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Forda Ferson: The Morphological Structure of Generation Z Slang in Social Media

Maessy B. Grandez[1*] , Maria Carmela P. Ablero[2] , Raidar M. Lasala[3] , Ma. Theresa G. Gomez[4] , Ruel T. Bonganciso[5]

1,2,3,4,5 Philippine Normal University Visayas, Philippines

Abstract

Filipino Generation Z's creative ability to experiment with morphemes is a factor in the emergence of new words. These lexical items possess the capacity to function as nouns, verbs, and adjectives within the Filipino language. This study aims to examine how Filipino Generation Z slang terminologies are formed if such terms undergo a particular process that adheres to a specific morphological structure and if new sets of rules are observed that are not included in the current morphological rules. Since the researchers used words to analyze the gathered data, a qualitative research design utilizing content analysis was employed in this study. This study employed homogeneous sampling, with researchers extracting only Generation Z slang from the Facebook posts of PNUV first- to fourth-year students as the corpus. The framework matrix was used to determine the morphological processes underlying Generation Z slang. Consequently, it was determined that word formation processes such as coinage, borrowing, compounding, blending, clipping, acronyms, affixation, conversion, and multiple processes were utilized to create Generation Z slang. In addition, the data revealed additional word formation processes, such as contraction, reduplication, and spelling change. Most Filipino Generation Z slang word formation was categorized as a change in spelling. Future researchers can gain a deeper understanding of how the Filipino generation z's language is shaped and how it differs from previous generations by examining linguistic patterns and word forms.

Keywords: *Generation Z; Morphological Structure; Slang; Word Formation Processes*

INTRODUCTION

Language is drastically changing through generations (Devlin, 2018). The forda ferson is a slang term or a creative abbreviation. Slang refers to recently created lexical items or phrases in which "forda" represents an informal and non-standard contraction of the phrase "for the." Similar to the term "forda," the term "ferson" represents a creative formation. The term in question combines the concept of "person" with a linguistic modification, resulting in the creation of a distinct lexical unit. The primary notion underlying this expression pertains to the correlation between an individual's identity and their interests or preferences. This suggests that an individual's identity can be characterized by their preferences or hobbies. An illustration of this concept can be found in the phrase "forda coffee ang ferson," which effectively conveys an intricate sense of identity by explicitly indicating that the individual identifies themselves as someone who derives pleasure from consuming coffee. This exemplifies the capacity of language to communicate aspects pertaining to individual identity and preferences. This expression serves as an illustration of informal language usage and the manifestation of creativity. This linguistic phenomenon can be classified as a form of verbal altering and colloquial expression that tends to be prevalent in informal or subcultural settings. Informal language commonly undergoes evolution within communities as a means to articulate collective ideas or experiences. Its evolution includes the emergence of new words and the extinction of some. According to (Beni Akhy & Parama Iswari, 2021), Information Communication Technology (ICT) has become an integral part of people's lives recently. There has been a significant advancement in information and communication technology around the world - and this has been one of the driving forces of the evolution of language today. Although many of our terms have been around long, new ones are always being added. As cited in

the journal article in Linguistics 001 titled "Language Change and Historical Reconstruction," it has been said that language is constantly changing. Generation by generation, new words are borrowed or invented. Along with human society, the language people use to communicate with one another is also developing at an unprecedented rate. Fast-paced lifestyles foster the emergence of slang words and expressions in everyday speech, which create new trends. The ever-changing spectrum of human experiences is directly reflected in this constant expansion of vocabulary and terms. The prevalence of slang, which improves communication and strengthens ties within communities, is one aspect of language development with a particularly significant impact. Slang words' distinctive linguistic qualities help members of a particular language-using group feel more like a unit and capture the essence of their shared experiences and way of life, taking Generation Z as an example.

