Exploring the Relationship Between English Slang on Social Media and Language Acquisition Among Teenagers

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Abstract

The phenomenon of slang usage on social media has become an integral part of teenage life. Platforms like Instagram, TikTok, and X (Twitter) serve as communication hubs that foster informal and creative language expressions, including slang. Although often seen as non-standard language, slang reflects social dynamics and group identity and has potential implications for English language learning, particularly in vocabulary acquisition and communication skills. This study aims to examine the correlation between the use of slang on social media and English language learning among teenagers. It further investigates whether this correlation is positive, negative, or neutral in terms of language acquisition outcomes. The study adopts a quantitative correlational approach using a survey design. Participants include over 300 teenagers aged 15 to 18 years who are active on social media and enrolled in English language learning programs. Data were gathered using a structured Likert-scale questionnaire consisting of two sections: frequency of slang usage and its perceived influence on English learning. Data analysis involved Pearson Product Moment correlation tests with assistance from SPSS software. Preliminary findings show that teenagers frequently use slang in digital communication, especially in the form of abbreviations and word modifications. This research contributes to the development of curriculum and learning strategies that are more contextual and relevant to the digital lives of adolescents. Slang can be selectively utilized to increase students' motivation and engagement in learning English. However, the scope of this study is limited to adolescents in the JABODETABEK area, so the results need to be generalized with caution. Further research with a more diverse sample is recommended to expand the findings. It provides a basis for designing instructional strategies that leverage slang as a learning tool while mitigating its adverse effects on formal language skills.

Keywords: English learning; English slang; Language acquisition; Social media; Teenagers; Vocabulary

INTRODUCTION

People assume that slang is the result of the rapid growth of new words that occurs as a creative way of expression by people to make simpler words easier to say (Madazizova, 2021), and this linguistic innovation continues to evolve as individuals adapt language to fit their social context and communication needs. Nevertheless, slang also reflects the social and cultural dynamics of society. The use of new terms is often influenced by factors such as technology, media and interactions between social groups. Additionally, slang can serve as an identity tool, where individuals or groups use certain language to show their affiliation with a particular community or to differentiate themselves from other groups. Slang may thus be seen as an informal form of language, but it has a deeper meaning and context in the social interaction of the community.

Teenagers that use social media extensively are accustomed to using slang. In informal communication, slang is frequently employed as a social identity identifier and as a means of linguistic inventiveness (Madani et al., 2025). Teenagers' comprehension and usage of the English language may be impacted by their exposure to slang in online interactions. This raises the question of whether there is a relationship between using slang on social media and learning the English language among teenagers. This study aims to determine if a positive or negative correlation exists between the two.

Slang can be defined as a type of informal language consisting of words and expressions shared within specific groups (Pei et al., 2019). Slang is usually used in casual situations and is not suitable for formal contexts such as official documents or academic presentations. The meaning of slang can also change over time and can differ from one group to another. According to A'zamjonovna (2022) slang refers to kind of speech variety. Speech variety, or language variation, refers to the different forms of language or speech patterns used by a particular speaker or group of speakers within a community.

Slang and English Language Learning

Slang holds significant importance in mastering the English language, especially in social situations and casual conversations, like those encountered on social media platforms. In the study Lutviana & Mafulah (2021) slang fosters a more casual learning atmosphere and aids comprehension; however, its use should be restricted when communicating with educators. Therefore, employing informal language in digital learning settings can create a more comfortable and welcoming environment for students. Nonetheless, it is essential to keep it restricted in order to avoid mixing informal and formal communication within an academic setting. Nevertheless, a study conducted Peerzada Fizza et al., (2025), using too much slang can negatively affect academic writing abilities because it makes it hard to shift from casual to formal language. Therefore, slang can serve as a useful resource in learning the English language if employed with an understanding of the context and careful management.

