
The Mental Processes and Language Production of Swear Words Among Students: A Psycholinguistic Perspective

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ABSTRACT; *Language is essential to human communication because it serves as a tool for expressing feelings and social identity in addition to serving as a channel for ideas. The use of swear words by students is a distinctive type of language creation that involves intricate cognitive, emotional, and social processes, among other linguistic occurrences. From a psycholinguistic standpoint, swear words represents how language is learned, processed, stored, and created in the human mind rather than just being a collection of bad words. This study focuses on the relationship between cognition, emotion, and social context in order to investigate the mental processes that underlie students' use of swear words. Data from 23 students at the university, senior high school, and junior high school levels were gathered using a descriptive qualitative method. Even while using swear words is frequently instinctive, it is nevertheless susceptible to social control and self-monitoring depending on the situation and other people. This study shows that swear words serves as a significant linguistic resource formed by mental processes, emotional triggers, and social dynamics in student communication and emphasizes the significance of psycholinguistics in comprehending swear words.*

Keywords: *Psycholinguistics, Swear Words, Language Production, Cognitive Processes, Students' Communication, Code-Switching.*

ABSTRAK; Bahasa sangat penting bagi komunikasi manusia karena berfungsi sebagai alat untuk mengekspresikan perasaan dan identitas sosial, selain sebagai saluran untuk menyampaikan ide. Penggunaan kata-kata kasar oleh siswa merupakan jenis penciptaan bahasa yang khas yang melibatkan proses kognitif, emosional, dan sosial yang rumit, di antara kejadian linguistik lainnya. Dari sudut pandang psikolinguistik, kata-kata kasar mewakili bagaimana bahasa dipelajari, diproses, disimpan, dan diciptakan dalam pikiran manusia, bukan hanya sekadar kumpulan kata-kata buruk. Studi ini berfokus pada hubungan antara kognisi, emosi, dan konteks sosial untuk menyelidiki proses mental yang mendasari penggunaan kata-kata kasar oleh siswa. Data dari 23 siswa di tingkat universitas, sekolah menengah atas, dan sekolah menengah pertama dikumpulkan menggunakan metode kualitatif deskriptif. Meskipun penggunaan kata-kata kasar seringkali bersifat naluriah, namun tetap rentan terhadap kontrol sosial dan pemantauan diri tergantung pada situasi dan orang lain. Studi ini menunjukkan bahwa kata-kata kasar berfungsi sebagai sumber daya linguistik yang signifikan yang dibentuk oleh proses mental, pemicu emosional, dan dinamika sosial dalam

komunikasi siswa dan menekankan pentingnya psikolinguistik dalam memahami kata-kata kasar.

Kata Kunci: Psikolinguistik, Kata-kata Kasar, Produksi Bahasa, Proses Kognitif, Komunikasi Siswa, Alih Kode.

INTRODUCTION

Language is the most basic form of communication and plays a vital role in the lives of many people (Adam, 2015; Dewi et al., 2020). Language allows one to express feelings and thoughts, as well as to digest ideas (Ani Sri Mulyani, 2021). Swear words has a socio-emotional function beyond semantic content, often evoking strong affective responses (Jay, 2009). In psycholinguistics, language production involves interconnected mental processes. In this study, swear words is not simply a collection of words or phrases, but also a depiction of views originating from the thoughts of a social group believed by each learner. Thus, swear words is not only understood based on each learner's individual abilities, but also as a process that encompasses how the brain and cognition work when students utter swear words. A process that includes cognition that works when students utter swear words. This study is based on adjustments that focus on how the brain and cognition of students utter swear words. This study also discusses how each student relates to the relationship between the brain and cognition in the use of swear words.

Words and phrases considered insulting or offensive are often referred to as expletives, which play a crucial role in communication. Understanding the use of expletives can help us bridge interactions. Nafisah et al. (2021) also stated that the use of expletives is a way for someone to express emotions. For example, in the use of expletives as an insult, while in this case, students exposed to global media mix expletives from their second language with terms from their first language, creating a hybrid form. Studies show that the use of expletives in a second language correlates with proficiency and context.