According to (Mahapatra et al., 2022), Generation Z are the people born between 1995 and 2010. This is the newest generation to enter the workforce. They are the most technologically adept generation and are highly connected to the social media web. As Generation Z develops its language, they come up with original slang terms made of phrases and acronyms that help them express themselves and make sense of the complexities of their environment. These young people frequently use acronyms and slang that might only be understandable to their peers or even their closest friends (Almeida et al., 2020). The structures of slang words are unique despite their informal nature. The study of (Tambunsaribu, 2019) asserts that examining a language's rules and structure can help determine whether it is being used correctly or not. Morphology is the study of forms; it is a term that originated in biology and was later used in linguistics (Yule, 2010). Since the middle of the nineteenth century, morphology has been instrumental in revealing the underlying morphemes that make up a language and, as a result, the complex rules that underlie even the most commonplace expressions.

Words, as the building blocks of language, undergo various formation processes that fall under the lens of Morphology. The study of (Tambunsaribu, 2019) define Morphology as the study of word formation and the systematic analysis of the classes and rules governing it. Central to this study is the morphological process, which involves the combination of morphemes to create new words (Nurhayati, 2015). This process facilitates the generation of slang words by merging two or more morphemes. To better understand the formation of words and morphemes, linguists examine the word formation process as a set of rules that dictate the creation of new words (Ten Hacken, 2013). (Yule, 2010)identifies numerous processes for word creation. Coinage, borrowing, compounding, blending, clipping, acronyms, derivation (including prefixes, suffixes, and infixes), backformation, conversion, and multiple processes are all examples. These mechanisms contribute to language enrichment by constantly extending and altering its lexicon to meet the ever-changing needs of its speakers.

Outside of the classroom, the findings have implications for educators dealing with Generation Z students (Slim & Hafedh, 2019). Educators can better interact with their students, relate to their experiences, and spot potential misconceptions or miscommunications caused by slang by understanding the slang they use on social media. Furthermore, educators can use this data to develop instructional materials and practices that appeal to Generation Z students, thus encouraging a more inclusive and engaging learning environment. Additionally, the study has implications for good intergenerational communication. Understanding Generation Z slang's morphological structure and usage is important because slang is sometimes particular to certain age groups or subcultures, and patterns may benefit the communication of generations. This comprehension can help improve communication in various settings, such as international workplaces, families, and social situations. The study of Generation Z vocabulary on social media has profound implications for understanding language evolution, education, and communication in the digital age. Researchers, educators, and students can learn more about the language's

morphological structure and usage patterns of the language by analyzing its morphological structure and usage patterns. Communicators can better understand Generation Z's specific language traits and use this information to cultivate more inclusive and effective communication across generations.

In Callahan's Generation Z lexicon, (Lihawa et al., 2021) investigated the word generation mechanisms of Gen Z slang. The study of (Winarto, 2019) focused on morphology, specifically, the process of abbreviations, utilizing a corpus derived from online internet slang dictionaries. Dhita Novianti's 2019 study gave insights into English slang vocabulary used in talks from the movie "Deadpool." (Tambunsaribu, 2019) similarly examined the morphological processes of slang words employed by teenagers in Jakarta. In line with these studies, (Indrian, 2022) conducted a morphological analysis of word formation processes in mobile application names. (Ong & Ballera, 2022)research on multi-level morphological and stochastic Tagalog stemming templates further complements these investigations. Although these five studies are interconnected in their analyses of morphological structures and formation with further complements remaining in the literature, none of them have delved into the morphological structure of Generation Z slang on Facebook, which presents a valuable opportunity for further research and a more comprehensive understanding of slang morphology in the digital age.

Considering the aforementioned studies on morphological structure, the researchers are keen to contribute to the body of knowledge by studying and analyzing the morphological structure of how new words emerge in the vocabulary of the Generation Z language on Facebook. The researchers will analyze how Filipino Generation Z slang terminologies are formed if such terms undergo a particular process that follows a specific morphological structure and if new sets of rules are observed that are not included in the present morphological rules.