According to Syandri (2023), English language learning is the process of developing English language skills contextually and in accordance with the daily situations of learners. The goal is for students to be able to use English both in writing and orally in various contexts. On the other hand, Khanekah (2017) defined English language learning as a process of learning a foreign language that came after basic mastery of their first language. English is considered to be an efficient medium of communication as it sheds light on other languages and cultures (Moeller & Catalano, 2015). English language learning is a process that aims to develop learners' English language skills contextually, both in oral and written form, after they have mastered their first language.

According to Dey et al., (2024) a very appropriate age for learning English is when children are over 10 years old. English language learning refers to the process of acquiring proficiency in the English language, especially for native speakers. This includes developing skills in reading, writing, speaking, and listening to communicate effectively and understand the language in a variety of contexts. The age of English language learning can vary significantly depending on several factors, including the educational system, cultural context, and individual circumstances. In addition to these factors, the quick development of digital technology, especially social media, has affected how and when individuals engage with English learning.

Long-distance communication is made easier by social media as part of digital applications, which also let users engage freely while enhancing language proficiency in areas like vocabulary and grammar as well as speaking, writing, reading, and listening (Ekawati, 2022). The use of slang on social media has become a trend among teenagers and this phenomenon has sparked interest in understanding its potential impact on English

language learning. Research conducted by Ani Lufianti , Ahmad Saefudin (2024) shows that users who are quite active in social media are in the age range of 10 to 22 years. In the process, the use of slang often emerged as part of everyday interactions. Teenagers are attracted to social media platforms not only for their social connections but also for the opportunity to experiment with new forms of language, including the use of slang (Kulkarni & Wang, 2017). The use of slang on social media is often considered a creative and innovative form of self-expression.

Using slang on social media has become common among teenagers, but slang can be distracting to the reader or listener, especially in the form of writing (Nuraeni and Pahamzah, 2021). The use of slang can cause difficulties in interacting with others because the language is quite difficult to understand (Permata Bangun et al., 2024). One of the main problems is that teenagers who are accustomed to using slang tend to adopt these language patterns into their learning, which sometimes do not match the correct grammar or structure of good sentence (Ningrum Cahayu et al., 2024). The research will cover the use of slang on social media and its correlation to English learning in teenagers aged 15-18 years.

Several previous studies have examined the relationship between slang on social media and Englih language learning, the results showed that there was a significant relationship between the use of English slang and students' ability (Khoirunnisa, 2024). According to Mark Popovcyh (2023) it can be said that slang is not the reason and the causing effect of English language communication development. This suggest that, while slang may not directly improve language proficiency, it plays a supportive role in language exposure when present in everyday communication. Therefore, familiarising students with slang can help them to them to become more comfortable with authentic language use informal context.

In the process of learning the English language, young individuals in today's digital era are becoming more accustomed to slang and informal vocabulary commonly found on social media platforms. Although slang may represent a relaxed and current method of communication in daily interactions, its usage in an academic setting may present difficulties. Teenagers who are used to using slang often bring these language habits into their studies, which may impact their skills in using correct grammar, selecting suitable vocabulary, and forming formal sentence structures. This not only impairs their comprehension of academic English but can also lead to challenges in more formal communication.

This study is unique because it focuses specifically on 15- to 18-year-olds in JABODETABEK. This group uses social media extensively and is actively engaged in formal English language learning. Such studies do shed light on the complexity of the issue; however, they also show serious gaps. Most of the existing literature is centred around the university population or adult learners, with little concentration on the secondary school population, particularly teenagers. The scarcity of overall, age-specific data sets denies the educator a veritable guideline on how to deal with slang in the classroom. Thus, this gap needs to be addressed within the current study, and it is the purpose of this seeks to specifically understand the post of 15-18 year old teenagers in JABODETABEK as they have the highest use of social media as well as undergo formal education in the English language.

This study aims to determine the complex correlation between using slang on social media and English learning among teenagers. To achieve this, the research questions are:

1. Is there a correlation between the use of slang on social media and English language learning among teenagers?
2. Is there a positive or negative correlation between the use of slang on social media and English learning in teenagers?

