creation of new terms in this language results from the alterations made to already existing terms. Slang was frequently employed by youths as a form of social identification as it gradually came to be

accepted by society.

Slang is one of the topics studied in sociolinguistics, which has a strong connection between society and language. Sociolinguistics is the study of language as a part of culture and society, according to Pride and Holmes (1972). Each society has its own culture, acting as a speaker of its language, resulting in a broad range of languages. Social characteristics, social backgrounds, and socioeconomic class may also have an impact on this variability. Nowadays, teenagers and their communities frequently utilize slang. Slang is a language that is deliberately meant to set different groups apart from one another, therefore using it in communication can make interactions more informal and intimate. Since slang will always evolve and grow in number and diversity over time, learning it is crucial to preventing communication errors.

The slang employed in the movie *Mean Girls* will be discussed in this study, as well as the purposes for employing it. The following are some examples of slang, which the researcher is searching for in conversations :

Karen : “You *wanna* do something fun? You *wanna* go to Taco Bell?”

Regina : “I can’t go to Taco Bell, I’m on an all-carb diet.”

This section of the conversation involves slang, namely the word *wanna*. The word *wanna* is derived from the combination of the words want and to. The word *wanna* belongs to the imitative type in Allan and Burridge’s

(2006) classification of slang words. Karen encounters Regina in this scenario, who is depressed about the revelation of her relationship with Shane Omar. Regina is invited to go out and have fun by Karen to help her relax and temporarily forget her difficulties. The word *wanna* is used in this dialogue to make it sound more informal and relaxed.

The analysis example below contains slang functions, in accordance with the Allan and Burridge (2006) hypothesis used in this study :

Damian : She's the *queen bee*. The star. Those other two are just her little workers.

In this section, Damian, Janis, and Cady are observing the plastic gang from a distance. Cady, a new student, is given an explanation of the plastic gang by Damian. Regina and Damian go to the same school, therefore Damian is familiar with Regina's appearance. Damian is also one of Regina's friends who despises the plastic gang. Damian claims that Regina is a popular student at this school who is like a celebrity. Damian refers to Regina as the queen bee since she is the leader of the plastic gang and can command everybody to do anything she wants because she has everything. She treats people arbitrarily while enjoying everything she has, including wealth, a well-respected family, friends, and fame, without worrying that it may all be lost. Damian uses the term *queen bee* to express what he thinks and knows about Regina, allowing the word's use to be classified as having an emotive feeling function.

Many other researchers had already completed the same research before the researcher doing this study, and the researcher used earlier research as a reference in this study. First, the study is *A Sociolinguistic Analysis on The Use of Slang in Gay Community* by Nia Purnama (2018). This study examines the slang used by the LGBT community and the varieties of slang that they employ. Nia's research employed a sociolinguistic approach. Nia applies Fabelia's (2017) theory, which categorizes slang into three categories: offensive, vulgar, and taboo.

Second, the study of *Semantic Changes on Slangs Found in Hart's Stand-Up Comedy Shows* by Fatra Nugraha (2018). This study searches for semantic changes in the slang used in Hart's stand-up comedy shows and explores the meaning of the slang used there. To solve the problems at hand, a semantic approach was applied in this study. Fatah categorized the characteristics of slang using Dumas and Lighter's (1978) theory. Then he applies Palmer's (1981) theory, which categorizes four different kinds of slang semantic changes.

Lastly, researcher employ yet another source, a journal article by Frasasti Wahyu Nuraeni and John Pahamzah (2021) titled *An Analysis of Slangs Language Used in The Teenagers Interaction*. Researchers adopted a sociolinguistic approach for this research. This study explores the various slang terms that teens employ in daily conversation as well as the contexts in which they do so. The participants in this study are junior high school students still enrolled in the ninth grade and between the ages

of 13 and 15 years old. 33 teen students made up the sample for this study, 19 of whom were male and 14 of whom were female. The researcher employed the theories of Allan and Burrige (2006) and Partridge (1954) to solve the problems in this research.

The contrasts between the three research mentioned in this study can be seen. Movies were not employed as the subject of any of the previous studies. The purpose of employing slang in social life is not covered in any of the studies mentioned above. The usage of slang by teenagers in senior high school was not covered in previous studies. The research conducted an update of previous research as a result of some of these differences. In this study, researcher chose the movie *Mean Girls*, one of the most well-liked movies in the United States, as their study object. The slang used by teens in senior high school will be covered by researcher in this study. The researcher notices that the slang problem that is still common these days is connected to the storyline of the *Mean Girls* movie in 2004. In order to analyze this, the researcher will use a sociolinguistic perspective. As a result, the researcher is motivated to explore this further in the study *Slangs in Teen Talk Context in Mean Girls (A Sociolinguistic Approach)*.

## **B. Limitation of the Study**

This research is conducted in the field of sociolinguistics. The types and functions of slang that all of the teens in the *Mean Girls* movie utilized are covered by researcher in this study. The terms employed in the

*Mean Girls* movie's dialogue by teenagers seemed to be the form of the slang that was being analyzed. The researcher uses Allan and Burridge's (2006) slang type theory and Zhou and Fan's (2013) theory, which examines the purpose of slang to solve the problems in this study. The use of slang in the *Mean Girls* movie then matches back with the dictionary to prevent misunderstandings on the meaning of the conversation. Also, the researcher used a few online dictionaries as well as the Routledge Dictionary of Contemporary American Slang and Unconventional English to learn what slang meant. Certain words that are not in dictionaries require a deeper comprehension of the context, grooves, and other aids to comprehend the meaning involved. The focus of this study's limitations is on teenagers and their dialog.

### **C. Formulation of the Problems**

Based on the background of the study, the formulation of the problem is as follows :

1. What types of slang are found in teen talk context in *Mean Girls*?
2. What functions of slang are found in teen talk context in *Mean Girls*?

### **D. Objectives of The Study**

The objectives of the analysis are made as follows :

1. To reveal types of slang found in Teen Talk Context in *Mean Girls*
2. To describe the functions of slang found in Teen Talk Context in *Mean Girls*

## **E. Benefits of The Study**

### **a. Theoretical**

The researcher expects that this study will raise readers and other writer's awareness of the fact that every age group uses a different language. This study can contribute to the growing body of knowledge regarding the uses and varieties of slang. It is hoped that it would advance current or future studies.

### **b. Practical**

The researcher hopes that readers and students of the English Letters Study Program may benefit from it. The existence of this research is expected to contribute to the advancement and completion of the study of slang and its purposes.

## **F. Definitions of the Key Terms**

### **a. Language**

Language has an essential role in the history of human life. According to Benson and Voller (1997, p. 199), language is a linguistic system of communication. Language is a means of communication used by humans to communicate with one another so that the thing or message they want to convey is understandable. The language will continue to change over time in response to social circumstances and individual needs.



**b. Sociolinguistic**

Sociolinguistics is a branch of linguistics that studies the relationship between language and society. According to Wardhaugh (2010), sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and of how languages function in communication. Language development is shaped and founded by the society, which is intimately connected to cultural influences.

**c. Teen language**

Teen talk is a language that defines the speaker of a teenager in which every word is the newest and uses complex language. Teenagers typically utilize their language to communicate with other members of their groups, and each utterance has a specific purpose. The language included in the teen language is slang, swearing, etc. Tagliamonte (2016, p. 10) explain that there are unexpected twists in the arrangement of sentences and in the way sentences begin and end.

**d. Slang**

Slang are the language used by millennials in self-expression. Slang is an informal language, but in addition to its casual nature, it also has a particular set of characteristics (Tagliamonte, 2016, p. 2). It is a non-formal language whose

existence follows so that it will continue flourishing and not be left out of time. Slang is associated with a relatively local and confined age group of speakers considered less responsible than the adult members of society. Slang is also the label typically given to words associated with social groups outside of the mainstream or with local peer group identity (Tagliamonte, 2016, p. 2).

**e. *Mean Girls* 2004**

A comedy movie from the United States called *Mean Girls* was published in 2004. Mark Waters is the movie's director, and Tina Fey is its writer. In the movie *Mean Girls*, a home-schooled teenager from Africa who decides to move unexpectedly to Evanston, Illinois, enrolls in a public school. Teenage conflicts from senior high school are prevalent throughout this movie.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Background**

In doing a study, the researcher used to research other literary writings as proponents, reinforcement, and references to a study. In this study, the researcher uses a sociolinguistic approach, and it will explain it on this side.

##### **1. Sociolinguistic**

Sociolinguistics is a linguistic branch that studies language and society where society is a subject or perpetrator of differences and variants in language. According to Hudson, R.A. (1980), sociolinguistics studies the relationship between language and society. Sociolinguistics strongly links language and society because social factors cause language differences, such as culture, age, social status, gender, etc. Language differences are natural, making them a hallmark of certain societies or communities in communication. This sociolinguistics study can help us better understand why every region even a tiny community, has a different language, how people use language, what the role of language is, other than communicating, what its function is, and others. In short, sociolinguistics studies study language in society and analyze it furtherwith linguistic science.

Depending on the circumstance when they meet, people may speak in a variety of languages when they socialize or communicate with one another. The language that is employed is also influenced by several elements, including societal factors, social status, and even the interpersonal relationships that exist. Sociolinguistic explanations of why people talk differently and inconsistently rely on social factors as their basic foundation.

a. Social Factors

Based on holmes (2012), four social factors become the basic components in sociolinguistics explanation relating to the reason why people speak differently and why they do not speak in the same way all the time. In any circumstance, language choices typically reflect a person's knowledge of the influence of one or more of the following factors :

1) Participant

Participant's characteristics, such as their age, gender, socioeconomic class, and ethnicity, are referred to as participants. These qualities have a variety of effects on language use. For instance, if two people are from different socioeconomic classes, they might have distinct vocabulary and pronunciation, or if they speak different original languages, they might code-switch to make accommodations for one another.

## 2) Setting

A conversation's setting is the social and physical environment in which it occurs, such as a workplace, family gathering, or classroom. The environment can affect language use in a variety of ways, including dictating the proper level of formality, the appropriate use of jargon or slang, or the necessity for code-switching or accommodations.

## 3) Topic

This refers to the subject discussed during a conversation. The topic can affect how language is used by establishing the proper vocabulary and formality level, as well as by influencing the attitudes and opinions that are communicated. For instance, a debate about politics would necessitate the use of more formal language and objective statements, but a conversation among friends might permit the use of more casual language and emotive emotions.

## 4) Function

Function refers to the purpose or goal of the interaction or communication. In other words, people may modify their language use based on the goals they have in mind for a certain circumstance. While trying to persuade someone, inform them, or build a social connection, people may employ different words.

b. Social dimension

Holmes (2001) states when a member of a community chooses to use language variety, the speaker not only considers the domain of conversation but also the social dimension of the participant involved. Social dimensions can serve as a marker for a situation in which language is employed as well as a marker for the social status differences between the speakers. In other words, the social dimension is a reflection of the language's function, topic, manner, and mood.

The social dimension contains a social distance scale that considers the probability of language engagement as a pattern. The social distance scale becomes a measure of how well people know one another and a significant factor in language choices. In-group language has evolved into a variety of expressions that are used to indicate the participant's shared identities. The purpose of it is to show group cohesiveness, existence, or distinction. The usage of particular languages as choices in connection to social factors and the social dimension of communication is also covered by in-group language. The level of solidarity between speakers is determined by their relationship; a close bond between them indicates a high level of solidarity, whilst a distanced bond indicates a low level of solidarity.

The study of linguistics is divided into two different scopes. The scope is macro sociolinguistics and micro sociolinguistics. Trudgill (1992, p. 51) states that the term macro sociolinguistics refers to sociolinguistics areas involving the study of relatively large groups of speakers. Trudgill (1992, p. 52) defines, "Micro sociolinguistics as a term used to cover the study of face-to-face interaction, discourse analysis, conversation analysis and other areas of sociolinguistics involving the study of relatively small groups of speakers". This research focuses on discussing teenagers, hence the researcher employs micro sociolinguistics as the framework for the study.

## 2. Teen Talk

Youth, in a certain sense, is the cog of language. Developing varied and innovative languages did not escape the pioneers, young people. According to Daniel Chenu & Lahna Kelly (2019), language sometimes changes as fast as fashion or styles of music, and just like fashion, it can be used to mark out a faint identity. It suggests that language will continue to evolve, where research on language changes and development will continue and will not be left out of time.

The role of language is no longer just a communication tool but also an identity characteristic of its users, especially the language of today's youth. The rapid rise in technology and the speed of this global flow alters how a person sees, thinks, and communicates. One of the most technology-driven forms of products is social media. The social

media use of youth changes how they interact. Within social media, they can communicate with anyone, both outside and within the country. The existence of social media allows them to freely interact, express, and communicate with others both orally and in writing. It will automatically affect language use by the youth because of cultural accreditation.

Basically, a teenager has a character. More than two thousand years ago, Aristotle offered his opinion on “crazy” Greek youths, stating that young people think and act differently from adults because they are “passionate, irascible, and apt to be carried away by their impulses”. He also wrote that young people were slaves to their passions because “their ambition prevents their ever brooking a slight and renders them indignant at the mere idea of enduring an injury” (Nutt, A. E., & Jensen, F. E., 2016). This shows that a teen has a strong desire to accomplish something, is more expressive or emotional when expressing how they feel, and has a high level of ambition. As a result, they may occasionally act carelessly without considering the potential consequences to themselves.

### 3. Slang

#### a. Definition of Slang

Slang is one of the products of the teen language that is popular among the young. In addition, Holmes (2012, p. 176) states, slang is another area of vocabulary that reflects a person’s



age. Slang is a non-formal language that has been impure or modified, but not all vocabulary in slang is derived from the existing vocabulary. Much of the new and innovative vocabulary is in slang. The modifications made the slang language unfriendly to all. It can be said that slang is spoken only by specific age groups or is commonly used by youth communities as a code for communicating so that those outside of the community do not understand what they are talking about. Teenagers use language to include other teens and exclude out-group members, such as parents, teachers, and even teenagers (Tagliamonte, 2016).

b. Types of Slangs

The presence of slang is influenced by a mixture of cultures, both from within the country and abroad. It makes the range of slang language broader and faster. In addition, technology is opening the door for innovators (teenagers) to express their feelings. Pradianti (2013) concluded that slang words are frequently used among teenagers, have their own words to be used when interacting with their friends, and slang words are a marker of teenager's identity in their conversation style. In this section is the questionable formulation problem, "What types of slang are found in Teen Talk Context in *Mean Girls*?" to answer this question, the researcher used Allan and Burrige (2006) theory to analyze the data that the researcher had found. In Allan and

Burridge (2006) theory, they divided slang into five of them :

1) Fresh and Creative

Fresh and creative means that the slang has a new vocabulary, informal variety, cleverness, imagination, and it also can be an up-to-date word (Allan and Burridge, 2006). The word that comes fresh and creative is *dawg*. As with *man*, *buddy*, and *dude*, the slang term *dawg* (sometimes used as a nickname) denotes a friend.