LITERATURE REVIEW
Morphological Process

According to (Nurhayati, 2015), the morphological process is the procedure by which a language user combines two morphemes to create a word. New words are emerging, especially slang, created by Generation Z following different patterns or structures as long as they are pleasing to their ears and are appropriate to the situation, whether in social media or real life (Klein, 2023). The study, entitled Word Formation Process of Gen Z Slang in Callahan's Generation Z Dictionary, claims that among the eight (8) types of word formation processes. Language is drastically changing through generations (Devlin, 2018). Its evolution includes the emergence of new words and the extinction of some. The English language is alive and growing. Although many of our terms have been around for a long time, new ones are always being added. As cited in the journal article in Linguistics 001 entitled Language Change and Historical Reconstruction, it has been said that language is constantly changing. From one generation to the next, pronunciations change, new words are taken or made up, the meanings of old words change, and morphology either develops or decays.

Despite their informal nature, slang words possess distinct structures. The study of (Tambunsaribu, 2019) contends that the proper use of language can be assessed by examining its rules and structure. Morphology, a term originating in biology and later adopted by linguistics, pertains to the study of forms (Yule, 2010). Since the mid-nineteenth century, morphology has played a crucial role in investigating the underlying morphemes that constitute a language, ultimately shedding light on the intricate structures that govern even the most colloquial expressions.

Generation Z Slang

Slang is defined as a non-standard language used in an informal setting by (Hutabarat et al., 2020). For those who spend little time online, keeping up with a constantly expanding list of new terms can be difficult. The convenience of using slang has made it popular among Generation Z (Seariac, 2023). Gen Z frequently uses slang on social media platforms like Facebook to fit in with the trend, posting contexts that include slang words. Since Generation Z people are regarded as digital natives (Parker & Igielnik, 2020), they have a wealth of technological knowledge, enabling them to create such terminologies and disseminate them via social media quickly (Rezeki & Sagala, 2019). Humans are conversational beings who frequently have conversations to establish relationships. (Lestari, 2020) claims that given the use of social media, it is not surprising that many slang terms will develop due to the interaction of numerous individuals from various nationalities. Slang is the diction that results from the favourite game among the young and lively of playing with words and renaming things and actions; some invent new words or mutilate or misapply the old for the pleasure of novelty, and others catch up with such words for the pleasure of being in the fashion (Zhou & Fan, 2013).

Even though slang is considered informal language (Samploon, 2022), it is crucial to master all aspects of language to avoid miscommunications when speaking to native speakers. Since it is informal, using it in a classroom is discouraged (Lytle, 2011), as students may use slang even when it is inappropriate. According to the conclusion further revealed in the study by (Abbas et al., 2021), slang is inconsistent because the words could change meaning in different situations. However, using slang is beneficial if a Gen Z student knows specific linguistic rules. According to (Lestari, 2020), some words used in abbreviations are already defined in dictionaries, but others are not yet because of the emergence of new languages and the advancement of technology.

Slang in Facebook

Slang is one of the varieties of language teenagers commonly use to speak in their community and informal situations. Facebook slang refers to various everyday languages used by different communities on Facebook (Yuliati, 2013). The study of (Sipahutar, 2019) reveals that teenagers are more interested in using slang than the right Indonesian to change their status on Facebook. According to (Rajagukguk, 2022), slang words are commonly abbreviated in the Facebook postings of students. This indicates that many people, particularly young people, are familiar with the abbreviation because it is simpler to remember, straightforward, and quick to type when communicating. Across different social media platforms, the number of users exceeds hundreds of millions, and in some cases (i.e., Facebook) exceeds the number of citizens in the world's largest country. Today, most youths and students possess Facebook accounts (John et al., 2023). Facebook is the most popular SNS (Alhabash & Ma, 2017). Of the top 4 social media platforms, three are owned by Meta. Facebook is the most-used platform in total (Lodine-Chaffey, 2023).