Understanding expletives can provide insight into human characteristics in communication interactions. Empirical support indicates a decrease in the use of taboo words, indicating a pre-activated semantic network. In adolescents, immaturity of the prefrontal cortex increases impulsivity, facilitating the production of expletives.

LITERATURE REVIEW

The study of psycholinguistic theory provides us with a deep and complex way of thinking about how language is acquired, processed, and produced in the human mind. Language production involves several stages, including conceptualization, formulation, and articulation. During these stages, speakers retrieve lexical items from memory, organize them grammatically, and produce spoken or written output. Myusken's (2019) research on code-switching is interesting because it shows how people in multilingual groups cope with using more than one language. This idea is crucial for understanding how people use swear words. By viewing code-switching through Myusken's (2019) lens, we can learn more about how people acquire, process, and produce it in the human mind. In a similar context, Romaine (2015) emphasizes the importance of social factors in shaping how language changes and varies. Aversive classical conditioning may be how words acquire taboo status and autonomous, emotionally arousing properties (Jay, 2003; Jay, King, & Duncan, 2006; Staats & Staats, 1958). Surprisingly, no one has clearly established how a child acquires taboo words.

Certainly, no one is born with knowledge of taboo words. Only when we are older do we become aware of institutional standards. Their ideas provide us with useful new ways to think about how language rules are established, changed, and maintained within individuals.

The study of psycholinguistics has reached a turning point as researchers like Myusken and Jay continue to help us learn more about how language works. Their work not only adds to the theoretical foundation of psycholinguistics but also shows how language is used and changed. Researchers can learn more about the complex relationships between languages by building on the theoretical frameworks established by Myusken (2019) and Jay (2009). This is especially true for the use of swear words.

The purpose of this literature review is to provide a comprehensive overview of linguistic patterns in acquisition, processing, and production. This will be done by using a psycholinguistic framework to examine how languages are interrelated.

Psycholinguistics perspectives on students'

Psycholinguistics emphasizes the dynamic nature of language, highlighting how it is acquired, processed, and produced in the human mind. Language production involves several stages, including conceptualization, formulation, and articulation. In terms of language use by learners, sociolinguistics allows us to examine how language choices are acquired, processed,

and produced. This gives us a better understanding of the various ways in which students use swear words

RESEARCH METHOD

Researchers used descriptive qualitative research methods to process the data. Descriptive qualitative methods describe a phenomenon that occurs naturally, meaning without experimental or artificial intervention. Qualitative research is a type of method used to examine various things, especially from a specific perspective. One type of methodology used to study various topics, such as research on students' perspectives on acquiring, processing, and producing swear words, is descriptive qualitative research. Researchers will examine several types of responses based on students' experiences of using swear words in this study. Furthermore, researchers will examine the factors involved in students' use of swear words.

The data analysis technique used in this study is qualitative thematic analysis because this technique helps researchers categorize respondents' responses, making it easier to identify themes, patterns, and meanings within respondents' answers. After obtaining the analysis results, researchers will explain how students acquire, process, and produce language in everyday social interactions. The data sources for this study were 5 university students, 9 junior high school students, and 9 high school students. Researchers chose this study because it encompasses a wide range of student backgrounds, and their responses also serve several different functions. In data collection, researchers use comprehension techniques.

RESULT AND DISCUSSION

Tabel 1.0 : Summary of Students' responses on the prespective pshycolinguistic

Are you a student?	Yes (100%)	No (0%)	
Can you tell me about a time when you used swear words with friends, organizations, or communities where you used swear words in conversation?	Sure (100%)		Respondents believe that using swear words with friends in emotional situations has become a habit among teenagers. When talking to friends, joking, and gossiping, they often use swear words, such as "eh Jing."