2) Flippant

Flippant is slang made by two words or more in which the words composed are not correlated with the denotative meaning (Allan and Burridge, 2006). The word that comes into flippant is *fancy pants*. *Fancy pants*, as used in slang, refers to overly sophisticated people or things.

3) Imitative

Imitative means that slang imitates or derives from Standard English (SE) words and uses Standard English (SE) words in different meanings or combines two different words (Allan and Burridge, 2006). The word that comes into imitative like *gonna* and *wanna*. *Gonna* and *wanna* are abbreviations, which in standard English are going to and want to.

4) Acronym

An acronym is a type of slang language used to abbreviate

a word or phrase by combining the first letter in each word to form an abbreviation (Allan and Burrige, 2006). The word that comes into an acronym like *idk*. *Idk* is an acronym meaning I do not know.

#### 5) Clipping

Clipping is one of the slang types which is formed by deleting some parts of a longer word to become a shorter form, but it has the same meaning (Allan and Burrige, 2006). The word that comes into clipping is *feelin'*. *Feelin'* has a same meaning with feeling.

#### c. Functions of Slang

Researcher used Zhou and Fan (2013) theory to answer research problem number two. According to a theory by Zhou and Fan (2013), there are three interpersonal functions of slang that are related to relationships or communication between people. These functions are the pursuit of self-identity, the emotive feeling of the slang users, and achieving politeness.

##### 1) Pursuit of Self-Identity

Slang is seen as a symbol of the social division since it is used differently by different social and professional groups. Someone will become integrated into the social or professional group if they speak and behave in ways that are similar to those of the group. That is to say, if a student uses unique

college slang in a sentence, he or she must be aiming to show and strengthen the feeling that they are a part of the teenager group. The American scholar P. Roberts once pointed out that the reason people constantly use slang is that they want to show they are qualified members among certain distinct groups (Zhou and Fan, 2013). In the thesis entitled *A Sociolinguistic Analysis of Slang Used by Cher Horowitz in The Movie Clueless* there is an example of a pursuit of self-identity, namely the word *Audi* which means out of here.

## 2) Emotive Feeling of the Slang Users

The emotive function expresses how the speaker feels about his subject. One of the most powerful uses of language is the emotive function since it is essential and significant in transforming. The emotional state of an audience they are for or against someone or something—helps us release our anxious energy when we are under stress. Slang is an effective psychological tool for expressing intense emotions like group identity. Slang is used by people to expose someone else to reality and free them psychologically. Slang is used not only for stressing group identity but also for the psychological need for expressing emotion, which is one of the basic functions of language (Zhou and Fan, 2013). In the thesis entitled *A Sociolinguistic Analysis of Slang Used by Cher Horowitz in the*

movie *Clueless*, there is an example of an emotive feeling, namely the word *groovy* which means excellent.

### 3) Achieving Politeness

The concept of registration must be discussed in order to continue this conversation. A person's choice of register is influenced by three factors: the occasion (formal or informal), the addressee (age, gender, occupation, and degree of familiarity), and the topic of the conversation. The register is defined as "the manner of speaking or writing specific to a certain function, that is, characteristic of a certain domain of communication". Moreover, the three factors limit the use of slang. The friendship and excellent relationship you have with your interlocutors might be ruined by using slang inappropriately, inappropriately addressed, or with inappropriate substance. Hence, appropriate slang makes it easier to create a particular environment or sustain social connections. Slang is frequently employed in casual settings and is crucial for performing the phatic function. Slang can help us stay close to our friends and keep our friendships intimate (Zhou and Fan, 2013). In the thesis entitled *The Function of Slang Words by The Main & Minor Characters in Mad*, there is an example of achieving politeness, namely the word *honey* which means dear or beloved person.

#### 4. *Mean Girls* 2004

Movies are images usually photographs that move, to be sure (Sontag, 2012, p. 27). Movie is a literary work depicting the writer's imagination produced in a visual documentary that can be enjoyed for entertainment and learning. Movies can also represent the phenomena around us thus we can understand, study, and even analyze what happens without having to feel or go back in time. The phenomenon is also social in which the social environment can both serve as the subject and witness in the phenomenon. In short, a movie can represent something that happens at a certain time.

This *Mean Girls* movie tells a girl from Africa to the United State named Cady heron. Cady heron is the only daughter of a couple of zoologists who moved to the outskirts of Illinois, USA. This story began when Cady became an official student at North Shore High School. It is her first time to be a student in public school because while living in Africa, Cady Heron is a home-schooled girl. At her new school, Cady met and then befriended Janis Ian and Damian, who were both gay. Janis and Damian were telling Cady about the most famous gang in school. The gang is called the plastic, which comprises three members, Regina George, Karen Smith, and Gretchen Wieners. Plastic is the famous gang in her school environment for its social status, beauty, and dress styles. But it turned out that it was not what it looked like. Janis, this tomboy girl has a deep grudge against the

plastic gang that made Janis stick to figuring out a plan to take down plastic by using Cady heron. The arrangement did not go so well in the middle of a plan that Cady Heron fell for her ex, Aaron. She planned to turn a Cady heron into the person she hated. This movie has a happy ending.

## **B. Previous Study**

Researcher use previous research as a guideline and standard while doing new research. This is done to increase comprehension in order to renew earlier research in the study that researcher conduct. It is also done in the hopes that other researcher will develop this research and use it as a reference in the future.

Researcher first consulted Sri Wahyuni's (2016) earlier study, *The Analysis of Slang Words and Social Factors in The 8 Mile Movie*. The researcher in this study talks about word development and how slang usage is influenced by social circumstances. The researcher's method was sociolinguistic. Sri Wahyuni's study makes use of Mattiello's theory of word formation, which divides word formation into 15 categories: compounding, prefixation, suffixation, final combining forms, infixation, conversion, back-formation, reduplicative, acronyms and initialisms, blending, clipping, elliptic rhyming slang, reserved forms, variation and word manufacture and fanciful formations. Sri Wahyuni then applies Holmes social factor theory, which includes participant, setting, topic, and function.

Second, researcher used a journal article by Sudiyanti, Suarnajaya, and Swandana (2017) titled *A Descriptive Study of Slang Terms Used in "Step Up: All In" Movie* as a reference. The types and uses of slang are covered in this journal. Sudiyanti, Suarnajaya, and Swandana's study adopted a sociolinguistic approach. To address the issues in their research, they turned to the theory of Allan and Burrige (2006). Five categories make up Allan and Burrige's theory of slang types: fresh and creative, flippant, imitative, acronym, and clipping. According to Allan and Burrige (2006), the seven functions of slang are to address, form an intimate atmosphere, initiate relaxed conversation, show impression, show intimacy, and humiliate.

The third study made use of Yuliana's (2015) journal, *Analysis of American Slang in Movie "Laugh of Loud"*. Researches in this study used qualitative techniques to investigate American slang. The approach employed is a sociolinguistic approach. Yuliana analyzes the features and purposes of slang in her journal. Yuliana employed Andersson and Trudgill (1990, p. 70) theory of slang characteristics in this investigation. To answer the second problem, Yuliana used the theory of slang function from Andersson and Trudgill (1990, p. 87).

Fourth, the author is referring to a journal article by Indah and Rakhmat (2019) titled *Semantic Analysis of Slang in Social Media of Millennial Generation*. Indah and Rakhmat talk about how millennials are categorized and why they use slang on social media in this diary. They



applied the semantic approach and theory of Allan and Burridge (2006) to their investigation. They emphasize the purpose and meaning of the slang employed in this journal. In their research result, the authors stated that millennial's use of slang had a significant impact on Indonesian.

Lastly, researcher referred to E Alfiah's (2015) study, *An Analysis of Indirectness Employed by the Characters in the Movie Entitled 'Mean Girls'*, in their research. Alfiah's research explores the speech acts that use indirectness in the *Mean Girls* movie, how those speech acts are performed by the characters in the movie, and why the characters in *Mean Girls* movie use indirectness. Alfiah, the researcher, adopted a pragmatic approach to this investigation. In this investigation, the researcher discovered 20 pieces of information with indirectness that the characters in the movie *Mean Girls* employed.

Researcher discovered some similarities and differences from some of the mentioned previous studies. The similarities are that some of the earlier studies discussed slang and adopted a sociolinguistics approach. A few of the research mentioned above employ movies as their study subjects. Yet there are also differences with this research that stand out from the earlier study mentioned above. The topic and discussion point are different in this study's case. Researcher choose the movie *Mean Girls* as their study subject. The slang of teenage characters who are in their senior year of high school is the focus of research. This investigation focuses on the type of slang used by teenage characters and its function in their

conversations.

Additionally, it is crucial to conduct this research in order to educate readers and other researchers or writers about the fact that every generation has a distinctive language and manner of speaking, emphasizing the value of learning each language in order to avoid communication misunderstandings and enabling easy integration into a particular community or society. The researcher believes that subsequent researchers would look at related topics with different perspectives or object and study them in greater depth. The study's findings are particularly fascinating because the topics discussed and the movies examined both the storyline and the comedy are still have lasting value, and relevance to modern life.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The study involves qualitative descriptive methods. Bogdan and Biklen (2007) state that qualitative research is descriptive. The qualitative descriptive method is used to find research data by using qualitative data and explaining it explain it insensitively. Ary (2010, p. 29) states that the purpose of qualitative research is a depth of understanding rather than a numeric data analysis. According to Miles (1992), qualitative method is a kind of analysis method that uses the data in words, not numbers. The qualitative method provides a wide description of the process in the analyzed area. The method was used thus the writer could represent a transparent and apparent social phenomenon. In this study, the researcher also use descriptive method. Surakhmad (2004, p. 13) defines, descriptive method as a type of research approach that employs the technique of finding, gathering, classifying, analyzing, interpreting, and eventually drawing conclusion from data.

This descriptive qualitative method is often used in research because it is easy to use the data and the results as information are obtained from a phenomenon. The study involved collecting, collating, classifying, and analyzing data studies. The study aims to look up the

data on teen conversations, then look up the slang they receive and classify them according to the theory used in the study.

## **B. Data and Data Sources**

Data is a trove of information about facts that form a written text. Data can be used as an amplifier or to answer a problem in research. The data in this study is textual and the data includes words and phrases.

The source of research data is the subject of the data itself, which is used in the research process. According to (Arikunto, 2010, p. 129), he explains that the source of data in the study is the subjects from which the data can be collected for research. In doing this research, the researcher used *Mean Girls* movie dialogue scripts as a main research data source. The Netflix movie streaming service served as the study's data source.

## **C. Research Instrument**

Research instruments provide all necessary tools or equipment to collect data in a study. According to Sugiyono (2006, p. 102), a research instrument is a tool used to measure observed natural and social events (research variables). This research instrument is essential to support the process of searching, collecting, and processing data and information for a study to be accomplished.

The design used was descriptive qualitative which was done in

order to explore and understand the meaning of individuals or groups raised from social or human problems in which the researcher in the qualitative method has a role as the key instrument (Tracey, 2013, p. 25). In the study the researcher does, the key to this research instrument is the researcher because the researcher has been the main instrument in this study. From the initial process of searching for data, collecting data, poring over data, and to the end process, which is a conclusion, the researcher is fully engaged. In this process, the researcher was aided by the tools that the researcher had prepared for the study, some tools to support this research process-laptops, gadgets, notes, documents, and data sheets. Ary et al. (2010, p. 457) explain that content or document analysis is a research method applied to written or visual material to identify specified characteristics of the material. For the software instruments used at google chrome, the media player, microsoft word, and the *Mean Girls* movie.

#### **D. Data Collection Technique**

The method for collecting data is a method or sequence of operations used by a researcher to collect information and data to support the study. Ary, Jacob & Sorensen (2010, p. 431), explains the most common data collection methods used in qualitative research are observation, interviewing, questionnaire, and document or artifact analysis. In this research, the researcher uses documentation techniques to collect data. According to Noor (2011, p. 138), he

explains that technique of collecting data is the way of collecting the data required to answer the research problem. In this study, the effort of the researcher to be able to collect the needed data and information are:

1. The researcher watched the movie and downloaded the *Mean Girls* subtitle to understand the story in the movie.
2. The researcher printed all the dialogues in the subtitles to indicate directly which are slang and which are not.
3. The researcher watched the movie several times to avoid missing any data.
4. The researcher double-checked the data obtained using a slang dictionary, the Routledge dictionary of modern American slang and urban slang to verify that the data were accurate.
5. The researcher classified data by type and function based on the theory employed.

#### **E. Data Validation Technique**

Validity is a standard of objective validity or factual truth. In the study, the researcher made sure that the data sources were accurate by comparing manuscripts to lines they found and matching them back to the movie they used. It is done to minimize faults so that the data obtained is accurate. According to J. Tracy (2013, p. 236), triangulation is defined as using multiple points in geographical navigation, such as gathering the data through several sampling

strategies, using more than one investigator, or using contrasting methods of data collection.

In this study, investigator triangulation one of the triangulation techniques was used by the researchers. Research results, including data, analysis, and overall findings, can be verified using the investigator triangulation technique, often known as a validator. To confirm the validity of this study, researcher needed a linguist and slang specialist. Mr. Aris Hidayatulloh, S.Hum., M.A. was chosen by the researcher to participate as the study's validator. In this study, the usage of validators is considered to be more efficient and objective in validating the research data.

#### **F. Data Analysis Technique**

The data analysis techniques are used to process data so that researcher obtain fixed data that can be used to answer problem formulations. The researcher used a theory from Spradly (1980) to analyze this data. Spradley (1980), divided data analysis techniques into four :

##### **1. Domain**

Domain analysis is the first step taken by a researcher to get a general picture of an object of research carried out. The domain is a technique that can be used to distinguish between data and non-data. In domain analysis, the information that will be obtained is not specific and detailed but has received or found the

domain in the object. In this study, the researcher employed domain analysis to discriminate between discussions that use slang and those that do not. The researcher lists examples of data according to the problem formulations in this study.

Data : She is one of the *dumbest* girls you will ever meet.

Non-data : Damian SAT next to her in English last year.

From the example above, the word *dumbest* is included in the data because it is slang. The term *dumbest* refers to someone who is foolish or behaves foolishly. Also, because it is just ordinary speech and does not contain any slang, the dialogue “Damian SAT next to her in English last year” is not included in the data.