SYNTHESIS

The process by which language users combine morphemes to create words—known as the morphological process—plays a significant role in the evolution of Generation Z slang (Nurhayati, 2015). Slang, a non-standard language used in informal settings, is constantly evolving and particularly popular among Gen Z, considered digital natives. The study by (Lihawa et al., 2021) found that compounding is the most common word formation process for Gen Z slang. The constant evolution of language includes the emergence of new words and the extinction of others, highlighting the living and growing nature of the English language (Linguistics 001). Generation Z frequently uses slang on social media platforms like Facebook to fit in with trends (Seariac, 2023). Their technological expertise allows them to create and disseminate slang terms quickly (Rezeki & Sagala, 2019). According to (Lestari, 2020), the creation of slang phrases is a natural byproduct of

interactions between people of different nationalities on social media. Mastering all parts of language, including slang, is critical in language learning to minimize misinterpretation with native speakers (Samploon, 2022). However, employing slang in the classroom is discouraged since it can lead to inappropriate use and meaning inconsistency across settings (Abbas et al., 2021; Lytle, 2011). Despite this, students benefit from learning slang as long as they know language standards and slang's informal nature. The advent of new languages and technological advancements both contribute to the growth of slang, with some words becoming dictionaries while others remain undefined (Lestari, 2020).

This study aims to analyze the Generation Z slang posted on social media, specifically Facebook. It seeks to answer the following questions: (1) What do the PNUV students on Facebook post the Generation Z slang words? (2) What morphological structures or word formation processes were used in Generation Z slang words?

RESEARCH METHOD
Research Design

A content analysis research design will be used in this qualitative study to investigate Generation Z's Facebook posts, including Generation Z terminology. Content analysis is the systematic interpretation of a body of texts, images, and symbolic matters, not necessarily from the author's or user's point of view (Krippendorff, 2018).

This study will employ a Content Analysis Design to examine and discover common themes or patterns in the content and structure of Generation Z's Facebook posts using Generation Z terminologies. This design can provide a more in-depth evaluation of the Generation Z language's construction and rules.

The study "Gender Stereotypes in Children's Picture Books: A Contemporary Content Analysis" by (Cutler & Buell, 2017) uses the same research design to determine if previous trends regarding gendered images and texts are still evident in print media designed specifically for young children. Moreover, the research "Language and communication in international students' adaptation: a bibliometric and content analysis review" by (Wilczewski & Alon, 2023), uses bibliometric and content analysis to consolidate their gathered results from the 31 most impactful articles in the field. The study by (Matwick & Matwick, 2018) entitled "Women's Language in Female Celebrity Chef Cookbooks" also uses the same design to explore the gendered language used in female celebrity chef cookbooks.

Research Instrument

The researchers in this study will utilize the framework matrix. A framework matrix summarizes and analyzes qualitative data in a table of rows and columns. It allows for cross-case and sorting data by themes (Better Evaluation, 2022). The research tool will include tables named after the different morphological structures or word formation processes that will determine Generation Z slang from the data gathered from the corpus researchers, which are the Facebook posts of PNU Visayas students. The first column will consist of numbers. The second will include Generation Z slang words. The following column will comprise the segmentation of Generation Z slang. Under each table, we will discuss the specific morphological structure and how such slang terminologies were included in that process.

Corpus of the Study

The corpus of this study is a collection of public Facebook posts made by the 1st to 4th-year students of the Philippine Normal University Visayas only. The corpus includes posts on various subjects, including personal experiences, academic life, social issues, and entertainment, considering the timeline from January 1, 2023, to April 1, 2023. Homogeneous purposive sampling

is used in this study, with the researchers extracting only the Generation Z slang words found in the students' posts. Similar to the study of (Romero et al., 2023), Purposive Sampling was applied; thus, the researcher purposely selected and pre-determined the participants.

Data Gathering Procedure

The researchers will use public Facebook posts of Philippine Normal University Visayas students as the corpus of the study. Since maintaining one's privacy is a fundamental right, the data collection will only include PNU Visayas students' publicly accessible Facebook posts from January 1, 2023, to April 1, 2023. The four researchers will use each of their personal Facebook accounts to gather at least 50 public Facebook posts as their data. After gathering the Facebook posts, sorting the data will begin by removing duplicates, irrelevant, or non-public data and ensuring the data is usable for analysis. The data will be securely stored to protect user privacy and anonymity and prevent breaches.

