

ABSTRACT

This study investigates students' understanding of profanity-based intensifiers in informal English media. Profanity intensifiers such as “damn,” “bloody,” and “fucking” frequently appear in movies, video games, social media, and other informal English communication. These expressions often function as intensifiers to strengthen emotional emphasis rather than as literal offensive language. The study aims to identify students' understanding of profanity-based intensifiers, determine the most familiar intensifiers among students, and analyze how students interpret their functions in English expressions. This research uses a quantitative descriptive method. The participants of the study are undergraduate students from the English Education Department. The data are collected through questionnaires distributed using Google Forms.

The findings of this study are expected to show that students who are frequently exposed to informal English media have better understanding of profanity-based intensifiers. The study also expects that students recognize profanity intensifiers mainly as emotional emphasis markers in informal communication contexts. The results of the study are expected to contribute to sociolinguistics, pragmatics, and English language learning, especially regarding students' comprehension of authentic informal English expressions commonly found in modern media.

Keywords: profanity, intensifiers, informal English, sociolinguistics, pragmatics, media language, English learners