

Shasa membaca lalu menoleh kearah Lola. Lola mengacungkan ibujarnya. Shasa melotot dan menggeleng, tapi Lola mengangguk dan tetap mengacungkan ibujarnya (page 129-130).

The language style of the discourse in some of the above quotations reveals certain meanings about the teenager's lifestyle, that is, the nature, attitudes, views, and the feelings of the teenager (figure Shasa). For teenager, language is not just a means of communication achieving individual understanding and social acceptability, but it also serves as a symbol of identity, showing the status of education, social, economic, tastes, community, and society. In addition to symbol of identity, teenager's (women) language firmly pointing to the deviations of values from norms commonly understood by society as ideal female stereotypes, which are subtle, gentle, weak, soft and melodic [3]. The differences of the language of women and men are not limited to intonation, but also diction, syntactic structure and semantic meaning. High tone, heavy rhythm, fast tempo, loud vibration; diction, swearing, the structure of a straightforward sentence and a vulgar meaning are male stereotypes. Women speaking such language in a social perspective are thought to defame the dignity of women [4]. In addition to reflecting gender differences, language also shapes social reality, since language is a tool of social regulation, classification and manipulation. Here, woman also seems to be aware of the importance of preserving environment as part of their roles in society. The language of patriarchal society serves to classify society according to the patriarchal order, yet woman shows her gender role through the concern toward environment depicted in the diction and language style she uses.

In *Me Versus High Heels*, the language of dialog between the characters does not indicate the social stratification of its speakers, either from intonation elements, syntactic synthesis, semantic meaning, or language style. The dialog in quotation (1) confirms that equality of relations between family members has been created. The language Shasa used to communicate with her parents does not show the child's language stereotype to the parent. In the novel, such language style is used by female characters (Shasa and friends) to be accepted by their social community.

The use of "aneh" (strange) words that is not commonly used as a means of communication in society is used to legitimate their youth status. The conversation through the SMS (*short message service*) language on the quotation (2) shows that the information technology product has changed the language style of the user in communicating. Common language sound symbols are arranged based on consistent systems and rules altered arbitrarily. As a result, the deviation of writing a language in the form of words, terms, sentences, and paragraphs in the SMS language occurs without rule. For example, the word "gue" (I am) is written "gw", the word "buat" (for) is written "bwt", the word "nih" is written "ne", the word "see you" is written "cu", the

word "aku" (I am) written "Q". etc. Thus, there is social acceptance, not merely as a new epigone but as an orientation of the members of the community concerned.

In the citation (3) the vocabulary of the "slang" language of short and incomplete sentence structure does not cause communication ambiguity between speakers. It confirms the closeness of the relationship between friends within a community. The dialog of the quotation (4) serves to explain the character's characterization. The causative factors of that barriers are behavioral standards, disciplinary methods, differences in treatment, critical attitudes, supervision, rebellion, and prohibiting doctrine. With reference to the ideal norms of society, the family always impose standards of behavior for teenagers: good behavior, diligent, obedient, honest and responsible. Family discipline is strictly enforced to teenagers than to children and adults. The parents' power is the first "doorstop" that must be broken by teenagers to be free from obligations to meet the standards of behavior, discriminatory treatment, the threat of punishment, and the shackles of independence

3 Conclusion

In other words teenagers are shown to have their own language that is capable of expressing certain feelings related to rejection or approval and displeasure or awe, and so on. Here, they also learn the importance of nurturing nature by the use of certain term reflecting their identity as teenager. The ability of the language to express all these feelings is created precisely because creativity utilizes the language as their identity, the "slang" language. It definitely develops new culture among society, which influences the relation among people and it gradually develops new habit. The habit of expressing opinions, expressing their hearts through the deviation of language usage has transformed into distinctive ways and styles of language within their communities as well as being a form of their lifestyle, which is the lifestyle of adolescents.

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* Corresponding author: redyanto_noor@yahoo.com