Data Analysis

Upon completing the data collection phase, the researchers will progress to the data analysis stage, which encompasses several steps. Utilizing (Creswell, 2009) content analysis method, the researchers will undertake six stages to examine the word-formation processes. The initial stage involves organizing and preparing the data for analysis. Subsequently, the researchers will read through the entire dataset. Each word will be coded in the third stage according to its respective process. The fourth stage entails establishing connections between the data based on their processes. Next, advance how the themes will be represented in a qualitative narrative. Finally, the researchers will interpret and present the analysis's findings (Creswell, 2009). In validating the data, the researchers will meticulously re-evaluate the classification of word formation processes for each Generation Z slang word. During this crucial validation process, the researchers will engage in in-depth discussions, analyses, classifications, and categorizations of Generation Z slang regarding its word-formation processes. This rigorous approach ensures the accuracy and reliability of the research findings.

FINDINGS AND DISCUSSION

The researchers collected 103 Generation Z slang words and phrases from PNU Visayas students' Facebook posts. These slang words were analyzed according to their word formation processes: coinage, borrowing, compounding, blending, clipping, acronyms, affixation, conversion, and multiple processes. In addition, the data revealed additional word formation processes, including contraction, reduplication, and spelling change.

Table 1. The List of Filipino Generation Z Slang Collected in Facebook Posts of PNUV Students

Facebook Posts	Filipino Generation Z Slang
"*korek*", "*korique*"	korek, korique
"*Imysm* love"	IMYSM (I miss you so much)
"Love *ampogi* mo talaga"	ampogi
"*THURSDATE*"	THURSDATE
"*Nays* 5pm man sugod ka klase ko"	Nays
"*Sori* lnghahaha", "Hahaha *sori* ihh", "edi *sori*", "*sori*, eto lang aq"	sori
"Te *SML*"	SML (share mo lang)
"*Lf* 5'8 ang height", "*Lf* kamanghuran", "*Lf* manga or kamunsil ang habal lang"	LF (looking for)
"*G* na"	G (game)
"*ems*"	eme, ems

Facebook Posts	Filipino Generation Z Slang
"*Sanaolsss* ba", "*sanaol*, happy valentine's everyone"	*sana ol, naol, sana all*
"yudii, *forda* daughter and mom bonding *yarn*…"	forda
"… daughter and mom bonding *yarn*…"	yarn
"*labyu* nels"	labyu
"P.E time nangmga OVI-3 *pips*"	pips
"*luh* kulot era"	luh
"49th Dinagsa Festival with good *fersons*…"	fersons
"go ja, *keri* ang backturn ya ahh…", "*keri* lang, pero indi na ko dasun…", "*keri* pa ni ah"	keri
"*lavarn* lang, *gotyah* always"	lavarn
"*kota na po ako, char*…"	char
"*snaps* earlier…"	snaps
"hayst, du wala lang may ginabatyag, *chos*"	chos
"portante matapos ko ang apat ka tuig kay mapa abroad ko ngita *afam*."	AFAM (*A Foreigner Assigned to Manila*)
"*HMUA*: …", "*MUA*: …"	HMUA (hair and makeup artist) MUA (makeup artist)
"isa ka *shat* tatlo ka muncher,…"	shat
"*edi don't* HAHAHAHA"	edi don't
"when u miss someone so much but u can't do anything because you're broke *af*…"	AS (as f*ck)
"at least, I made *y'all* happy."	y'all
"every time I'm surrounded with a lot of people, I become a turtle *fr*.", "Me *fr*"	FR (for real)
"*auko* na po"	auko
"kulolbaan mag *f2f* basi mabal-an nila akon pagkamangu HAHAHAHAHAHA"	f2f (face to face)
"*OMG*"	OMG (oh my god)
"*HBD* my girl."	HBD (happy birthday)
"*Haloo*, for batch 1 orders,…"	haloo
"*TYSM* sa nag request sini nga color…"	TYSM (thank you so much)
"Goodie for giveaways and match simo nga *besty*"	besty
"*Tnx* sa pitik nong, dakpan naman kami ga lagaw HAHHAHAHAH"	tnx
"*Usto* ko na magbalik di"	usto
"*Cutie*"	cutie
"*detdet* ta"	detdet
"ulops"	ulops
"*sorna* hehe"	sorna
"I don't need to lower my standards, kung di kaya so be it, i*dgaf.*"	IDGAF (I don't give a f*ck)