METHOD
Research Design

Quantitative correlational research aims to evaluate the statistical relationship between two variables. In this case, the variables are social media slang use and adolescents' English language learning. According to Roger Watson (2013) quantitative research involves collecting and analysing statistical data to identify trends, patterns, or correlations within a given population. This study takes a correlational approach, aiming to determine the extent and direction of the relationship between naturally occurring variables without altering them.

The aim of this design was to measure variation in slang use in relation to English learning outcomes, not to determine a causal relationship. Furthermore, as this quantitative method allows for objective measurement and statistical testing, the results can be generalised more effectively across comparable populations. Sample selection was carried out by choosing students aged 15–18 who were enrolled in senior high school, participated in English language learning, were active on social media, and resided in the JABODETABEK area. To ensure that the research instruments were reliable and the results valid, the measurement tools were first piloted on a small sample to assess clarity and consistency, followed by reliability testing using Cronbach's alpha.

The Place and Time

The currents study is conducted from May to June 2025. The research was conducted in selected schools in the JABODETABEK area (Jakarta, Bogor, Depok, Tangerang, and Bekasi), which are considered representative of the adolescent population as the target of the study. The selection of this place aims to obtain relevant data and in accordance with the research focus on the relationship between the use of slang in social media and English learning in adolescents.

Participants

The study focuses on teenagers currently attending senior high school in the JABODETABEK area. According to Merriam-Webster, adolescents are individuals aged between 15 to 18. This age range will therefore be used to select participants for this study. These participants are considered to be at a crucial stage in language development and social media engagement. The sample comprises around 305 students recruited from various senior high schools. Demographically, the participants are comprised of 125 male students (41.0%) and 180 female students (59.0%). By age, 22 students (7.2%) were 15 years old; 125 (41%) were 16; 131 (43%) were 17; and 27 (9%) were 18. All participants were teenagers and were currently pursuing an upper secondary education in the JABODETABEK area. These students were selected based on characteristics that matched the research objectives. Participants must actively use at least one social media platform and be engaged in learning the English language through formal education. Their exposure to and use of English slang in daily online communication will also be considered when selecting them. Purposive sampling will be employed to ensure the sample meets the criteria relevant to the study's focus.

Data Collecting Instrument

The instrument was developed and adopted based on the theoretical background and research issues regarding The Use of Online Slang for Independent Learning in English Vocabulary (Ambarsari et al., 2020), The Impact of Slang Usage on Indonesian from a Sociolinguistics Perspective (Hendrajat et al., 2023), Impact of Social Media on Learning English Language During The Covid 19 Pandemic (Muftah, 2024). The questionnaire items were adapted and edited by the researchers several times. The instrument used in this study consist of 13 questions, contains multiple choice questions in the form of 4 Likert Scale (strongly agree, agree, strongly disagree, and disagree) in 13

questions, the questions are divided into 5 questions about slang and 7 questions about the influence of slang on English language learning. All items were subjected to a validity test using Pearson Product Moment correlation analysis and a reliability test using the Cronbach's Alpha method, which resulted in a value of 0.836. These results suggest that the instrument is valid and reliable and suitable for this study.

During data analysis, it is common to find values that significantly deviate from the general pattern of data distribution. These values can affect the results of statistical analyses, such as the mean and standard deviation. This can lead to inaccurate interpretations. Therefore, it is crucial for researchers to carefully identify and evaluate such values before deciding whether to include or exclude them from further analysis.

Data Analysis

The data analysis technique used in this study is statistical analysis to identify the correlation between slang on social media and English language learning in teenagers. Questionnaires were distributed to respondents online, and data was collected through questionnaire using Google Forms. The collected data will be analyzed using analysis statistic to know the correlation between slang on social media and English language learning in teenagers. Data will be analyzed using IBM SPSS Statistics Version 25. Correlation Pearson product moment will be used to determine whether the is an correlation of slang on social media among English language learning. The test result will be used to determine the hypothesis in this study, and after testing, it will be known whether there is correlation between slang on social media and English language learning in teenagers.