## 2. Taxonomy

The taxonomic analysis is an advanced analysis of domain analysis. Where this analysis is no longer general or comprehensive. Instead, the analysis must be specific or detailed and focus on certain domains in accordance with the focus of the problem to get a deeper understanding and description of the object of research. The researcher used taxonomy analysis to examine the types and functions of slang used by teenagers in the movie *Mean Girls*. The table of taxonomy analysis example is shown below :

Table 3. 1 Taxonomy Table

Types of slangs	Functions of slang
-----------------	--------------------



FC	F	I	A	C	PSI	EF	AP

The following are definitions of the data codes used above, as abbreviations :

Research Question : What types of slang are found in teen talk context in *Mean Girls*?

FC : Fresh and creative

F : Flippant

I : Imitative

A : Acronym

C : Clipping

Research Question : What functions of slang are found in teen talk context in *Mean Girls*?

PSI : Pursuit of self-identity

EF : Emotive Feeling

AP : Achieving Politeness

### 3. Componential

Spradley (1979, p. 174) states that componential analysis is a systematic search for attributes associated with cultural symbols. The elements obtained can be sorted and categorized accordingly in the componential analysis stage.

Table 3. 2 Componential Table

Subject	Slang							
	Types					Functions		
Teenagers	FC	F	I	A	C	PSI	EF	AP
Cultural theme	According to the data above, the researcher found that the dominant data . . . .							

#### 4. Cultural theme

Cultural analysis conducts by developing themes that go beyond such as an inventory of domains to discover the conceptual themes that members of a society use to connect these domains (Spradley, 1979, p. 185). Domains that are linked will make a unit and from that unity will be seen which one is dominant.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

An essential component of research is analysis. Researcher examine the data found in this chapter. The classification of slang terms and data analysis in this study follow the principles of the theories of slang types by Allan and Burrige (2006) and the theory of slang functions by Zhou and Fan (2013). The researcher also analyzed the data using Holmes social factor theory as a framework for interpretation. The types and functions of slang employed in the movie *Mean Girls* are a result of the researcher's analysis of the data. All of the data results are based on dialogue from all of the teenage characters in the *Mean Girls* movie.

#### **A. Findings**

##### 1. Types of slang found in teen talk context in *Mean Girls*

The slang that all of the teens in the movie *Mean Girls* used to be discussed in this section. The researcher used Allan and Burrige's (2006) theory to identify the slang used in the movie *Mean Girls*. Slang was split into five categories by Allan and Burrige (2006), they are fresh and creative, flippant, imitative, acronym, and clipping. The types and functions of slang used by all of the teenagers in the movie *Mean Girls* were among the 123 data that the researcher was able to compile for this study. The

following table includes some of the data results that the researcher discovered.

Table 4. 1 The Percentage of Slang Used in Each Type

No.	Slang Types	Numbers of Data	Percentage (%)
1.	Fresh and Creative	20	16
2.	Flippant	8	7
3.	Imitative	91	74
4.	Acronym	0	0
5.	Clipping	4	3
	<b>Total</b>	123	100

This table 4.1 shows the 123 pieces of information that researcher discovered regarding the various types and functions of slang. In the movie *Mean Girls*, the researcher only discovered four different types of slang: fresh and creative, flippant, imitative, and clipping. Researcher discovered 20 types of fresh and creative, 8 types of flippant, 91 types of imitative, and the last 4 types of clipping in each type.

The movie *Mean Girls* contains four different varieties of slang. Fresh and creative, flippant, imitative, and clipping are a few of the varieties discovered. The researcher not only provided specific data examples but also analyzed each category of slang.

The discussion is as follows :

a. Fresh and Creative

**020/FC/PSI/10:05**



Figure 4.1. 1 Scene of Regina thwarting Jason’s plan

*Cady Heron : “My what?”*

*Regina George : “Is he bothering you? Jason,  
why are you such a skeez?”*

*Jason : “I’m just being friendly.”*

Cady, Jason, and Regina are having the dialogue in the previous paragraph. Both of them are students at North Shore High School; Cady is a newcomer, although Jason and Regina have attended the school previously. Having recently transferred from homeschooling in Africa, Cady does not have many close friends there. As a result, Cady has a distant relationship with them. At the time, Cady was carrying her lunch and making her way to the cafeteria. Jason suddenly appeared and teased her. The new student Cady was confused by what Jason was saying. Cady was perplexed because she had recently immigrated to the United States from

Africa and this was her first time attending a public school, so she was unfamiliar with the language they used. Regina suddenly breaks off their talk and tries to help Cady after noticing her discomfort. Jason and Regina are close friends. Jason is the boyfriend of Regina's friend, Gretchen.

*Skeez* is considered to be fresh and creative. Since that *skeez* is a brand-new term, it can be classed as fresh and creative. *Skeez* has a negative connotation; it can refer to someone who is filthy, unreliable, or morally questionable. Regina claims that Jason's attempt to be friendly with Cady was really disrespectful and vulgar. The connotation of the word *skeez* is the same as that of sleazy. The word *skeez* has an unclear history. However, it is thought to have originated as a slang expression in African American Vernacular English (AAVE) in the United States. Since at least the 1990s, the phrase has been in use.

According to Smitherman (2000), *skeez* is a derogatory term used to describe a promiscuous or sexually available woman. The term is often used to express disapproval or contempt for women who are perceived as lacking moral character or self-respect. In the context of African American slang, *skeez* is part of a larger vocabulary of derogatory terms used to describe women, which also includes words like "trick", "ho", and "jump-off". These terms reflect the pervasive sexism and misogyny within

certain segments of African American culture, and they have been the subject of criticism and controversy within the community.

It's worth noting that while *skeez* is a derogatory term with negative connotations, it is not uncommon for slang words to reflect and reinforce societal prejudices and stereotypes. Slang is often rooted in the culture and experiences of a particular group, and as such, it can reflect both the strengths and weaknesses of that culture.

**106/FC/AP/01:00:40**



Figure 4.1. 2 Scene of Janis being upset at Cady

*Cady Heron : "You know I couldn't invite you.*

*I had to pretend to be Plastic."*

*Janis Ian : "Hey, **buddy**, you're not pretending anymore.*

*You're Plastic. Cold, shiny, hard Plastic."*

Cady and Janis are having the dialogue which was previously described. They are both North Shore High School students. When Cady initially arrived at the school, Janis was her first closest friend. They are obviously very close. Moreover, they

have a big plan to exact revenge on Regina. At that time, Cady had a small gathering at her home. She had no idea that Janis and Damian had come. They gathered in front of Cady's yard. Even though their connection was quite tight, Janis was really upset that she was not invited to the party. At that point, Cady attempted to calm Janis down and clarify this mistake, but Janis was uninterested in hearing Cady's reasons. They got into an argument in front of Cady's yard, and Janis accompanied by Damian told that she was disappointed.

*Buddy*, as used by Janis Ian, refers to a close friend or someone who is well aware of your personality. The term *buddy* is included in the fresh and creative category if it is classed following Allan and Burridge's theory. The word *buddy* is new, informal, and has a laid-back sound. In the middle of the 19th century, males in the United States are thought to have first used the term *buddy* as a term of endearment. In today's society, the word *buddy* is frequently used to describe a friend or companion, especially in casual circumstances. Moreover, it might be a term of address.

The list of data codes that can be considered fresh and creative is provided below :

004/FC/AP/04:55	037/FC/EF/20:48	095/FC/EF/55:33
005/FC/PSI/05:46	041/FC/PSI/21:05	097/FC/AP/56:30
010/FC/EF/07:40	047/FC/EF/24:56	106/FC/AP/01:00:40



017/FC/EF/09:38    048/FC/EF/25:01    115/FC/AP/01:24:08  
020/FC/PSI/10:05    065/FC/AP/34:20    119/FC/EF/01:26:15  
033/FC/PSI/17:25    070/FC/PSI/41:07    122/FC/EF/01;30:46  
036/FC/PSI/20:48    092/FC/AP/53:41

b. Flippant

**006/F/PSI/06:13**



Figure 4.1. 3 Scene of Damian showing Cady the way

*Cady Heron : “Do you guys know where Room G 14 is?”*

*Damian : “Health, Tuesday/Thursday, Room G 14.”*

*Janis Ian : “I think that’s in the back building.”*

*Damian : “Yeah, that’s in the back building.”*

*Janis Ian : “Yeah, we’ll take you there.”*

*Cady Heron : “Thanks.”*

*Damian : “Watch out, please! **New meat** coming through!”*

Cady, Janis, and Damian are having the conversation in the previous paragraph. At North Shore High School, Cady is classmates with Janis and Damian. At the time, their relationship had only recently begun and was not very close. Janis and Damian

made an effort to build a relationship with Cady by being friendly to her. Cady recognized their sincerity. At the time, Cady just entered the classroom. When Cady arrived in class, Damian and Janis started to welcome her first. In order to avoid getting lost and being late, Cady asked them which classroom she would be attending. Damian and Janis warmly agreed to take Cady to the room. As the bell rang, many students were walking and having a conversation in the halls of the building, making it look crowded. Damian made an effort to assist Cady in finding a fast route to the school's side.

According to Allan and Burrige's theory, *new meat* belongs to the flippant type. Flippant, according to Allan and Burrige (2006), is slang made up of two or more words whose denotative meanings are unrelated to one another. Someone new and inexperienced is referred to as new meat. The phrase *new meat* in the dialogue from the *Mean Girls* movie is taken to mean a new student.

The phrase *new meat* is believed to have first appeared in the United States in the early 20th century, particularly in the military, but its exact origins are unclear. Furthermore, according to Frederic, G., & Joan Houston (2002), the phrase *new meat* was first used in American prison slang to refer to newly admitted inmates who were judged as being weak or easily exploitable by

more senior inmates. Since then, though, the phrase has been used more generally to describe someone who is brand-new to a certain group, organization, or activity. Despite its specific roots, the term *new meat* is slang describing someone who is inexperienced or new to a situation and is frequently used in informal contexts.

**039/F/PSI/20:56**

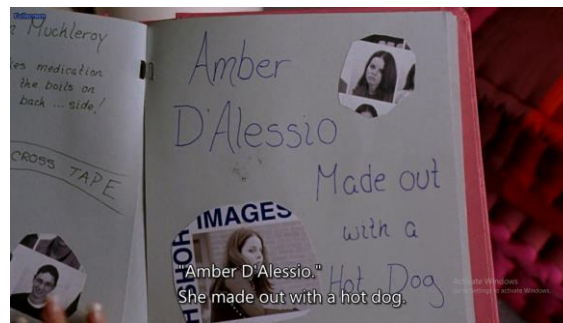


Figure 4.1. 4 Scene of Karen reading the burn book

*Gretchen : “Dawn Schweitzer is a fat virgin.”*

*Regina George : “Still half true.”*

*Karen Smith : “Amber D'Alessio. She made out with a hot dog.”*

Gretchen, Regina, and Karen, three members of the plastic gang, are speaking in the conversation above. The plastic gang is very popular in North Shore High School. The relationship between the three of them is very close. The plastic gang’s members all belong to the same social class. They were from a wealthy and well-known family. In North Shore High School, they are like celebrities. These are not that good, though. The three of them frequently make fun of others flaws and throw indirect judgments on them. The “burn book” is a story written by the

Plastic Gang. They wrote the corny jokes that are in the book. They simply do it for fun.

Cady and the plastic gang were at Regina's home at that same moment. In Regina's room, they were conversing. Karen took up the burn book when she suddenly remembered it. The burn book was a big pink binder with cutout pictures of female students from the yearbook inside. They made silly comments about their schoolmates in the book. Gretchen then invited Cady to see the burn book of the plastic gang. One by one, they read out the silly comments they had made about their friends.

The phrase *hot dog* in this context does not refer to food. According to the discussion above, the phrase *hot dog* is a description of a small dick. In some slang contexts, the term *hot dog* can be used as a euphemism for a penis, particularly a small one (Urban Dictionary). The phrase *hot dog* falls into the flippant category if it is considered to be slang since it is made up of two words whose denotative meanings are unrelated to one another. Depending on the context and target audience, slang terms can have a variety of meanings and connotations. Moreover, some usages may be regional, particular to certain social groups, or even considered obscene or offensive by some.

The list of data codes that can be considered flippant is provided below :

006/F/PSI/06:13      025/F/EF/12:06      074/F/EF/44:25  
018/F/PSI/09:53      038/F/PSI/20:56      111/F/EF/01:15:32  
019/F/PSI/09:59      039/F/PSI/20:56

c. Imitative

**022/I/PSI/11:18**



Figure 4.1. 5 Scene of Gretchen praising Cady's bracelet

*Regina George* : "Oh, my God, I love your bracelet.

*Where did you get it?"*

*Cady Heron* : "Oh, my mom made it for me."

*Regina George* : "It's adorable."

*Gretchen* : "Oh, it's so **fetch**."

The conversation between Cady and the plastic gang, Regina and Gretchen, is seen above. They are schoolmates at North Shore High School. Their social backgrounds are distinct. Cady was raised in an uncomplicated and peaceful family in Africa. At the time, their relationships were not close and Regina was excited and wanted Cady to join the group. Regina treated Cady nicely and sweetly as a result.

They were in the cafeteria at the time, and Cady was invited to join them at one of the tables. They talked and inquired about Cady because Regina did not know much about her. Then Regina began up a casual conversation by praising Cady's bracelet, and Gretchen naturally expressed her admiration for it. Since it was their first encounter, their relationship at the time was not very close. Not everyone has the opportunity to eat at the same table as the plastic gang, but Cady did.

The word *fetch* is of the imitative type. All slang terms that fall under the category of imitation use words from Standard English (SE) to create new slang meanings or to combine two words. The word *fetch* in Standard English (SE) refers to going to where someone or something is and bringing them or it back. Depending on the context of the discourse, the slang word *fetch* can signify many different things. However if it applies to the situation above, the word *fetch* denotes coolness or a statement of admiration (Urban Dictionary). The term *fetch* can also be used to indicate agreement.

**023/I/EF/11:47**



Figure 4.1. 6 Scene of Gretchen inviting Cady to have lunch

*Regina George : “OK, you should just know that we don’t do this a lot, so this is, like, a really huge deal.”*

*Gretchen : “We **wanna** invite you to have lunch with us every day for the rest of the week.”*

*Cady Heron : “Oh, it’s OK...”*

The discussion between Cady and the plastic gang, Regina and Gretchen, is seen above. Regina and Gretchen are gang members that get along well with one another. Cady is a new student at North Shore High School, therefore she does not have a close relationship with Regina or Gretchen. They have never met before this.

The scene occurred in the cafeteria and it was lunchtime. For the first time, Cady is invited to join the plastic gang for lunch. The most well-liked gang at North Shore High School is the plastic gang, and anything they use or do will set trends. Regina, Gretchen, and Karen make up the three members of the plastic gang. They intend to invite Cady along. After a little discussion,

they propose that Cady join them for lunch each day. This indicates that Cady is somehow persuaded to join them.