Facebook Posts	Filipino Generation Z Slang
"hays kahilidlaw, *imy* …"	IMY (I miss you)
"forda slow motion danay *mamser*…"	mamser
"never knew that I was so blessed with that I have *rn* 'til I stopped complaining about things that meant less in my eyes."	RN (right now)
"nothing new for today, just a random appreciation *stat*."	stat
"*lmfao*"	LMFAO (laughing my ass off)
"*fs*: left kidney"	FS (for sale)
"See the comsec"	comsec (comment section)
"Change *pp*"	PP (profile picture/photo)
"*RLMSC*", "oh tara *RLMSC* HAHAHAHA"	RLMSC (react/like my status, chat?)
"Congratulations mga *momshie*"	momshie
"*Kitakits* bukas"	kitakits
"*Dai*"	dai
"forever a *fav*!!", "not me counting hugs from my *fave* persons"	fav, fave
"Pretty gals"	gals
"Akap*"*	akap
"I *kenat*"	kenat
"Yes *ghurl*"	ghurl
"IFY"	IFY (I feel you)
"*Beshie*"	beshie
"*SKL*"	SKL (share ko lang)
"*Matsala*"	matsala
"*Ge*"	ge
"Maka *LSS*"	LSS (last song syndrome)
"My *labs*"	labs
"*Lsm*"	LSM (long sweet message)
"*jusme*, dali lang"	jusme
"*Kol*"	kol
"*Lezzgo*"	lezzgo
"*Loml*"	LOML (love of my life)
"Happy heart's day *ppl*"	ppl (people)
"Pasensya *medj* passive ang inyo maestra"	medj
"*samedt*"	samedt
"*tbh* pagrelease Love Story pako nangin fan.."	TBH (to be honest)
"hoy jusko, pati sa ceres ginasundan ko sang *lato-lato*!"	lato-lato
"in frame: my *anakshie*…"	anakshie

Facebook Posts	Filipino Generation Z Slang
"strong ang mga grade 9-CTL yah, *lablab*."	lablab
"Happy bff day guys"	BFF (best friend forever)
"*talikodism* except sa isa"	talikodism
"*friyay*!"	friyay
"*kyut-kyut* sang baby pati ako syempre"	kyut-kyut
"Celine *pawerr*"	pawer
"I still have tickets here po. *DM* me lang if you want."	DM (direct message)
"*atm* bonding with…"	ATM (at the moment)
"what if sa gitna ng gabaha nga ulobrahon, *magbebetime* sa diay ko?"	bebetime
"may bagyo o may bago na? *btw* I miss you."	BTW (by the way)
"me to my *totga*"	TOTGA (the one that got away)
"*matic* guba adlaw ni …"	matic
"*perpek* bala"	perpek
"wow gaskwela pa diay kos *ol* class"	OL (online)
"*vv krazy*"	VV (very very), krazy
"awit sayo sir"	awit
"*HNY*"	HNY (happy new year)
"*zupp*"	zupp
"*mizz* u paul that could be us"	mizz
"HAHAHAHA TRO"	tro
"*xadd*"	xadd
"*payr* ah"	payr
"ayteee *peyn* ka eh"	peyn
"hehe sori itu lng *aq*"	aq
"*snack* bala ang *ferson*"	snack, ferson

This part contains the analyses of the word formation process of each Generation Z slang collected in each PNU Visayas student's posts. The following morphological structures are based on (Yule, 2010), in which these processes are sets of rules that dictate the creation of new words.

Table 2. The Morphological Structures (Word Formation Processes) - Coinage

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	charot	charot
2	snaps	snaps

Coinage is the process of creating new words, often seemingly out of nothing, either consciously or unintentionally, without the use of other word creation processes. The study of

(Yule, 2010) states that most sources are trade names for commercial goods that become general terms for any version of that product. Some older examples are aspirin, nylon, vaseline, and zipper; more modern examples are granola, Kleenex, Teflon, and Xerox.