In this study, the interpretation of the correlation coefficient value refers to the guidelines proposed by Evans (1996) Namely, a correlation value of 0.00–0.20 is categorized as a very weak relationship; 0.21–0.40, a weak relationship; 0.41–0.60, a moderate relationship; 0.61–0.80, a strong relationship; and 0.81–1.00, a very strong relationship. These results will be used to test the hypothesis and draw conclusions about the relationship between slang use on social media and English language learning among adolescents.

RESULTS AND DISCUSSION
Results
Normality Test

An important step before conducting further statistical analysis is to test the data distribution to determine if the residual data is normally distributed. One method used for this test is the one-sample Kolmogorov-Smirnov (K-S) test, which compares the actual data distribution to the theoretical normal distribution.

Tabel 1. Normality Test

One-Sample Kolmogrov-Smirnov Test		Unstandardized Residual
N		305
Normal Parameters[a,b]	Mean	0.823567
	Std. Deviatioon	2.61453379
Most Extreme Differences	Absolute	.049
	Positive	.049
	Negative	-.045
Test Statistic		.049
Asymo Sig. (2-tailed)		.076

According to the results of the Kolmogorov-Smirnov test shown in the table, the number of samples (N) is 305. This test was performed on the unstandardized residual value of the regression or correlation model used in this study. The residual value describes

the difference between the predicted and actual values, providing the basis for assessing whether the model meets the normal distribution assumption. From the K-S test output, the mean residual value is 0.823567, with a standard deviation of 2.61453379. The absolute, positive, and negative differences between the data distribution and the theoretical normal distribution are 0.049, 0.049, and -0.045, respectively. These values indicate the extent to which the actual distribution deviates from the ideal normal distribution, showing that the maximum difference is relatively small.

The most important aspect of interpreting the Kolmogorov-Smirnov test is the asymptotic significance value (Asymp. Sig. (2-tailed)), which is 0.076 in this result. This test tests the null hypothesis that the data is normally distributed; if the p-value is > 0.05, then the assumption of normality is not rejected (Paramasivam et al., 2024). Since the significance value is greater than 0.05 (p = 0.076 > 0.05), the null hypothesis cannot be rejected. This means that the residual data is statistically normally distributed.

Thus, the results of the Kolmogorov-Smirnov test indicate that the residual data from the regression and correlation models in this study are normally distributed. This is a very important condition because residual normality is one of the main requirements for using parametric tests, such as linear regression and Pearson correlation. These results also strengthen the validity of the previous correlation analysis using the Pearson product-moment correlation coefficient because one of the main assumptions of the test is that the residual data are normally distributed. These results suggest that the model used in this study has a residual distribution that aligns with classical statistical assumptions. Therefore, the interpretations and conclusions derived from the model can be considered reliable and valid from a distributional standpoint.

Correlation Test

After testing the normality of the data, the results showed that the data was normally distributed (p>0.05). Based on the fulfilment of the normality assumption, the Pearson Product Moment Correlation analysis technique was chosen. This technique is used to determine the extent of the relationship between two numerical and linear variables. Pearson Product Moment is a commonly used method in quantitative research because it is able to measure the strength and direction of a linear relationship between two interval or ratio variables. In other words, this technique can show whether an increase in one variable will correspond to an increase or decrease in the other variable.

Tabel 2. Correlation Test

Correlations		Slang (X)	English Language Learning (Y)
Slang (X)	Pearson Correlation	1	.662**
	Sig. (2-tailed)		.000
	N	305	305
English Language Learning (Y)	Pearson Correlation	.662***	1
	Sig.(2-tailed)	.000	
	N	305	305

After correlation analysis using Pearson Product Moment technique, the correlation coefficient (r) is 0.662 with a significance value (p) of 0.000 (p < 0.01). This result shows that there is a statistically significant relationship between the use of slang in social media (variable X) and English learning ability (variable Y) in teenager.