The term *wanna* is created by combining the words want and to. The word *wanna* is a combination of two separate words, it might be classified as an imitative. In this situation, the word *wanna* means to want something. According to Merriam Webster, the word *wanna* the first known use in 1893. The use of the term *wanna* in English was popularized during the Victorian era and became more common in the everyday language during the 20th century and it is now widely recognized as a colloquialism that is used in informal speech and writing.

The list of data codes that can be considered imitative is provided below :

001/I/EF/02:28	050/I/EF/27:17	087/I/EF/51:58
002/I/EF/02:28	051/I/EF/27:48	088/I/EF/52:16
003/I/AP/02:32	052/I/EF/28:11	089/I/EF/52:50
007/I/EF/06:28	053/I/EF/28:31	090/I/EF/52:57
008/I/EF/07:13	055/I/EF/29:26	091/I/EF/53:00
009/I/EF/07:23	056/I/EF/29:28	093/I/AP/54:31
011/I/EF/08:15	057/I/EF/29:55	094/I/EF/55:31
012/I/EF/08:42	058/I/EF/29:55	096/I/AP/56:00
013/I/EF/08:44	059/I/EF/30:01	098/I/AP/56:42
014/I/EF/09:07	060/I/EF/30:35	099/I/AP/56:42



015/I/EF/09:35	061/I/EF/33:19	100/I/EF/56:52
016/I/EF/09:36	062/I/EF/33:36	102/I/AP/57:37
021/I/EF/10:19	064/I/EF/34:15	103/I/EF/57:41
022/I/PSI/11:18	066/I/EF/34:27	104/I/EF/58:59
023/I/EF/11:47	067/I/EF/37:27	105/I/EF/59:22
024/I/EF/11:51	068/I/EF/39:50	108/I/EF/01:02:10
026/I/EF/12:09	069/I/PSI/40:01	109/I/EF/01:02:59
027/I/EF/12:30	071/I/AP/42:01	110/I/EF/01:05:40
028/I/EF/12:57	072/I/EF/43:48	112/I/EF/01:15:44
029/I/AP/14:20	073/I/EF/43:50	113/I/AP/01:21:14
030/I/EF/15:07	075/I/EF/44:43	114/I/EF/01:23:38
031/I/AP/16:24	076/I/EF/45:15	116/I/EF/01:26:03
032/I/EF/16:42	077/I/EF/45:23	117/I/EF/01:26:08
034/I/EF/17:29	078/I/EF/46:54	118/I/EF/01:26:08
035/I/PSI/17:57	079/I/EF/46:56	120/I/AP/01:30:07
040/I/EF/21:00	080/I/EF/47:22	121/I/EF/01:30:34
042/I/EF/21:25	081/I/EF/47:36	123/I/AP/01:31:15
043/I/EF/22:27	082/I/EF/48:13	
044/I/EF/22:45	083/I/EF/50:52	
045/I/EF/22:50	084/I/AP/51:06	
046/I/EF/24:40	085/I/EF/51:32	
049/I/AP/26:30	086/I/EF/51:55	

d. Clipping

054/C/AP/28:40



Figure 4.1. 7 Scene of Shane being shocked to see Cady

*Shane Oman : “That’s a scary mask, bro.”*

Shane Oman has spoken to Cady in the conversation that is described above. Shane attends North Shore High School as well. Even though they are colleagues and simply know each others names, Cady and Shane do not have a good relationship. Shane is a wealthy man as regarded from his social level, and he is also Regina’s boyfriend. At that time, Cady was invited by Aaron to attend a Halloween party. Cady dressed extravagantly as an “ex-wife” for Halloween. Cady did not appear to understand the sexy costume memo like the other members of Plastic. She decided for a spookier look instead. Cady appeared to be a zombie “ex-wife”, complete with blood-stained wedding attire, a long black wig, and an unattractive set of teeth. Cady looked particularly terrifying at the party. Cady was saddened when she saw Regina and Aaron together and noticed that she was wearing the wrong costume.

Cady hurriedly left the party with a shattered heart. When they were outside, Shane Oman and Cady met, and Shane commented on how scary Cady looked.

The slang term *bro* is characterized as clipping type. The term *bro* can refer to a friend or a brother in slang. This colloquial term is created by removing certain letters from the word brother to create a shorter variant that has the same meaning. According to Michael Adams (2009), the origin of the word *bro* can be traced back to African American slang in the early 1900s. The term *bro* was then frequently used by black men to indicate kinship and support within the society. The phrase “brother” or “brody”, a slang term meaning a close friend or partner, may have been the source of its origin.

**101/C/AP/56:54**



Figure 4.1. 8 Scene of Shane comforting Regina

*Regina George* : “*She thinks she’s gonna have a party and not invite me? Who does she think she is?*”

*Shane Oman* : “*You're right, **hon.***”

The dialogue that was just had was between Regina and Shane. They are both North Shore High School students. Regina was dating Shane after her breakup with Aaron. Their relationship was good up until that point. Cady had a small party at her home at that same moment. Only a few chosen friends and Aaron were invited to the party, not all of her friends. At the time, Regina had a bad feeling about Cady and her friends. Afterward, Regina went to Cady's house with Shane Oman, and she discovered that her suspicion was real. She was not invited to a party that Cady held. Regina was angry because she believed Cady was a nobody before meeting her. But, the longer it goes on, the more ignorant Cady is, and Regina is upset about it. Shane heard Regina's annoyance and understood. Shane remained silent at that time and attempted to understand Regina's position.

The word *hon* is an abbreviation of the word honey. The word *hon* fits within the category of a clipping. The term honey in Standard English refers to a sweet bee-produced material. Yet, in slang, the term *hon* is used to refer to someone you admire or love and believe to be very kind. In essence, *hon* refers to a loved one when addressing them (Merriam Webster). The term has become a recognizable part of American slang and has been adopted by people from various cultural backgrounds as a term of endearment. However, its origins in African American Vernacular English

(AAVE) and African language influences continue to shape its meaning and usage.

The list of data codes that can be considered clipping is provided below :

054/C/AP/28:40	101/C/AP/56:54
063/C/PSI/34:05	107/C/AP/01:02:01

2. Functions of slang found in teen talk context in *Mean Girls*

There is a meaning or function behind every statement. The slang used by *Mean Girls* has a function as well. The function of slang language, according to Zhou and Fan’s (2013) theory, may be divided into three categories: the pursuit of self-identity, the emotive feeling of the slang user, and achieving politeness. Researcher discovered 123 different slang categories and their functions in the movie *Mean Girls*.

Table 4. 2 The Percentage of Slang Used in Each Function

No.	Function of Slang	Numbers of Data	Percentage (%)
1.	Pursuit of Self-Identity	15	12
2.	Emotive Feeling	85	69
3.	Achieving Politeness	23	19
	<b>Total</b>	123	100

The number of findings for each function of slang used by teens in the movie *Mean Girls* is shown in the table above.

Researcher discovered all the functions of teen slang in the movie *Mean Girls*. We identified 15 functions related to the pursuit of self-identity, 85 functions related to emotive feeling, and 23 functions related to achieving politeness from 123 data. In order to understand how slang functions in relation to Zhou and Fan's (2013) theory, the researcher additionally provides sample data along with analysis. The justification is as follows :

a. Pursuit of self-identity

**041/FC/PSI/21:05**

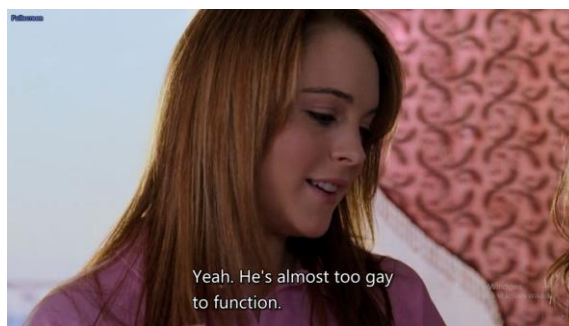


Figure 4.2. 9 Scene of Cady talking about Damian

*Karen Smith : "Who is that?"*

*Gretchen Wieners : "I think that's that kid Damian."*

*Cady Heron : "Yeah. He's **almost too gay to function.**"*

*Regina George : "That's funny. Put that in there."*

At the moment, Cady and the plastic gang were at Regina's house. In Regina's room, they conversed and spent time together. Cady and the plastic gang were perusing and reading their burn book at that precise moment. They discovered a page with a photo

but no written commentary while deeply immersed in their reading. They were not sure who the guy in the picture was at first, but then they recognized Damian as a young child. Cady casually mentioned Damian's sexual orientation. Cady suddenly realized that because Damian was a friend of hers that she should not have said that. At this moment, Cady unknowingly starts to transform significantly and resembles a plastic gang.

The phrase *almost too gay to function* refers to a gay individual. According to Zhou and Fan's classification, the phrase *almost too gay to function* is a part of the function of the pursuit of self-identity. In addition, Zhou and Fan (2013) explain that if somebody uses words and expressions within a particular social group or professional group, he will blend with the group members from mentality. Looking back, Cady was a new, innocent student who had no idea how to interact with other students in a public school. Cady has recently joined the plastic gang. They talk and socialize together frequently. Cady subtly adopts the appearance and conversational habits of the plastic gang. In attempting to imitate the plastic gang and gain their acceptance, Cady utilizes the word.

The list of data codes that can be considered pursuit of self-identity is provided below :

005/FC/PSI/05:46      022/I/PSI/11:18      039/F/PSI/20:56

006/F/PSI/06:13	033/FC/PSI/17:25	041/FC/PSI/21:05
018/F/PSI/09:53	035/I/PSI/17:57	063/C/PSI/34:05
019/F/PSI/09:59	036/FC/PSI/20:48	069/I/PSI/40:01
020/FC/PSI/10:05	038/F/PSI/20:56	070/FC/PSI/41:07

b. Emotive feeling of the user

**012/I/EF/08:42**



Figure 4.2. 10 Scene of Bethany describing a Regina

*Janis Ian : “How do I even begin to explain Regina George?”*

*Emma Gerber : “Regina George is flawless.”*

*Lea Edwards : “She has two Fendi purses and a silver Lexus.”*

*Tim Pak : “I hear her hair’s insured for \$10,000.”*

*Amber D’Alessio : “I hear she does car commercials in Japan.”*

*Kristen Hadley : “Her favorite movie is Varsity Blues.”*

*Short girl : “One time, she met John Stamos on a plane.”*

*Jessica Lopez : “And he told her she was pretty.”*

*Bethany byrd : “One time, she punched me in the face.*

*It was **awesome.**”*

The conversation between Janis and the students at North



Shore High School is depicted above. Janis inquires as to how she will describe the image of Regina George. The students above then describe the image of Regina using their current understanding. The dialogue above takes place in the school. Each student provided a different response when asked about Regina George, and each response was true. Regina is one of the most well-liked students at North Shore High School, making it understandable why gossip or rumors about her spread quickly. Anything Regina uses and does will become a trend among North Shore High School students.

As a result of being punched in the face by Regina, Bethany describes her feelings as *awesome*. Based on The Routledge Dictionary of Modern American Slang and Unconventional English, the word *awesome* is included in slang. According to Allan and Burrige's (2006) theory, the word *awesome* belongs to the category of emotive feeling functions since it is employed to convey a genuine sensation and emotion that the speaker herself has personally experienced. In addition, Allan and Burrige (2006, p. 71) explain that cool might have made a comeback, but the language of the 'beat' culture of the 1950s and 60s is now mostly passe' – far out has been replaced by awesome, and who knows what new such words lurk in the wings. The term *awesome* here refers to something extremely amazing. Bethany attends North

Shore High School as a student. Regina and Bethany are not particularly close. Bethany attends North Shore High School. She belongs to the group known as the desperate wannabes. She most certainly participates in the drama club as well, as evidenced by the image's background. At North Shore High School, there is a clique called the desperate wannabes. The members of this group are always seeking to mimic the behavior and style of others, as implied by their nicknames.

The list of data codes that can be considered emotive feeling is provided below :

001/I/EF/02:28	046/I/EF/24:40	081/I/EF/47:36
002/I/EF/02:28	047/FC/EF/24:56	082/I/EF/48:13
007/I/EF/06:28	048/FC/EF/25:01	083/I/EF/50:52
008/I/EF/07:13	050/I/EF/27:17	085/I/EF/51:32
009/I/EF/07:23	051/I/EF/27:48	086/I/EF/51:55
010/FC/EF/07:40	052/I/EF/28:11	087/I/EF/51:58
011/I/EF/08:15	053/I/EF/28:31	088/I/EF/52:16
012/I/EF/08:42	055/I/EF/29:26	089/I/EF/52:50
013/I/EF/08:44	056/I/EF/29:28	090/I/EF/52:57
014/I/EF/09:07	057/I/EF/29:55	091/I/EF/53:00
015/I/EF/09:35	058/I/EF/29:55	094/I/EF/55:31
016/I/EF/09:36	059/I/EF/30:01	095/FC/EF/55:33
017/FC/EF/09:38	060/I/EF/30:35	100/I/EF/56:52

021/I/EF/10:19	061/I/EF/33:19	103/I/EF/57:41
023/I/EF/11:47	062/I/EF/33:36	104/I/EF/58:59
024/I/EF/11:51	064/I/EF/34:15	105/I/EF/59:22
025/F/EF/12:06	066/I/EF/34:27	108/I/EF/01:02:10
026/I/EF/12:09	067/I/EF/37:27	109/I/EF/01:02:59
027/I/EF/12:30	068/I/EF/39:50	110/I/EF/01:05:40
028/I/EF/12:57	072/I/EF/43:48	111/F/EF/01:15:32
030/I/EF/15:07	073/I/EF/43:50	112/I/EF/01:15:44
032/I/EF/16:42	074/F/EF/44:25	114/I/EF/01:23:38
034/I/EF/17:29	075/I/EF/44:43	116/I/EF/01:26:03
037/FC/EF/20:48	076/I/EF/45:15	117/I/EF/01:26:08
040/I/EF/21:00	077/I/EF/45:23	118/I/EF/01:26:08
042/I/EF/21:25	078/I/EF/46:54	119/FC/EF/01:26:15
043/I/EF/22:27	079/I/EF/46:56	121/I/EF/01:30:34
045/I/EF/22:50	080/I/EF/47:22	122/FC/EF/01;30:46

c. Achieving politeness

**065/FC/AP/34:20**



Figure 4.2. 11 Scene of Regina requesting Cady to send candy

*Cady Heron : “So are you gonna send  
any candy canes?”*

*Regina George : “No. I don’t send them,  
I just get them. So you better send me one, **byotch**.  
Love you.”*

Cady and Regina are the two speaking in the previous conversation. The two of them had a tight friendship at the time, and Cady had been a member of the plastic gang for a considerable amount of time. There does not appear to be any separation between the two of them anymore. Even now, they look similar.

