CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter will discuss the conclusions that have been obtained in this analysis and also include a few suggestions that may be useful for readers.

A. Conclusion

After analyzing the research results, the researcher concluded from this study. In this subsection, the researcher examined the slang terms used in *The Great Gatsby novel by F. Scott Fitzgerald*. In line with the types of slang discussed in the theoretical framework and research results, the researcher identified five types of slang used by the characters in the novel, namely: fresh and creative types, clipping types, imitative types, flippant types, and acronym types.

Based on the percentage calculation, flippant types appeared 27 times or a percentage of 33.75%. The fresh and creative types appeared 25 times or a percentage of 31.25%. The clipping type appeared 18 times or a percentage of 22.50%. imitative types appeared 10 times or a percentage of 12.50%. Finally, the acronym type did not appear or 0 times or 0%.

The emergence of flippant slang dominates the use of slang by the characters in The Great Gatsby, indicating a tendency to use language that expresses indifference or contempt. In contrast, acronyms are the least common type of slang, if any, in the novel. This may be because these types of slang are more difficult to use in the context and time period of the novel. Furthermore, the reasons for the use of slang in The Great Gatsby are heavily influenced by word

choice, character background, and setting, which contribute to creating a real social and psychological nuance.

B. Suggestions

In this study, the researcher recommends that those interested in analyzing slang words join groups where slang is commonly used in conversations to enhance their understanding.

1. For English students at Indagiri Islamic University Those who wish to explore slang in future research can analyze its use in movies, songs, cassettes, diaries, novels, and other media.

2. For teachers, since slang has become a part of language, educators can incorporate it into lessons, as not all slang is inappropriate. Using slang in teaching may also engage students, as they often enjoy learning new things.

3. For readers, understanding new cultures, especially language, is beneficial. However, it is important to use polite language in conversations. Learning slang can help readers expand their language knowledge.

4. Other researchers This study can be an initial reference for researchers interested in the study of slang or sociocultural linguistics. This study is recommended to expand the scope of media (e.g., social media, podcasts, or web series), compare the use of slang across genres or demographic groups, and analyze its impact on social identity and intergenerational communication.

5. Institute is expected to support and facilitate further research on the dynamics of informal language, such as slang. This can be done by

providing resources, forming language study groups, or developing curricula that incorporate sociolinguistic aspects. Support for such research will enrich linguistic knowledge and prepare students to understand the complexities of real-world communication.