In correlational statistical analysis, the *correlation coefficient* is used to measure the strength of the relationship between two variables. This coefficient, denoted by the letter *r*, ranges from *-1* to *+1*. It reflects two main aspects: the direction of the relationship

(positive or negative), and the magnitude of the relationship (from very weak to very strong). To facilitate interpretation, a set of correlation strength guidelines is commonly used to classify *r*-values into five general categories based on the strength of association (Evans, 1996):

Tabel 3. Correlation Coefficient Interpretation

Correlation Score	Degree of Correlation
0,00 – 0,199	Very Weak
0,20 – 0,39	Weak
0,40 – 0,599	Fair
0,60 – 0,799	Strong
0,80 – 1,00	Very Strong

In addition, the sign of the correlation coefficient, either positive (+) or negative (−), indicates the direction of the relationship: A positive correlation (+): As one variable increases, the other variable also tends to increase. A negative correlation (−): As one variable increases, the other variable tends to decrease.

The investigation made use Pearson's correlation analysis to determine the correlation coefficient between slang use (variable X) and English language learning ability (variable Y). The analysis revealed a correlation coefficient of r = 0.662, with a significance level of p = 0.000. This value falls within the range of 0.60 to 0.79, indicating a strong relationship according to the correlation strength guidelines. Furthermore, since the correlation coefficient is positive, there is a direct relationship between the two variables— meaning that an increase in slang use among teenagers is associated with an increase in English learning performance.

The conducted analysis indicates a strong positive correlation suggests that the two variables are consistently and significantly related. In this study, this can be explained by the exposure to meaningful, contextual, and authentic language through the use of slang, particularly English slang frequently encountered on social media platforms such as TikTok, Instagram, and YouTube. This exposure may improve vocabulary, comprehension of contextual language, and confidence in using English, thus contributing positively to their formal language learning process.

This research is supported by the findings of Firmansyah et al. (2024) who empirically demonstrated that using slang contributes positively to learning the English language. Their results confirm that slang expands vocabulary and improves listening comprehension and cultural understanding in informal English communication contexts. This shows that the results of this study are in line with previous findings, thereby strengthening the evidence that exposure to slang, especially that used on social media, contributes positively to English language learning.

According to research Layan & Al-dossari (2024), teaching slang has been proven to improve students' linguistic and cultural competence, enabling more natural communication with native speakers. This suggests that knowing slang helps students adjust to the real social environment in which English is spoken, in addition to improving vocabulary and informal communication abilities. As a result, incorporating slang into English language instruction is crucial for giving pupils more realistic language abilities, even though its application still needs to be controlled to make sure it fits the context. However, the weakness of this article is that it does not use quantitative or qualitative research methods based on field data and is only supported by literature reviews and the author's experience, so the empirical evidence is limited.

These findings imply that social media not only functions as a source of entertainment, but also as a tool that can enrich students' informal language learning

experiences. Therefore, the strong, positive relationship identified in this study provides an important basis for considering English teaching approaches that adapt to students' evolving language practices in their daily digital environments.

Discussion

The findings of this study highlight a strong positive correlation between the use of English slang on social media and language acquisition among teenagers in JABODETABEK. With a correlation coefficient of 0.662, the study provides robust evidence that frequent exposure to slang within digital interactions is associated with improved English learning outcomes. This discussion situates these findings within the wider body of research, exploring the role of slang as a linguistic resource, the complexities of balancing informal and formal registers, the cultural and social dimensions of slang use, and the broader theoretical and pedagogical implications.

One of the most notable aspects of the findings is the demonstration of how slang contributes to vocabulary development and communicative competence. Teenagers in this study frequently engaged with slang through platforms such as TikTok, Instagram, and YouTube, and this repeated exposure facilitated their understanding of contextual meaning, abbreviations, and creative modifications of English words. This result echoes the work of Firmansyah, Zainuddin, and Lestari (2024), who found that slang words can enhance informal English communication skills, particularly in expanding vocabulary and improving listening comprehension. Similarly, research by Layan and Al-dossari (2024) emphasized that teaching slang enhances both linguistic and cultural competence, making students more adept at navigating authentic conversations with native speakers. Together, these studies support the argument that slang serves as more than a playful deviation from standard language; it is an active component of linguistic input that broadens students' communicative repertoire.