Cady and Regina were conversing in their school’s hallway at that very moment. Regina and Cady were talking about candy canes. Candy canes are hard candies in the shape of sticks. Candy Cane-grams, or holiday candy cane gifts, are a popular Christmas tradition at North Shore High School. Regina asked Cady to send one, as can be seen from the dialogue above.

Regina called Cady a *byotch*, which is slang for a friend (Urban Dictionary). *Byotch* is derived from the word bitch. The term *byotch* is included in the category of achieving politeness if it is categorized into the function of slang in accordance with Allan and Burridge’s (2006) theory. By using the word *byotch*, which connotes a close friendship, the speaker is attempting to establish a friendly rather than awkward atmosphere.

The list of data codes that can be considered emotive feeling is provided below :

003/I/AP/02:32	084/I/AP/51:06	102/I/AP/57:37
004/FC/AP/04:55	092/FC/AP/53:41	106/FC/AP/01:00:40
029/I/AP/14:20	093/I/AP/54:31	107/C/AP/01:02:01
031/I/AP/16:24	096/I/AP/56:00	113/I/AP/01:21:14
049/I/AP/26:30	097/FC/AP/56:30	115/FC/AP/01:24:08
054/C/AP/28:40	098/I/AP/56:42	120/I/AP/01:30:07
065/FC/AP/34:20	099/I/AP/56:42	123/I/AP/01:31:15
071/I/AP/42:01	101/C/AP/56:54	

## B. Discussion

The researcher start to discuss the findings in this part. Based on Allan and Burrige's (2006) theory, the table above shows how frequently each variety of slang is used. As seen in table 4.1, the slang that teens in the *Mean Girls* movie used the most frequently was the imitative type, which had a proportion of 74%. The words *gonna* and *wanna* are imitative slang that is frequently used in the dialogue of the *Mean Girls* movie.

The form going to does not carry an overt stigma in the spoken language; however, the orthographic forms of variably reduced pronunciations such as *gonna*, *gon* are judged colloquial and the form *ima* is decidedly non-standard (Tagliamonte 2016, p. 248). This is an ongoing linguistic development in which the verb "go" has come to be used in

places where will/'ll is the standard (prescribed) variant (Tagliamonte 2016, p. 228). The most common method used by speakers to generate slang is to simplify already existing vocabulary. Teenagers continue to utilize slang words like *gonna* and *wanna* frequently in their conversations. This particular terminology is not always employed, however. The words chosen to communicate during a conversation greatly depend on the topic at hand. There are various circumstances in the movie *Mean Girls* that do not lend themselves to the use of slang. They also avoid it when addressing serious topics in informal settings or during casual talks.

Clipping is the type with a presentation of 3% that is rarely used by teenagers in the movie *Mean Girls*. Although clipping slang is still in use today, for a variety of reasons it might not be as common as other slang. One probable explanation is that certain people, including some teenagers, have trouble understanding words or sentences that have been shortened, especially if they are not familiar with specific abbreviations. When a speaker or writer uses clipped words or phrases, it may appear that they are not giving their thoughts enough time to develop fully or that they are not engaged in the dialogue. How would you shorten hair yet still preserve its recognizability? *Har?* *Hir?* *Her?* *Hr?* What would you do with *filings*? *Flings?* *Flngs?* *Filngs?* These abbreviations would be extremely difficult to decode, especially as the meaning of the sentence lacks predictability (Crystal, 2008, p. 17).

The acronym type, on the other hand, has the lowest rate of 0% in the *Mean Girls* movie, where no teenagers utilize it. Crystal (2008) explain that acronyms are frequently employed in contemporary speech, particularly in digital speech like SMS, instant messaging, and social networking. Yet, those who are unfamiliar with a specific language or culture may find it challenging to understand acronym-type slang. Aside from that, using acronyms and slang can occasionally result in misunderstandings or misinterpretations because each person may have a unique view of what an acronym or slang phrase means. Communication obstacles may arise from this, particularly when communicating between cultures.

The function of slang according to Zhou and Fan's (2013) theory is the second finding of the study. According to the data analysis, slang serves the pursuit of self-identity, emotive feeling of user, and achieving politeness. As can be observed from table 4.2, emotive feeling is the most prevalent function identified. In the movie *Mean Girls*, the teens are still in senior high school, where they are engaged in socializing and expressing their emotions in a variety of ways. Teenagers frequently utilize slang phrases like *gonna* and *wanna* when speaking with one another. Judging from the story in the *Mean Girls* movie, teenagers frequently use the word because it makes the dialogue seem relaxed, comfortable, more intimate, and natural. Additionally, *wanna* can be used to convey a sense of urgency or enthusiasm, as it suggests a desire or

willingness to do something. The purpose of the emotive feeling function is to convey an emotion that the speaker is experiencing. Of course, each function word employed is adjusted to the conversation context.

The pursuit of self-identity, on the other hand, is the teenager's least utilized function in the *Mean Girls* movie. If relevant to the plot, the majority of the dialogue is spoken by the teenagers who attend North Shore High School and many of the scene settings are also taken there. There are numerous teen-aged groups with distinct identities in the movie *Mean Girls*. This function is rarely used because the movie *Mean Girls* makes a strong point of highlighting the distinctions between each group, including their habits, place of lunch, and fashion sense. Each member of the group spends a lot of time together, making it possible for others to recognize them as a group without their having to explicitly state it. As a result of the aforementioned enabling reasons, the pursuit of self-identity function is rarely used by teenagers in the movie *Mean Girls*. According to the study's findings, teens frequently combine slang with already-existing phrases to portray their feelings or emotions in the movie *Mean Girls*. This is consistent with the expressive, driven, and passionate nature of teenage acting.



## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusions

The conclusions of this study are explained in this section. Based on two issues that were discussed in the preceding part, the researcher concludes. The first problem is what types of slang are used by teenagers in *Mean Girls* movie. The second problem is what functions of slang are used by teenagers in the *Mean Girls* movie. The data for this study was gathered through conversations between teenagers, and it also included picture evidence of the slang that was employed.

The researcher exclusively identified the slang words used by teens who feature in the *Mean Girls* movie while analyzing the types and purposes of slang in the movie. The researcher discovered a total of 123 terms spoken by teen characters, specific students at North Shore High School. The researcher employed Allan and Burrige's (2006) theory to analyze the category of slang. Meanwhile, researcher employed Zhou and Fan's (2013) theory to investigate the function of slang. It is important to consider social factors and social dimensions while examining the types and functions of slang used by teenage characters in *Mean Girls* movie since these elements can have an impact on how a person uses language. In general, teenagers with tight relationships tend to employ greater slang.

## **B. Implications**

According to the interpretation of the findings above, teenage personalities, slang types, and functions are connected. Teenage characters frequently communicate with one another by using imitative slang in the movie *Mean Girls*. The main purpose of utilizing slang is to convey a sense of emotion.

Janis and Regina are two teenage characters that frequently utilize slang in *Mean Girls* movie. Regina and Janis both belong to separate groups but are of the same social status. If they belong to a gang, they can be considered the leader of the group due to their dominance. The relationship between Regina and Janis is strained. After Regina circulated the rumor that Janis Ian was a lesbian, the two had a falling out. They despise one another and are total opposites. The emotive function is one of the most powerful uses of language because it is so crucial and important in changing the emotional status of an audience for or against someone or something, the emotive function helps us get rid of our nervous energy when we are under stress (Zhou and Fan, 2012). Janis and Regina express themselves through the slang they use, which gives these two characters a powerful appearance. Naturally, employing slang makes their characteristics stand out more than other teenagers, which might be a way for them to differentiate themselves from one another.

Teenagers who are more extroverted and self-assured may occasionally utilize slang more frequently as a means of self-expression.

This is not always the case, though, because slang usage among a particular young person might be influenced by a variety of factors. The choice of language is influenced by a variety of social factors, including each person's age, social standing, familiarity with one another, and environment. Slang that is frequently used by youngsters is thereafter highly received by adults.

### **C. Suggestions**

The researcher contains suggestions for advancing sociolinguistics by doing the same research with different objects in the future. Direct research or field research can also be done to increase understanding and allow for immediate engagement with the community. Researcher advise being more attentive when sifting out slang data regardless of the subject because numerous words in slang are similar but have distinct meanings depending on the conversational context. Understanding slang better can help us communicate more effectively and avoid communication errors.

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## APPENDICES

### Appendix I : Validator Sheet

#### VALIDATION SHEET

The thesis data titled “**SLANGS IN TEEN TALK CONTEXT IN *MEAN GIRLS* (A SOCIOLOGICAL APPROACH)**” had been checked and validated by Aris Hidayatulloh, S.Hum., M.A., in:

Day : Tuesday

Date : February 21<sup>th</sup>, 2023

Surakarta, February 21<sup>th</sup>, 2023



Validator



A handwritten signature in black ink, appearing to read 'Aris Hidayatulloh', written in a cursive style.



Aris Hidayatulloh, S.Hum., M.A.





## Appendix II : Data Validation




No.	Image	Data Code	Types	Subtitle	Meaning	Function	Analyze
1.		001/I/EF /02:28	imitative	<b>00:02:28,079 - 00:02:31,640</b> <i>JANIS IAN : You don't wanna sit there. Kristen Hadley's boyfriend is gonna sit there.</i>	Want to	Emotive Feeling	It's the first time Janis and Cady have seen each other. Janis Ian uses the word <i>wanna</i> with a stranger (Cady) to build a more natural impression.
2.		002/I/EF /02:28	imitative	<b>00:02:28,079 - 00:02:31,640</b> <i>JANIS IAN : You don't wanna sit there. Kristen Hadley's boyfriend is gonna sit there.</i>	Going to	Emotive Feeling	Janis Ian's use of slang <i>gonna</i> has the purpose of making the conversation between her and Cady more relaxed. Where in the scene, it states that Cady is a new student and Janis is a former student where they will become classmates.

3.		003/I/AP /02:32	imitative	<p><b>00:02:32,783 -</b>  <b>00:02:34,648</b>  <i>KRISTEN</i>  <i>HADLEY'S BF :</i>  <i>Hey, <b>baby.</b></i></p>	Sweatheart, girlfriend	Achieving Politenes	<p>In this scene, Kristen refers to the word <i>baby</i> as her boyfriend's nickname. The word <i>baby</i> is used to show intimacy in the relationship between Kristen and her boyfriend and is then supported by a kissing scene in between. This shows that their relationship is fine.</p>
4.		004/FC/ AP/04:5 5	Fresh and creative	<p><b>00:04:55,059 -</b>  <b>00:04:58,620</b>  <i>JASON : It only</i>  <i>counts if you saw a</i>  <i>nipple.</i>  <i>JASON'S FRIEND :</i>  <i>That's true, <b>dude.</b></i></p>	Friend	Achieving Politenes	<p>Jason's friends call Jason a <i>dude</i> who shows his familiarity and can also be seen from the topics they are talking about.</p>

5.		005/FC/ PSI/05:4 6	Fresh and Creative	<b>00:05:46,410 - 00:05:48,878</b> <i>JANIS IAN : This is Damian. He's almost too gay to function.</i>	Being around other men, a man who is openly gay but pretends that no one knows makes him feel uncomfortable and out of sorts	Pursuit of Self- Identity	Janis uses the term too gay to function to explain that Damian is a fellow lover.
6.		006/F/PS I/06:13	Flippant	<b>00:06:13,470 - 00:06:17,236</b> <i>DAMIAN : Watch out, please! New meat coming through!</i>	A new student	Pursuit of Self- Identity	Damian used the word new meat in the midst of the crowd of students. In the scene, the students can be seen stepping aside to pass. This means that the word new meat used by Damian is already popular among students.



7.		007/I/EF /06:28	imitative	<p><b>00:06:28,719 -</b>  <b>00:06:31,654</b>  <i>DAMIAN : That's beautiful. This girl is deep.</i></p>	Serious, intense, smart	Emotive Feeling	As he walked towards the back of the building, Damian had a conversation with Cady. Damian says that Cady is a deep woman. Damian responded to Cady's words and showed admiration toward Cady. Damian said that Cady was a reasonable person and that her thoughts were acceptable.
8.		008/I/EF /07:13	imitative	<p><b>00:07:13,797 -</b>  <b>00:07:16,766</b>  <i>CADY HERON : What are you talking about?</i>  <i>JANIS IAN : You're a regulation hottie.</i></p>	A home-schooled jungle freak who is actually pretty and attractive but will not accept it and pretends they are not	Emotive Feeling	The term <i>hottie</i> is used by Janis to describe a Cady without it explaining in detail who this Cady is.

					when everyone else knows they are.		
9.		009/I/EF/07:23	imitative	<b>00:07:23,607 - 00:07:25,040</b> <i>JANIS IAN : Yeah, I'm <b>gonna</b> call you Cady.</i>	Going to	Emotive Feeling	In this situation, it can be seen that Janis is getting closer to Cady. The use of the word <i>gonna</i> was meant to get Cady's attention so she would feel closer and more comfortable with their conversation.
10.		010/FC/EF/07:40	Fresh and creative	<b>00:07:40,491 - 00:07:43,858</b> <i>JANIS IAN : She is one of the <b>dumbest</b> girls you will ever meet.</i>	Someone who does stupid things	Emotive Feeling	Janis uses the <i>dumbest</i> word to describe Karen Smith, who's in a gang that Janis does not like, plastic. Janis calls her the dumbest girl because, at the age of college, Karen can not spell the word "orange".

11.		011/I/EF /08:15	Imitative	<b>00:08:15,793 - 00:08:17,021</b> <i>DAMIAN : She's the queen bee.</i>	A woman who is in a dominant or controlling position in a particular group	Emotive Feeling	Damian uses the term <i>queen bee</i> to explain that Regina George is the leader of a plastic gang and she can control people with what she has.
12.		012/I/EF /08:42	imitative	<b>00:08:42,319 - 00:08:43,946</b> <i>BETHANY BYRD : It was awesome.</i>	Extremely good, excellent	Emotive Feeling	Bethany was a North Shore High School student who had been punched in Regina's face and she said it was absolutely incredible.
13.		013/I/EF /08:44	imitative	<b>00:08:44,154 - 00:08:47,282</b> <i>DAMIAN : She always looks fierce.</i>	Something as outstanding, eye-catching, and cool.	Emotive Feeling	Damian explains to Cady that Regina has always looked <i>fierce</i> . The use of this <i>fierce</i> word shows that Regina has the full package to grab everybody's attention and even Regina still wins the Spring Fling Queen contest.