Table 3. The Morphological Structures (Word Formation Processes) - Borrowing

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	Lato-lato	Lato-lato "making a clacking sound" (Indonesia)

Borrowing or loanwords is a word formation process in which a word from one language is borrowed directly into another. The word "OL" is a borrowed English word that means online or currently has access to the internet.

Table 4. The Morphological Structures (Word Formation Processes) - **Compounding**

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	sanaol	sana + ol (all) = sanaol
2	mamser	ma'am + Sir = mamser
3	bebetime	bebe (babe/lover) + time = bebetime
4	lezzgo	lezz (let's) + go = lezzgo

Compounding is another word formation process based on the combination of lexical elements. (Yule, 2010) gives examples of compounded words such as bookcase, doorknob, fingerprint print), sunburn (sun + burn), textbook (text + book), wallpaper (wall + paper), wastebasket (waste + basket), and waterbed (water + bed).

Table 5. The Morphological Structures (Word Formation Processes) - **Blending**

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	ampogi	ang + pogi = ampogi
2	thursdate	Thursday + date = thursdate
3	sorna	sorry + na = sorna
4	comsec	comment + section = comsec
5	friyay	Friday + yehey = friyay
6	awit	awts + sakit = awit

Blending is the process of combining two distinct forms into a single new expression. Similarities exist with compounding. Nonetheless, it typically joins the beginning of one word to the conclusion of another. We may use the term smog to describe the combined impacts of smoke and fog. People in regions with much of this stuff can sarcastically distinguish between smog, smaze (smoke + haze), and smurk (smoke + murk). Vog is also used in Hawai'i, especially for the people living near the active volcano. Blending terms include bit (binary/digit), brunch (breakfast/lunch), motel (motor/hotel), and telecast (television/broadcast) (Yule, 2010)

Table 6. The Morphological Structures (Word Formation Processes) - **Clipping**

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	G	G from Game
2	eme/ems	eme from emerut
3	pips	pips from people
4	lah	lah from hala

No.	Generation Z Slang	Segmentation of Generation Z Slang
5	keri	keri from keribells
6	chos	chos from echos
7	usto	usto from gusto
8	stat	stat from status
9	dai	dai from inday
10	fav/fave	from favorite
11	gals	from girls
12	akap	from yakap
13	ghurl	from girls
14	matic	from automatic
15	ge	from sige
16	zupp	from what's up?
17	medj	from medyo
18	ppl	from people
19	kol	from angkol (uncle)

Clipping is another technique for reducing or shortening a word without affecting its meaning. Clipping differs from backformation in that the new term keeps the meaning of the old word. According to (Yule, 2010), Clipping refers to the process of shortening a word with multiple syllables (such as "facsimile") to a shorter form (such as "fax"), typically observed in informal conversation.

Table 7. The Morphological Structures (Word Formation Processes) - **Acronyms**

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	IMYSM	I Miss You So Much
2	LF	Looking For
3	HMUA, MUA	Hair and Makeup Artist, Makeup Artist
4	OMG	Oh My Gosh!
5	HBD	Happy Birthday
6	TYSM	Thank You So Much
7	LMFAO	Laughing My Fucking Ass Off
8	FS	For Sale
9	PP	Profile Picture
10	RLMSC	React/Like My Status Chat?
11	IFY	I Feel You
12	SKL	Share Ko Lang
13	LSS	Last Song Syndrome
14	LSM	Long Sweet Message
15	TBH	To Be Honest
16	SML	Share Mo Lang
17	AFAM	A Foreigner Assigned to Manila
18	AF	As Fuck
19	FR	For real
20	F2F	Face-to-face
21	IDGAF	I don't give a fuck
22	IMY	I miss you
23	RN	Right now
24	ATM	At This Moment

No.	Generation Z Slang	Segmentation of Generation Z Slang
25	BTW	By The Way
26	TOTGA	The One That Got Away
27	OL	Online
28	HNY	Happy New Year
29	DM	Direct Message
30	BFF	Best friend forever
31	LOML	Love of my life

Acronyms are new words that combine the first letters of many previous terms. Some of these formed words are pronounced by speaking each individual letter. Some are also spoken as new single words, as in TOTGA (The One That Got Away). Many acronyms, such as laser ("light amplification by stimulated emission of radiation"), radar ("radio detecting and ranging"), scuba ("self-contained underwater breathing apparatus"), a sim ("subscriber identity module") card, and zip ("zone improvement plan") code, have retained their capital letters (Yule, 2010).