Beyond vocabulary acquisition, the findings illustrate how social media slang creates a sense of relevance and authenticity in English learning. This supports earlier observations by Lutviana and Mafulah (2021), who noted that the inclusion of slang fosters a more relaxed and relatable atmosphere in EFL classrooms. In the digital environment, teenagers are immersed in interactions that feel immediate and meaningful, thereby reinforcing their motivation to engage with English outside formal learning spaces. Ekawati (2022) also highlighted how social media platforms provide contexts where learners can practice language skills in real-life situations, enhancing both fluency and confidence. By aligning with these perspectives, the present study underscores the pedagogical value of connecting classroom practices to the linguistic realities of students' digital lives.

However, the positive correlation between slang use and English learning must be interpreted with caution, as the findings also align with research that warns of potential drawbacks. Peerzada, Khan, and Sourath (2025) demonstrated that excessive reliance on digital slang can negatively impact academic writing, particularly in shifting between informal and formal registers. This concern resonates with the findings of Khoirunnisa (2024), who found that the frequent use of English slang abbreviations affected students' ability to write descriptive texts in more formal academic contexts. Likewise, studies by Nuraeni and Pahamzah (2021) and Ningrum Cahayu et al. (2024) observed that habitual use of slang may lead to grammatical inaccuracies and weakened mastery of standard sentence structures. In this light, while slang provides valuable exposure to authentic English, uncritical or excessive use risks undermining students' ability to operate effectively within academic and professional domains that demand formal registers.

The social and cultural functions of slang further contextualize the positive relationship observed in this study. Slang serves as a marker of identity and group

belonging, enabling teenagers to express solidarity and distinguish themselves from other groups. Madani, Hafisya, and Halik (2025) showed that slang on Instagram functions as a semantic tool for creativity and self-expression among teenagers, while Madazizova (2021) described slang as a dynamic linguistic phenomenon shaped by social interaction and media influence. The present study's findings reinforce these arguments by showing that teenagers' participation in online slang not only supports language learning but also situates them within a community of peers who negotiate meaning and identity collectively. This social embeddedness likely strengthens their motivation and accelerates their acquisition of new lexical items.

In contrast, some scholars have suggested that the relationship between slang and language acquisition may be more supportive than causal. Mark Popovcyh (2023), for instance, argued that slang itself does not directly drive communication development but rather serves as a supplementary form of exposure within broader communicative practices. While the present study identifies a strong correlation, it does not claim causality, which aligns with Popovcyh's caution. Instead, the findings are best interpreted as evidence that slang functions as an authentic language input that, when combined with formal instruction, enhances learners' exposure and practice.

Chronologically, the literature on slang and English learning reflects a growing recognition of the digital environment's influence. Early studies, such as those by Kulkarni and Wang (2017), emphasized the sociolinguistic aspects of internet slang, framing it as a cultural and social artifact. Later studies during the COVID-19 pandemic, such as Muftah (2024), shifted attention to the role of social media in sustaining language learning during remote instruction, highlighting its potential to reinforce vocabulary and grammar. More recent research, including Hendrajat et al. (2023) and Permata Bangun et al. (2024), raised concerns about the impact of slang on the quality of native language use, particularly in Indonesian. Within this evolving body of work, the present study contributes a timely perspective by statistically confirming a positive relationship between slang use and English learning, specifically among high school students in JABODETABEK—a demographic often underrepresented in earlier research.

Theoretically, the findings can be situated within frameworks of second language acquisition that emphasize input, context, and identity. According to Syandri (2023), effective English learning occurs when language is embedded in learners' daily situations, making slang a valuable contextual input. Similarly, Moeller and Catalano (2015) emphasized that language learning connects to cultural understanding, a dimension clearly reinforced by exposure to slang that embodies cultural nuance and social identity. The positive correlation identified in this study suggests that slang, while informal, constitutes comprehensible and meaningful input in line with Krashen's input hypothesis. Furthermore, it reinforces the sociocultural perspective of Vygotsky, where language learning is mediated through social interaction.