14.		014/I/EF /09:07	imitative	<b>00:09:07,711 - 00:09:10,839</b> <i>JANIS IAN : Here. This map is gonna be your guide to North Shore.</i>	Going to	Emotive Feeling	Back then, Janis and Cady were getting even closer. Janis casually used the word <i>gonna</i> to close the gap between the two.
15.		015/I/EF /09:35	imitative	<b>00:09:35,005 - 00:09:36,472</b> <i>JANIS IAN :</i> <i>desperate wannabes,</i>	Want to be, someone who wants to be and pretends to be that which she/he is not	Emotive feeling	Janis Ian said that there was a group of people on her campus where the people in that group wanted to be like the person she wanted but when seen they looked strange.
16.		016/I/EF /09:36	Imitative	<b>00:09:36,907 - 00:09:38,169</b> <i>JANIS IAN :</i> <i>burnouts,</i>	A person whose mental capacity has been diminished by extended drug or alcohol use	Emotive feeling	Janis describes someone who is already damaged because of maybe too much alcohol or drug consumption as <i>burnout</i> .







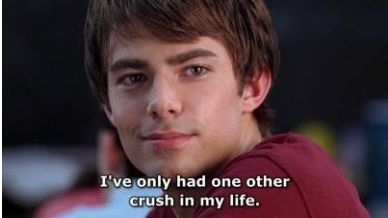

17.		017/FC/ EF/09:38	Fresh and creative	<b>00:09:38,475 - 00:09:40,443</b> <i>sexually active band geeks,</i>	The group of a band who engages in sexual activity without regard for others or the environment	Emotive feeling	Janis describes a group of a band who are not ashamed to make love anywhere.
18.		018/F/PS I/09:53	flippant	<b>00:09:53,490 - 00:09:56,254</b> <i>JASON : Is your muffin buttered?</i>	woman's vagina	Pursuit of Self- Identity	In the canteen, Cady was seen walking towards her seat. Suddenly, Jason came and teased Cady. Jason said the <i>muffin buttered</i> but not all of the group understood what Jason said in the middle of a crowd of students who were eating. Only a group of Jason's close friends laughed at what Jason said.








19.		019/F/PS I/09:59	flippant	<b>00:09:59,263 - 00:10:02,664</b> <i>JASON : Would you like us to assign someone to <b>butter</b> your muffin?</i>	to ejaculate on a woman's vagina	Pursuit of Self-Identity	Jason repeated that word again because Cady seemed confused about what Jason said. Considering their different backgrounds, it's no wonder Cady did not understand what Jason was saying.
20.		020/FC/ PSI/10:0 5	Fresh and creative	<b>00:10:05,035 - 00:10:07,003</b> <i>REGINA G : Jason, why are you such a <b>skeez</b>?</i>	A <i>skeez</i> is the same as a sleaze.	Pursuit of Self-Identity	This scene shows Regina interrupting the conversation between Jason and Cady. Regina said that Jason was such a <i>skeez</i> , which means a bully. Here, it can be seen that Jason and Regina are in the same circle of friends because they understand each other through the slang used.

21.	 <p>Do you wanna have sex with him?</p>	021/I/EF /10:19	Imitative	<b>00:10:19,683 - 00:10:20,945</b> <i>REGINA G : Do you wanna have sex with him?</i>	Want to	Emotive Feeling	Regina in the eyes of others looks like a rich, beautiful, and kind person. When she helps Cady while being teased by Jason, Regina uses the word <i>wanna</i> to show that there are no social boundaries between her and Cady.
22.	 <p>- It's adorable. - Oh, it's so fetch.</p>	022/I/PS I/11:18	Imitative	<b>00:11:18,275 - 00:11:20,869</b> <i>REGINA G : It's adorable.</i> <i>GRETCHEN W :</i> <i>Oh, it's so fetch.</i>	Cool, great	Pursuit of Self- Identity	Gretchen complimented Cady's bracelet by calling it a <i>fetch</i> . This means that the bracelet that Cady's mother made is really cool and beautiful.
23.	 <p>We wanna invite you to have lunch with us</p>	023/I/EF /11:47	Imitative	<b>00:11:47,437 - 00:11:49,132</b> <i>GRETCHEN W : We wanna invite you to have lunch with us.</i>	Want to	Emotive Feeling	Gretchen used the word <i>wanna</i> when asking Cady to join them for lunch. The use of the word <i>wanna</i> makes the conversation more relaxed and it seems that there is no certain distance

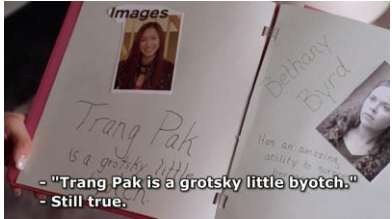

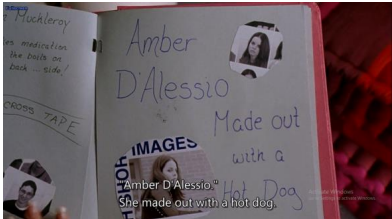
							between them.
24.		024/I/EF /11:51	imitative	<b>00:11:51,174 - 00:11:53,108</b> <i>CADY : Oh, it's OK...</i> <i>REGINA G : Coolness.</i>	Exciting, an expression to showing approval	Emotive Feeling	<i>Coolness</i> is Regina's reaction when Cady wants to accept their big offer, and this <i>coolness</i> means agreeing to that.
25.		025/F/EF /12:06	flippant	<b>00:12:06,290 - 00:12:08,850</b> <i>She's a scum- sucking road whore!</i> <i>She ruined my life!</i>	A foul name for a person who ruined her life.	Emotive Feeling	<i>Scum-sucking road whore</i> is a term for Regina who always interferes with her life. Janis said that as an expression of her dislike for Regina.
26.		026/I/EF /12:09	Imitative	<b>00:12:09,059 - 00:12:10,754</b> <i>DAMIAN : She's fabulous, but she's evil.</i>	used as a cliched term of praise	Emotive Feeling	Damian expressed his personal opinion about Regina which he thought Regina was the perfect person.

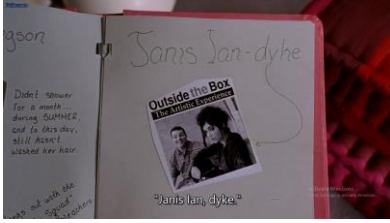
27.	 <p>if you were to hang out with them and then tell us everything that they say.</p>	027/I/EF /12:30	Imitative	<b>00:12:30,514 - 00:12:33,074</b> <i>JANIS IAN : if you were to <b>hang out</b> with them and then tell us everything that they say.</i>	to spend time with someone, usually a friend or friends	Emotive Feeling	Janis Ian uses Cady to get revenge on Regina. Janis told Cady to spend time with them so Janis would know what they doing and planning.
28.	 <p>I've only had one other crush in my life.</p>	028/I/EF /12:57	Imitative	<b>00:12:57,541 - 00:12:59,634</b> <i>CADY HERON : I've only had one other <b>crush</b> in my life.</i>	A person who makes your heart beat faster	Emotive Feeling	Cady Heron said that she used to have someone she liked which every time she was close to her made her happy. Cady used the word <i>crush</i> to express of her feelings for someone.
29.	 <p>Right. Oh, and it's the same with guys.</p>	029/I/AP /14:20	Imitative	<b>00:14:20,424 - 00:14:22,221</b> <i>GRETCHEN W :Right. Oh, and it's the same with <b>guys</b>.</i>	a general form of address, in the plural it can be used of and to men, women or a mixed grouping	Achieving Politeness	Gretchen was explaining the rules on what the gang could and could not do. The word <i>guys</i> mean all members of the group. The choice of the word <i>guys</i> compared to the mention of names makes the

							atmosphere more relaxed and seems more friendly.
30.		030/I/EF /15:07	imitative	<b>00:15:07,537 - 00:15:09,562</b> <i>KAREN : I thought she <b>dumped</b> him for Shane Oman.</i>	where one partner ends the relationship when the other still wanted to stay together.	Emotive Feeling	The word <i>dumped</i> is used by Karen to express something she knows. Karen explains that at that time it was Regina who left Aron and chose to be with Shane.
31.		031/I/AP /16:24	imitative	<b>00:16:24,080 - 00:16:26,207</b> <i>REGINA : Get in, <b>loser</b>. We're going shopping.</i>	Friend	Achieving Politeness	At that time, Regina and Cady's relationship was getting closer. The use of the word <i>loser</i> makes the situation seem informal and tense.
32.		032/I/EF /16:42	imitative	<b>00:16:42,866 - 00:16:45,494</b> <i>REGINA G : <b>Damn</b>, you are so lucky you have us to guide you.</i>	An universal word that can express of emotions	Emotive Feeling	Regina uses the word <i>damn</i> to express disbelief or the word <i>damn</i> in the context of this conversation is parallel to the word <i>wow</i> .



33.	 <p>He's such a little skeez. Give me your phone.</p>	033/FC/ PSI/17:2 5	Fresh and creative	<b>00:17:25,275 -</b> <b>00:17:28,540</b> <i>REGINA G : He's</i> <i>such a little skeez.</i> <i>Give me your phone.</i>	A <i>skeez</i> is the same as a sleaze or often perverted individual	Pursuit of Self- Identity	Seeing Jason playing with other women, Regina could not accept it. Among the many people at the Regina Mall, Jason was a deviant person because he had played with her friend's feelings.
34.	 <p>- You're not gonna call him, right? - Do you think I'm an idiot?</p>	034/I/EF /17:29	Imitative	<b>00:17:29,512 -</b> <b>00:17:32,072</b> <i>GRETCHEN W :</i> <i>You're not gonna</i> <i>call him, right?</i>	Going to	Emotive Feeling	Gretchen chose to use the word <i>gonna</i> instead of going to in order to make the atmosphere more comfortable and relaxed.
35.	 <p>OK, that was so fetch.</p>	035/I/PS I/17:57	Imitative	<b>00:17:57,207 -</b> <b>00:17:59,767</b> <i>GRETCHEN W : OK,</i> <i>that was so fetch.</i>	Cool, great	Pursuit of Self- Identity	Gretchen used the word <i>fetch</i> to compliment Regina's actions which she thought were really cool.






36.	 <p>Images Trang Pak is a grotsky little - "Trang Pak is a grotsky little byotch." - Still true.</p>	036/FC/ PSI/20:4 8	Fresh and creative	00:20:48,111 - 00:20:51,103 KAREN : "Trang Pak is a <b>grotsky</b> little byotch."	someone who lacks the cognitive capacity to think rationally, worthless	Pursuit of Self- Identity	The word <i>grotsky</i> is written in the burn book, which is a book that contains the disgrace or ugliness of one campus friend where all the comments are written by the plastic gang.
37.	 <p>Images Trang Pak is a grotsky little - "Trang Pak is a grotsky little byotch." - Still true.</p>	037/FC/ EF/20:48	Fresh and creative	00:20:48,111 - 00:20:51,103 KAREN : "Trang Pak is a grotsky little <b>byotch.</b> "	A byotch is the same as a bitch	Emotive Feeling	The word <i>byotch</i> is used by the plastic gang to express their dislike for Trang.
38.	 <p>Amber D'Alessio Made out with a Hot Dog</p>	038/F/PS I/20:56	flippant	00:20:56,486 - 00:20:59,785 KAREN : "Amber D'Alessio. She <b>made</b> <b>out</b> with a hot dog."	Having sex with the guy	Pursuit of Self- Identity	The word <i>made out</i> was written by the Plastics gang to describe Amber having sex with someone.




39.		039/F/PS I/20:56	flippant	<b>00:20:56,486 - 00:20:59,785</b> <i>KAREN : "Amber D'Alessio. She made out with a hot dog."</i>	A name for a small dick	Pursuit of Self-Identity	In another sense, <i>hot dog</i> means a small dick which is the name given by the plastic gang to someone who has sex with Amber.
40.		040/I/EF /21:00	Imitative	<b>00:21:00,156 - 00:21:02,090</b> <i>GRETCHEN : "Janis Ian, dyke."</i>	Lesbian	Emotive Feeling	The plastic gang writes that Janis Ian is a lesbian and they call it <i>dyke</i> .
41.		041/FC/ PSI/21:0 5	Fresh and Creative	<b>00:21:05,762 - 00:21:08,322</b> <i>CADY : Yeah. He's almost too gay to function.</i>	A male who is blatantly gay but acts like he is still in the closet and no one knows when around other	Pursuit of Self-Identity	The term <i>too gay to function</i> to explain that Damian is a fellow lover.









					males, he cannot help but be flustered and out of sorts		
42.		042/I/EF /21:25	Imitative	<b>00:21:25,748 - 00:21:27,215</b> <i>JANIS IAN : you gotta steal that book.</i>	Got to	Emotive Feeling	Janis Ian used the word <i>gotta</i> because she was in an informal situation. Even though they were working, they chatted and met not as buyers and waiters but as friends.
43.		043/I/EF /22:27	imitative	<b>00:22:27,710 - 00:22:29,678</b> <i>CADY HERON : I think I'm gonna do it.</i>	Going to	Emotive Feeling	Cady Heron uses the word <i>gonna</i> when talking to her teacher, Ms. Norbury. Cady prefers to use <i>gonna</i> compared to <i>going to</i> because they are out of school, the situation and the context of the conversation are quite informal.



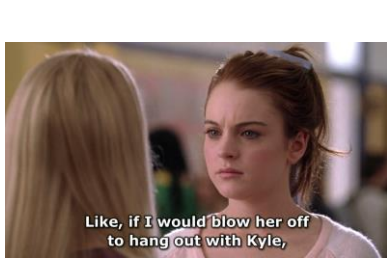
44.	 <p>So when are you gonna see Regina again?</p>	044/I/EF 22:45	imitative	<b>00:22:45,929 - 00:22:47,794</b> <i>JANIS IAN : So when are you <b>gonna</b> see Regina again?</i>	Going to	Emotive Feeling	The word <i>gonna</i> is used to make their conversation seem more relaxed.
45.	 <p>Come on, she's never gonna find out. It'll be like our little secret.</p>	045/I/EF /22:50	Imitative	<b>00:22:50,266 - 00:22:54,100</b> <i>JANIS IAN : Come on, she's never <b>gonna</b> find out.</i>	Going to	Emotive Feeling	Janis Ian used this abbreviation several times to make the conversation between the two of them more relaxed.
46.	 <p>You wanna come?</p>	046/I/EF /24:40	Imitative	<b>00:24:40,043 - 00:24:41,943</b> <i>AARON SAMUEL : You <b>wanna</b> come?</i>	Want to	Emotive Feeling	For the first time, Aaron invited Cady to a Halloween party. Aaron made Cady an offer using the word <i>wanna</i> . The use of this word in order to build a more relaxed and comfortable impression for both of them.