<p>What do you feel from conversations / interactions with friends, and organizations or communities on the use of swear words in everyday?</p>	<p>Communication that is carried out routinely every day. (100% Agree)</p>		<p>It is a common and normal thing to do every day, such as joking or as a form of close interaction with friends.</p>
<p>What social impact do you get from using swear words in social interactions with friends, organizations or communities?</p>	<p>impolite communication habits (100% Agree)</p>		<p>The impact is that swear words is often spoken, which causes politeness to be lost, and if you use swear words too often with friends, it can sometimes have an impact on people who use swear words with older people.</p>

Based on table 1.0. We can see a variety of different communication methods, revealing the complexity of language use. Code-switching, where individuals switch between their first and second languages effortlessly, is a striking feature. The ability to speak two languages fluently is increasingly valued due to the emotional impact it creates on productivity. The ease with which individuals switch between these languages reflects their agility and proficiency in multiple verbal registers. There is also a dynamic ecosystem of new words and expressions, such as slang terms, that develop from social contexts. People are able to use this linguistic phenomenon as a humorous means of communication to demonstrate their identity and associate themselves with their speech.

By utilizing shared language and linguistic phrases, it is clear that swear words are stored in memory with strong emotional associations, making them easier to recall than neutral words. This phenomenon explains why students often utter swear words suddenly without prior planning, especially during emotional moments. Slang words also show faster responses in lexical access tasks, suggesting that this process is automatic. This automation process reduces the mental burden, allowing speakers to convey feelings quickly and effectively. This social ability to spread and reinforce new forms of language quickly allows for language change.

Overall, the findings of this study indicate that the use of swear words is multifaceted. There are various types of language that individuals use to interact directly and build relationships with others or those closest to them. This study not only reveals how students acquire, process, and produce swear words, but also tells us a great deal about the language they use and its impact. One of the most important things this study shows is that swear words are a language variety that develops under the influence of self-monitoring. This interesting phenomenon demonstrates how swear words allows new types of language to grow and develop in response to the surrounding context.

The results of the literature review reveal the importance of psycholinguistics for understanding cognitive processes for effective and accurate communication. Expletives are stored in memory with strong emotional associations, making them easier to recall than neutral words. This explains why students often utter swear words spontaneously without prior planning, especially in emotionally charged situations.

CONCLUSION

This study comes to the conclusion that students' use of swear words is a complex psycholinguistic phenomenon involving cognitive, emotional, and social processes rather than just a linguistic aberration or rude habit. According to psycholinguistic theory, the way that language is learned, stored, retrieved, and expressed in the human mind especially in emotionally charged situations is intimately tied to the creation of swear words. To the results, swear words are more easily retrieved and frequently generated spontaneously without conscious planning because they are associated with strong emotions when they are stored in memory. Also show that social contexts and emotional states are important factors in determining when someone uses foul language. Swear words are frequently used by students to express their feelings, fortify social ties, and create a sense of group identity in casual interactions. Swear words code-switching between first and second languages is common, which is indicative of students' linguistic ability and cognitive flexibility as well as the impact of peer interaction and global media. This hybrid language use demonstrates how students' mental lexicon is dynamic and how language production processes are flexible.

Furthermore, the study shows that although if the creation of swear words frequently happens automatically, it is still subject to social regulation and self-monitoring. Students exhibit context awareness by modifying their language use in response to interlocutors, societal

norms, and situational expectations. The dual mechanisms involved in language creation are highlighted by this interaction between automatic emotional processing and cognitive modulation. All things considered, this study confirms the importance of psycholinguistics in comprehending how swear words works in student communication. Swear words becomes a useful linguistic tool that is influenced by social factors, emotional triggers, and cognitive processes. This study adds to a better understanding of students' language behavior by analyzing swear words via a psycholinguistic lens. It highlights the fact that efficient communication is inextricably linked to the mental processes that control language use.

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