The practical implications of these findings are significant for both educators and policymakers. Rather than dismissing slang as a threat to formal language standards, educators could strategically integrate it into teaching practices. For instance, teachers might analyze popular slang expressions in class, comparing their informal functions with formal equivalents. This not only validates students' linguistic experiences but also cultivates metalinguistic awareness, enabling them to navigate register shifts more effectively. As suggested by the study's authors, curriculum design can incorporate elements of digital literacy that include critical reflection on slang, teaching students when and how to appropriately use informal expressions. By doing so, educators can bridge the gap between students' digital lives and formal academic expectations, turning a potential challenge into an opportunity for deeper engagement.

At the same time, caution is necessary to prevent over-reliance on slang, which could undermine academic writing and professional communication. Teachers should encourage students to recognize the boundaries between informal and formal registers, ensuring that competence in one does not compromise the other. This balanced approach aligns with Lutviana and Mafulah's (2021) recommendation to employ slang selectively in educational contexts to create comfort without diluting standards. Additionally, policymakers should consider supporting teacher training programs that equip educators with strategies for managing the integration of digital slang in classroom instruction.

The study's findings also suggest avenues for future research. Given that the sample was limited to JABODETABEK, replicating the study in other regions of Indonesia—or in different cultural contexts—would help determine the generalizability of the positive correlation observed. Moreover, while this study focused on vocabulary acquisition and general language learning, future studies could explore how slang use influences specific skills such as academic writing, critical thinking, or cross-cultural communication. Longitudinal research would also be valuable in examining whether the positive effects of slang exposure persist over time or diminish as students transition into higher education and professional environments.

The findings of this study add a significant contribution to the growing body of literature on the relationship between slang and English language learning. By statistically confirming a strong positive correlation, the study provides empirical support for the argument that slang on social media is not merely a distraction but a meaningful linguistic resource. When interpreted alongside previous studies, the results highlight the dual role of slang: as a valuable input that enhances vocabulary and communicative competence, and as a potential risk to formal language mastery if left unchecked. Theoretically, the findings affirm sociocultural and input-based perspectives of language learning, while practically they call for balanced pedagogical approaches that validate students' linguistic realities while safeguarding academic standards. Ultimately, the study underscores the importance of embracing the dynamic interplay between digital culture and language education in order to equip students with the skills to navigate both informal and formal domains of English use.

CONCLUSION

The focus of this study is on the relationship between the use of slang on social media and English language learning among teenagers. Through statistical analyses, such as normality testing and Pearson correlation, the study provides valuable insights into the interplay between exposure to informal language and acquisition of formal language in digital natives. The results of this study demonstrate a strong, positive correlation between slang use on social media and English learning among adolescents. With a correlation coefficient value of $r = 0.662$ and a significance level of $p < 0.01$, it is confirmed that the more frequently teenagers use slang, the better they are at learning English.

These results clearly address both problem formulations in the study. First, there is a significant correlation between using slang on social media and learning English among adolescents. Second, the correlation is positive, meaning an increase in one variable is in line with an increase in the other. Thus, slang is not only a form of teenagers communication expression, but it also relates to improving their linguistic competence. More broadly, these findings suggest that social media can support language learning rather than merely providing entertainment or distraction. Exposure to English slang provides students with language input that is contextual, communicative, and relevant to their lives. Therefore, teaching practices in today's digital era should consider an approach to English language learning that is responsive to the language dynamics that develop on social media.

In practical terms, educators should avoid immediately prohibiting slang in their classrooms. Instead, they can use slang as a vibrant and relatable tool for student learning. Teachers could create teaching resources that incorporate slang while discussing vocabulary, language styles, and the distinctions between formal and informal speech. This approach helps students grasp how slang is used in different contexts. Future studies should broaden their sample to areas beyond the JABODETABEK region to gain a more accurate understanding. Additionally, upcoming research could explore how slang influences academic writing and critical thinking abilities in English, and include factors like social media influence and educational experiences.

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