47.		047/FC/ EF/24:56	Fresh and creative	<b>00:24:56,626 - 00:24:58,218</b> <i>CADY HERON :</i> <b><i>"Grool."</i></b>	Great and cool	Emotive Feeling	Cady Heron had a happy expression on her face when Aaron invited her to the party in person, and Cady felt special. Cady expresses what she feels through utterances, namely <i>grool</i> , which can mean extraordinary things.
48.		048/FC/ EF/25:01	Fresh and creative	<b>00:25:01,464 - 00:25:04,490</b> <i>AARON SAMUEL :</i> <b><i>Right. Well... grool.</i></b>	Great and cool	Emotive Feeling	Aaron, who had never heard of the word <i>grool</i> , felt that this slang was really cool.
49.		049/I/AP /26:30	Imitative	<b>00:26:30,920 - 00:26:33,480</b> <i>KAREN : then you have your second cousins...</i> <i>GRETCHEN W : No, honey.</i>	used to address a beloved person.	Achieving Politeness	Gretchen called Karen as <i>honey</i> and Karen was her closest friend. At that time Gretchen regretted that Karen liked her cousin.



50.		050/I/EF /27:17	Imitative	<b>00:27:17,733 - 00:27:20,167</b> <i>REGINA G : Well, be careful because she has a huge <b>crush</b> on you.</i>	An infatuation	Emotive Feeling	Regina tries to make Aaron feel uncomfortable with Cady saying that Cady is really crazy about him.
51.		051/I/EF /27:48	Imitative	<b>00:27:48,164 - 00:27:51,600</b> <i>REGINA G : and she said she's <b>gonna</b> do, some kind of African voodoo with it</i>	Going to	Emotive Feeling	Regina was seen badmouthing Cady in front of Aaron by making up stories to get Aaron away from Cady. Regina uses the word <i>gonna</i> to make the conversation more natural and relaxed.
52.		052/I/EF /28:11	Imitative	<b>00:28:11,120 - 00:28:12,678</b> <i>AARON SAMUEL : Of course I'm not <b>gonna</b> make fun of her.</i>	Going to	Emotive Feeling	The word <i>gonna</i> is used to make the conversation seem more natural.

53.		053/I/EF /28:31	imitative	<b>00:28:31,807 - 00:28:34,002</b> <i>REGINA G : You're so hot.</i>	When a person is physically attracted to another person	Emotive Feeling	Regina told Aaron directly that he was very attractive in her eyes even though they had broken up.
54.		054/C/A P/28:40	Clipping	<b>00:28:40,917 - 00:28:42,646</b> <i>SHANE OMAN : That's a scary mask, bro.</i>	Brother	Achieving Politeness	Shane Omar is a college friend of Cady. The use of the word <i>bro</i> is constructive so that the situation is not too tense.
55.		055/I/EF /29:26	Imitative	<b>00:29:26,329 - 00:29:28,194</b> <i>JANIS IAN : Look, she's not gonna get away with this again, OK?</i>	Going to	Emotive Feeling	The use of the word <i>gonna</i> makes the conversation more natural.
56.		056/I/EF /29:28	Imitative	<b>00:29:28,397 - 00:29:31,059</b> <i>JANIS IAN : We're gonna do something.</i>	Going to	Emotive Feeling	The use of the word <i>gonna</i> makes the conversation more natural.



				<i>CADY HERON : We are?</i>			
57.		057/I/EF /29:55	Imitative	00:29:55,725 - 00:29:58,125 <i>JANIS IAN : you are gonna have to keep hanging out with them like nothing is wrong.</i>	Going to	Emotive Feeling	The use of the word <i>gonna</i> makes the conversation more natural.
58.		058/I/EF /29:55	Imitative	00:29:55,725 - 00:29:58,125 <i>JANIS IAN : you are gonna have to keep hanging out with them like nothing is wrong.</i>	Spend time relaxing or socializing	Emotive Feeling	To make her plan a success, Janis asks Cady to keep spending time with them (the plastic gang) so it does not appear that Cady has betrayed them.

59.	 <p>OK, let's rock this bitch.</p>	059/I/EF /30:01	imitative	<b>00:30:01,731 -</b> <b>00:30:04,598</b> <i>JANIS IAN : OK,</i> <i>let's rock this <b>bitch</b>.</i>	used as a veiled plan	Emotive Feeling	This <i>bitch</i> word refers to their evil plan to bring down Regina.
60.	 <p>- I wanna lose 3 pounds. - You're crazy.</p>	060/I/EF /30:35	Imitative	<b>00:30:35,831 -</b> <b>00:30:38,925</b> <i>REGINA G : I</i> <i>wanna lose 3</i> <i>pounds.</i> <i>AARON SAMUEL :</i> <i>You're crazy.</i>	Want to	Emotive Feeling	Regina told Aaron she wanted to lose weight. Using <i>wanna</i> makes the conversation more natural.
61.	 <p>Like, if I would blow her off to hang out with Kyle,</p>	061/I/EF /33:19	Imitative	<b>00:33:19,562 -</b> <b>00:33:21,723</b> <i>REGINA G : Like, if</i> <i>I would blow her off</i> <i>to <b>hang out</b> with</i> <i>Kyle,</i>	Spend time with someone	Emotive feeling	Regina shared that Janis got jealous when she went out to spend time with her boyfriend, Kyle.






62.	 <p>There are gonna be girls there in their bathing suits.</p>	062/I/EF /33:36	Imitative	<b>00:33:36,912 -</b> <b>00:33:38,971</b> <i>REGINA G : There are gonna be girls there in their bathing suits.</i>	Going to	Emotive Feeling	The use of the word <i>gonna</i> makes the conversation more natural.
63.	 <p>That is the ugliest F-ing skirt I've ever seen.</p>	063/C/P SI/34:05	Clipping	<b>00:34:05,874 -</b> <b>00:34:08,035</b> <i>REGINA G : That is the ugliest <b>F-ing</b> skirt I've ever seen.</i>	Fucking	Pursuit of Self- Identity	Regina and Cady's friendship status is getting closer. Cady realizes that Regina is not a purely good person, she only praises in front of, and will make fun of her behind her back or can be called two-faced. Regina told Cady that the clothes her college friends were wearing were the worst clothes she had ever seen.



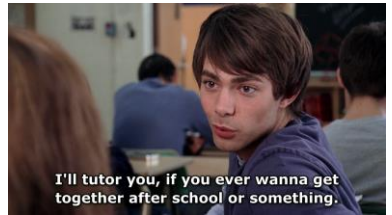




64.	 <p>So are you gonna send any candy canes?</p>	064/I/EF /34:15	Imitative	<p><b>00:34:15,651 -</b>  <b>00:34:17,414</b>  <i>CADY HERON : So are you <b>gonna</b> send any candy canes?</i></p>	Going to	Emotive Feeling	Cady felt that she used to be treated like that by Regina. He was praised up front and would be ridiculed when he was not around. The use of the word <i>gonna</i> make the conversation more relaxed and comfortable again even though Cady's heart ached when she remembered that.
65.	 <p>So you better send me one, byotch.</p>	065/FC/ AP/34:2 0	Fresh and Creative	<p><b>00:34:20,389 -</b>  <b>00:34:22,755</b>  <i>REGINA G : So you better send me one, <b>byotch</b>.</i></p>	Bitch or friend	Achieving Politeness	Regina and Cady are already gang mates. Their friendship is getting closer. Regina used the word <i>byotch</i> to build a friendly atmosphere because Regina told Cady to send her candy canes there.

66.		066/I/EF /34:27	Imitative	<b>00:34:27,296 - 00:34:29,924</b> <i>CADY HERON : I was <b>gonna</b> use three candy canes to crack Gretchen Wieners.</i>	Going to	Emotive Feeling	Cady uses the word <i>gonna</i> when talking to herself in an informal situation.
67.		067/I/EF /37:27	imitative	<b>00:37:27,443 - 00:37:29,070</b> <i>Kevin G : <b>Damn.</b></i>	A universal word that can express emotions and can be used to reinforce a sentence	Emotive Feeling	Kevin looked surprised when it turned out that the person who was talking was Janis. He used the word <i>damn</i> as a form of expression when feeling shocked.
68.		068/I/EF /39:50	imitative	<b>00:39:50,485 - 00:39:52,851</b> <i>GRETCHEN W : You totally have a <b>crush on that guy.</b></i> <i>CADY HERON : No, I don't.</i>	an infatuation	Emotive Feeling	Gretchen used the word <i>crush</i> to assess what she had just seen. Gretchen felt that Cady had feelings for Kevin because Cady's face lit up when Kevin complimented her.




69.		069/I/PS I/40:01	Imitative	<b>00:40:01,129 - 00:40:02,756</b> <i>GRETCHEN W : That is so fetch.</i>	Cool, great	Pursuit of Self- Identity	Gretchen used the word <i>fetch</i> when talking to some of their gang. Gretchen said that Cady and Kevin are very compatible when they are together and they really <i>fetch</i> .
70.		070/FC/ PSI/41:0 7	Fresh and creative	<b>00:41:07,362 - 00:41:10,092</b> <i>GRETCHEN W : But really, she's hooking up with Shane Oman in the projection room.</i>	Intimate relations	Pursuit of Self- Identity	Gretchen was very upset at the time and took it all out on her close friend, Cady. While in an emotional state, Gretchen says that Regina betrayed Aaron. Gretchen used <i>hooking up</i> because they were in the same circle of friends and this word means an intimate relationship.
71.		071/I/AP /42:01	Imitative	<b>00:42:01,817 - 00:42:03,307</b> <i>AARON SAMUEL : Hey, what's up?</i>	used as a greeting	Achieving Politeness	Cady and Aaron's relationship has started to improve. When meeting Cady, Aaron said hi and said <i>what's up</i> to Cady as a signal that he was opening up

							and aiming to build a better atmosphere.
72.		072/I/EF /43:48	imitative	<b>00:43:48,557 - 00:43:50,081</b> <i>JASON : That Cady girl is <b>hot</b>.</i>	When a person is physically attracted to another person	Emotive Feeling	After being friends for quite a while, Cady's appearance was completely changed by her gang mates. Cady looks a lot like them. Jason said that now Cady is very attractive.
73.		073/I/EF /43:50	imitative	<b>00:43:50,292 - 00:43:52,260</b> <i>JASON : She might even <b>be hotter</b> than Regina George.</i>	means that something is better than absolutely	Emotive Feeling	After changing her appearance, many college friends paid attention to Cady and even Jason said that Cady was more attractive than the most attractive person on campus, Regina.
74.		074/F/EF /44:25	Flippant	<b>00:44:25,727 - 00:44:27,160</b> <i>JANIS : she's got <b>pretty big jugs</b>.</i>	a common insult used to describe big breasts	Emotive feeling	In this scene, Janis is ecstatic since her plan to ruin Regina's life has worked. Janis reveals that Regina has gained weight, and her breast has become

							bigger. When imagined, Regina's breast seems to be a jug.
75.		075/I/EF /44:43	Imitative	<b>00:44:43,778 - 00:44:46,178</b> <i>JANIS : I want you to see it.</i>  <i>CADY : Coolness.</i>	Show agreement	Emotive Feeling	At that time, Janis gave tickets to Cady's art show and Cady said <i>coolness</i> , which meant she agreed and wanted to come to the event.
76.		076/I/EF /45:15	Imitative	<b>00:45:15,677 - 00:45:17,770</b> <i>KEVIN G : Damn, Africa, what happened?</i>	A universal word that can express emotions	Emotive Feeling	Kevin notices Cady's unusual math test results. Cady's grades have plummeted. Kevin used the word <i>damn</i> to express his surprise at Cady's result.
77.		077/I/EF /45:23	Imitative	<b>00:45:23,218 - 00:45:26,153</b> <i>AARON SAMUEL : I'll tutor you, if you ever wanna get together after school</i>	Want to	Emotive Feeling	Cady gets a bad grade and there Aaron offers himself as a tutor for Cady. The use of the word <i>wanna</i> makes the conversation seem more relaxed, despite their




				<i>or something.</i>			uncomfortable relationship.
		078/I/EF /46:54	Imitative	<b>00:46:54,209 - 00:46:55,733</b> <i>KAREN : You wanna do something fun?</i>	Want to	Emotive Feeling	When Regina was sad because her relationship with Shane Omar was exposed, Karen tried to cheer Regina up by inviting her to do fun things. Karen uses the word <i>wanna</i> to make their conversation more comfortable.
78.		079/I/EF /46:56	Imitative	<b>00:46:56,578 - 00:46:58,136</b> <i>KAREN : You wanna go to Taco Bell?</i>	Want to	Emotive Feeling	Karen's use of the word <i>wanna</i> to makes the conversation more relaxed.
79.		080/I/EF /47:22	Imitative	<b>00:47:22,470 - 00:47:23,698</b> <i>KAREN : Wanna see?</i>	Want to	Emotive Feeling	At that time, Karen wanted to show her talent to Cady and Karen said <i>wanna</i> because of their close relationship thus the conversation would not be too stiff.




80.		081/I/EF /47:36	Imitative	<b>00:47:36,718 - 00:47:40,017</b> <i>KAREN : My breasts can always tell when it's gonna rain.</i>	Going to	Emotive Feeling	Using the word <i>gonna</i> makes the conversation more relaxed.
81.		082/I/EF /48:13	Imitative	<b>00:48:13,254 - 00:48:15,381</b> <i>CADY : Aaron had dumped Regina, and she was unknowingly.</i>	where one partner ends the relationship when the other still wanted to stay together.	Emotive Feeling	Cady reveals a truth she's known all along. The use of the word <i>dumped</i> is an expression of feelings about what is experienced.
82.		083/I/EF /50:52	Imitative	<b>00:50:52,580 - 00:50:53,808</b> <i>CADY HERON : She was so queer.</i>	Ruin life	Emotive Feeling	Cady Heron was annoyed that Ms. Norbury was too meddling in his affairs and Cady did not like that. Cady uses the word <i>queer</i> to describe Ms. Norbury which interfered with his life.



83.		084/I/AP /51:06	Imitative	<b>00:51:06,261 - 00:51:08,126</b> <i>GRETCHEN W : You let it out, <b>honey</b>.</i>	used to address a beloved person.	Achieving Politeness	When Cady gets upset and swears at Ms. Norbury, Gretchen gives a burn book so Cady vents her frustration in the book. Gretchen called Cady <i>honey</i> in order to reduce Cady's anger in the hope that what she suggested was accepted by Cady.
84.		085/I/EF /51:32	Imitative	<b>00:51:32,253 - 00:51:33,845</b> <i>DAMIAN : Well, you <b>wanna</b> watch a movie tonight?</i>	Want to	Emotive Feeling	At that time, Janis wanted to invite Cady to go together but, Cady refused because she was going to Madison with her parents. Then Damian asked her to watch movie night tonight and Cady refused. The use of the word <i>wanna</i> by Damian aims to improve relations to make them closer.



85.		086/I/EF /51:55	Imitative	<b>00:51:55,610 - 00:51:58,670</b> <i>REGINA G : And when nobody votes for her, she's gonna have a total meltdown.</i>	Going to	Emotive Feeling	Using the word <i>gonna</i> makes the conversation more relaxed.
86.		087/I/EF /51:58	Imitative	<b>00:51:58,880 - 00:52:01,178</b> <i>REGINA G : And who's gonna have to take care of her? Me.</i>	Going to	Emotive Feeling	Using the word <i>gonna</i> makes the conversation more relaxed.
87.		088/I/EF /52:16	Imitative	<b>00:52:16,597 - 00:52:18,622</b> <i>REGINA G : Anyway, I gotta go. I'm going to bed.</i>	Got to	Emotive Feeling	Using the word <i>gotta</i> makes the conversation seem more relaxed and comfortable, considering they are close friends.

88.		089/I/EF /52:50	Imitative	<b>00:52:50,998 - 00:52:53,364</b> <i>REGINA G : Don't invite Gretchen. She's driving me nuts.</i>	Mad, crazy	Emotive Feeling	Regina is annoyed with Gretchen and she forbids Karen from asking her out with her. The word <i>nuts</i> explain Regina's frustration with Gretchen which makes her stressed and upset.
89.		090/I/EF /52:57	Imitative	<b>00:52:57,739 - 00:53:00,503</b> <i>KAREN : She wants to <b>hang out</b> with me tonight, but she told me not to tell you.</i>	Spend time with someone	Emotive Feeling	Karen called Gretchen and said that Regina wanted to go with her without Gretchen. Karen uses the word <i>hang out</i> to explain that they are going out to go out together.
90.		091/I/EF /53:00	imitative	<b>00:53:00,708 - 00:53:02,335</b> <i>GRETCHEN : Do not <b>hang out</b> with her.</i>	Spend time with someone	Emotive Feeling	Gretchen forbade Karen to go with Regina in her absence. It is a sign that Gretchen having a problem with Regina.

91.		092/FC/ AP/53:4 1	Fresh and creative	<b>00:53:41,482 - 00:53:43,473</b> <i>REGINA G : Boo. You whore.</i>	Best friends	Achieving Politeness	Karen declines an invitation to go out with her after she talks to Gretchen on the phone. Regina was annoyed, but Karen was one of her friends with whom she had a pretty good relationship at that time. Regina called Karen <i>boo</i> and it showed their close relationship.
92.		093/I/AP /54:31	imitative	<b>00:54:31,432 - 00:54:33,423</b> <i>REGINA : You can walk home, bitches.</i>	Friends	Achieving Politeness	Regina is annoyed by how Karen and Gretchen treated her because she broke the rules of her gang. Regina called them <i>bitches</i> because Regina was annoyed.
93.		094/I/EF /55:31	Imitative	<b>00:55:31,726 - 00:55:33,216</b> <i>CADY HERON : No, it's just gonna be a few cool people, and</i>	Going to	Emotive Feeling	Cady is having a party at her house. Cady invites Aaron in person to come to her party. Cady used the word <i>gonna</i> to build a closer relationship with

				you better be one of them, byotch.			Aaron because until then Cady still fell in love with Aaron.
94.		095/FC/ EF/55:33	Fresh and Creative	<b>00:55:33,427 - 00:55:34,860</b> <i>CADY HERON : and you better be one of them, byotch.</i>	Bitch	Emotive Feeling	Cady calls Aaron <i>byotch</i> which means friend. Here Cady looks more relaxed when talking to Aaron Samuel.
95.		096/I/AP /56:00	Imitative	<b>00:56:00,021 - 00:56:01,249</b> <i>CADY : Hey, guys.</i>	Friends	Achieving Politeness	At this little party, Cady wants to look attractive in front of Aaron. When meeting her friends, Cady greets them with the word <i>guys</i> . Cady is very confident that her appearance will get praise from her friends. This use of the word <i>guys</i> was used to build a good signal between him and Karen and Gretchen.

96.		097/FC/ AP/56:3 0	Fresh and creative	<b>00:56:30,651 -</b> <b>00:56:33,449</b> <i>JASON : Dude, put on "The Ramayana Monkey Chant."</i>	Friend	Achieving Politeness	Jason used the word <i>dude</i> to refer to his friend. Judging from his gestures, Jason is a friendly person and sometimes he does not even hesitate to greet other people first. Jason did this so that it seemed that there was a good relationship between them.
97.		098/I/AP /56:42	imitative	<b>00:56:42,363 -</b> <b>00:56:45,355</b> <i>CADY HERON : Do I know you?</i> <i>STRANGER : Deek! What up, dog?</i>	used as a greeting	Achieving Politeness	Use the word <i>what's up</i> to start a good chat and be more relaxed.
98.		099/I/AP /56:42	imitative	<b>00:56:42,363 -</b> <b>00:56:45,355</b> <i>CADY HERON : Do I know you?</i> <i>STRANGER : Deek!</i>	Friends	Achieving Politeness	The stranger who suddenly came to Cady's first call is his friend's <i>dog</i> which means their friendship seems close.

				<i>What up, dog?</i>			
99.		100/I/EF /56:52	Imitative	<b>00:56:52,039 - 00:56:54,269</b> <i>REGINA G : She thinks she's gonna have a party and not invite me?</i>	Going to	Emotive Feeling	Regina was annoyed at Cady Heron's impudence for throwing a party without inviting her. Regina has always considered Cady to be a part of her life and she feels Cady has stabbed her in the back. The use of the word <i>gonna</i> is an expression of how he feels.
100.		101/C/A P/56:54	Clipping	<b>00:56:54,475 - 00:56:56,340</b> <i>REGINA G : Who does she think she is?</i> <i>SHANE OMAN :</i> <i>You're right, hon.</i>	used to address a beloved person.	Achieving Politeness	Shane Omar tries to comfort Regina by being on her side. The use of the word honor which means a dear person can make the relationship closer.



101.		102/I/AP /57:37	Imitative	<b>00:57:37,284 - 00:57:39,775</b> <i>KEVIN G : What's up? Gretchen came to talk to me.</i>	Used as to greeting	Achieving Politeness	The use of the word <i>what's up</i> to open a chat makes the atmosphere feel friendly and acceptable.
102.		103/I/EF /57:41	Imitative	<b>00:57:41,889 - 00:57:45,325</b> <i>KEVIN G : I don't wanna hurt your feelings, but I only date women of color.</i>	Want to	Emotive Feeling	The word <i>wanna</i> used by Kevin G meant that his relationship with Cady would still be fine.
103.		104/I/EF /58:59	Imitative	<b>00:58:59,600 - 00:59:00,931</b> <i>AARON SAMUEL : You wanna go downstairs?</i>	Want to	Emotive Feeling	While at a party, they are seen looking for each other and then they meet in Cady's room. Aaron felt bad for having entered his room. The use of the word <i>wanna</i> makes the atmosphere more relaxed and less rigid.



104.	 <p>but you're totally gonna laugh when I tell you, so...</p>	105/I/EF /59:22	Imitative	<b>00:59:22,790 - 00:59:24,917</b> <i>CADY HERON : but you're totally <b>gonna</b> laugh when I tell you, so...</i>	Going to	Emotive Feeling	Cady tells of her stupidity when approaching Aaron Samuel. Cady uses the word <i>gonna</i> to build a good atmosphere and rapport even after telling Aaron her lies.
105.	 <p>Hey, buddy, you're not pretending anymore.</p>	106/FC/ AP/01:0 0:40	Fresh and creative	<b>01:00:40,901 - 01:00:42,926</b> <i>JANIS IAN : Hey, <b>buddy</b>, you're not pretending anymore.</i>	Friend	Achieving Politeness	Janis Ian was disappointed that Cady did not invite her to the party she was throwing at her house. The word <i>buddy</i> here means friend, however, their relationship which was not good at that time meant it was Janis's disappointment to him.
106.	 <p>Hon, slow down:</p>	107/C/A P/01:02: 01	Clipping	<b>01:02:01,248 - 01:02:02,681</b> <i>SHANE OMAN : <b>Hon</b>, slow down.</i>	used to address a beloved person.	Achieving Politeness	The use of this word of <i>hon</i> was to calm Regina who at that time was annoyed with Cady so it had an impact on her treatment.






107.	 <p>Coach Carr makes us eat those when we wanna move up a weight class.</p>	108/I/EF /01:02:1 0	Imitative	<b>01:02:10,858 - 01:02:14,294</b> <i>SHANE OMAR :</i> <i>Coach Carr makes us eat those when we wanna move up a weight class.</i>	Want to	Emotive Feeling	Shane explained that the food was actually used to increase body weight. Using the word <i>wanna</i> makes the situation more comfortable.
108.	 <p>Do not trust her. She is a fugly slut!</p>	109/I/EF /01:02:5 9	Imitative	<b>01:02:59,473 - 01:03:08,108</b> <i>REGINA G : Do not trust her. She is a fugly slut!</i>	Fucking ugly	Emotive Feeling	Regina felt very angry, annoyed, and disappointed at Cady Heron for deceiving her. Regina vented her frustration in a burn book and wrote that Cady was a <i>fugly</i> slut. It was an expression of his deep annoyance towards Cady.
109.	 <p>And I don't wanna be punished for being well-liked.</p>	110/I/EF /01:05:4 0	Imitative	<b>01:05:37,764 - 01:05:40,028</b> <i>GRETCHEN W :</i> <i>And I don't wanna be punished for</i>	Want to	Emotive Feeling	Gretchen used the word <i>wanna</i> when talking to Mr. Duvall. This use of <i>wanna</i> creates a more relaxed and less rigid atmosphere.

				<i>being well-liked.</i>			
110.		111/F/EF /01:15:3 2	flippant	<b>01:15:32,058 - 01:15:33,855</b> <i>JANIS IAN : She made out with Regina's boyfriend.</i>	Having sex	Emotive Feeling	Janis revealed all her feelings and emotions at that moment and she told everyone that Cady had stabbed Regina in the back and that Cady even made love to Regina's boyfriend, Aaron.
111.		112/I/EF /01:15:4 4	Imitative	<b>01:15:44,170 - 01:15:49,403</b> <i>JANIS IAN : I guess it's probably because I've got a big lesbian crush on you.</i>	an infatuation	Emotive Feeling	In front of everyone, Janis said that Regina was very attractive to her. The word crush represents what Janis Ian feels.
112.		113/I/AP /01:21:1 4	Imitative	<b>01:21:14,530 - 01:21:15,963</b> <i>KEVIN G : What's up?</i>	Used as a greeting	Achieving Politeness	Cady was expressing her regret to Ms. Norbury at the time for being prejudiced and accusing Ms. Norbury of doing a second job selling drugs. Ms. Norbury

							later asked Cady to join and concentrate on competing in the math Olympiad after forgiving her. Kevin, the math chairman, greeted Cady and indirectly said welcome back to Cady.
113.		114/I/EF /01:23:38 8	Imitative	<b>01:23:38,441 - 01:23:41,706</b> <i>FRIEND'S COLLEGE : I'm gonna vote for Regina George.</i>	Going to	Emotive Feeling	The use of word <i>gonna</i> is used to make the conversation seem more natural.
114.		115/FC/ AP/01:2 4:08	Fresh and creative	<b>01:24:08,204 - 01:24:11,970</b> <i>JUDGE : North Shore, who do you select? T PAK : The girl, dude. The girl.</i>	Friend	Achieving Politeness	The use of the word <i>dude</i> is a form of the close relationship between T. Pak and Kevin. The use of the word <i>dude</i> means there are no social boundaries even though Kevin is their leader.

115.		116/I/EF /01:26:0 3	Imitative	<p><b>01:26:03,185 -</b>  <b>01:26:05,278</b>  <i>KEVIN : Africa, you did the <b>damn</b> thing.</i>  <i>CADY : Thanks.</i></p>	An alternative way to say excellent	Emotive Feeling	Kevin as the head of the math team is proud of Cady, and thanks to Cady his team managed to win in the Olympics. Kevin expressed his pride and joy through the utterance <i>damn</i> which could be interpreted as a big thing.
116.		117/I/EF /01:26:0 8	Imitative	<p><b>01:26:08,324 -</b>  <b>01:26:11,555</b>  <i>KEVIN G : We're <b>gonna</b> look so kick-ass in these when we roll into Spring Fling.</i></p>	Going to	Emotive Feeling	Kevin G uses the word <i>gonna</i> when talking with his teammates and lecturers so that the conversation is more relaxed, especially since they won the Olympics, so the words used are usually more expressive to express the joy they feel.

117.		118/I/EF /01:26:0 8	imitative	<b>01:26:08,324 -</b> <b>01:26:11,555</b> <i>KEVIN G : We're gonna look so <b>kick-ass</b> in these when we roll into Spring Fling.</i>	Extremely good or impressive	Emotive Feeling	After winning the Olympics with the name of his campus, Kevin felt that when he and his friends came to the Spring Fling event on the North Shore later they would look really great because they could raise the name of their campus. The use of this <i>kick-ass</i> is an expression of Kevin G because he feels happy and proud.
118.		119/FC/ EF/01:26 :15	Fresh and Creative	<b>01:26:15,531 -</b> <b>01:26:16,862</b> <i>KEVIN : stop you from doing your <b>thang</b>.</i>	Slang of a thing or the awesome version of a thing	Emotive feeling	The use of the word <i>thang</i> in this conversation makes the atmosphere more relaxed and not stiff.
119.		120/I/AP /01:30:0 7	Imitative	<b>01:30:07,897 -</b> <b>01:30:10,798</b> <i>CADY HERON : Hey, <b>what's up</b>?</i>	Used as to greeting	Achieving Politeness	Cady Heron meets Aaron again under different circumstances. The use of the word <i>what's up</i> by Cady when greeting Aaron

				<i>AARON SAMUEL : Hey. Didn't think you'd make it.</i>			made the atmosphere more broken and not stiff.
120.		121/I/EF /01:30:3 4	Imitative	<b>01:30:34,890 - 01:30:36,619</b> <i>CADY HERON : I thought I was gonna hurl.</i>	Going to	Emotive Feeling	Using the word <i>gonna</i> makes the conversation more natural.
121.		122/FC/ EF/01;30 :46	Fresh and creative	<b>01:30:46,101 - 01:30:47,329</b> <i>AARON SAMUEL : Grool.</i>	Great and cool	Emotive Feeling	Aaron that Cady is cool because at parties she can not drink as everyone else does.
122.		123/I/AP /01:31:1 5	imitative	<b>01:31:15,864 - 01:31:18,526</b> <i>KEVIN G : What's up? JANIS IAN : Can I help you?</i>	Used as to greeting	Achieving Politeness	Having not spoken to Janis for a long time, Kevin started their conversation by greeting Janis first. The word <i>what's up</i> is used by Kevin to build relaxed communication and with the hope that he can be accepted in Janis's environment.