Table 8. The Morphological Structures (Word Formation Processes) - **Affixation**

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	talikodism	talikod + ism = talikodism (DERIVATIONAL)
2	samedt	same + dt = samedt (INFLECTIONAL)
3	cutie	cute + ie = cutie (DERIVATIONAL)
4	anakshie	anak (child) + sh + ie = anakshie (INFLECTIONAL)
5	momshie	mom + sh + ie = momshie (INFLECTIONAL)

Affixation is another word formation process of attaching a morpheme or affix to a word in order to generate a distinct form of that word or a new term with a different meaning. According to (Yule, 2010), some familiar examples are the elements un-, mis-, pre-, -fill, -less, -ish, -ism and ness, which appear in words like unhappy, misrepresent, prejudge, joyful, careless, boyish, terrorism and sadness. In the examples above, newly formed words used by the students have the affix –ism, -dt, -ie, and –sh.

Table 9. The Morphological Structures (Word Formation Processes) - **Conversion**

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	snack	snack (sexually attractive person), snack (to eat)

Conversion is a change in the function of a word, such as when a noun becomes a verb (without any reduction). This relatively common practice is known as "category change" and "functional shift." In the word above, "snack" is a noun and can be a verb that refers to food. However, this can now be converted into a different meaning; in this case, it is a sexually attractive person.

Table 10. The Morphological Structures (Word Formation Processes) - **Multiple Processes**

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	edi don't	edi (then) + don't (do not) = edi don't
		BORROWING: do not
		CONTRACTION: don't from do not
2	kitakits	COMPOUNDING: kita (see/meet) + kita (tayo) = kitakits
		REDUPLICATION: kita + kita = kitakits

No.	Generation Z Slang	Segmentation of Generation Z Slang
3	my labs	CHANGE OF SPELLING: lab from love BORROWING: my (English) AFFIXATION: lab (love) + s = labs
4	jusme	CHANGE OF SPELLING: jus from Diyos COMPOUNDING: jus (Diyos) + me (ko) = jusme BORROWING: me (English)
5	lavarn	CHANGE OF SPELLING: lavarn from laban CONVERSION: laban (to fight), laban (to cheer someone up)
6	payr	CHANGE OF SPELLING: payr from fire CONVERSION: fire (bring it on!), fire (burning of something)
7	shat	CHANGE OF SPELLING: shat from shot CONVERSION: shot (bottoms up), shot (firing a gun)
8	forda	CHANGE OF SPELLING: for, da (the) COMPOUNDING: for + da (the) = forda
9	chos	COINAGE: echus CLIPPING: chos from echus CHANGE OF SPELLING: chos instead of chus
10	besty	CLIPPING: best from bestfriend AFFIXATION: best + y = besty (DERIVATIONAL)
11	beshie	CLIPPING: besh from bestfriend AFFIXATION: besh + ie = beshie

This type of word formation process, according to Yule 2010, involves the functioning of more than one process at work in developing a specific word. Different word formation processes worked together in the set of words above to form the Gen Z word.

Table 11. The Morphological Structures (Word Formation Processes) - **Contraction**

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	y'all	you + all = y'all

The *Contraction* word formation process involves combining two or more words into one by removing critical letters or sounds. This word formation process is commonly employed in informal or spoken language to simplify and smooth out communication. Some common examples of contraction are the words don't, can't, I'm, and isn't.

Table 12. The Morphological Structures (Word Formation Processes) - **Reduplication**

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	lablab	lab (love) + lab (love) = lab-lab
2	detdet	det (date) + det (date) = det-det
3	vv or very very	very + very = very-very
4	kyut-kyut	kyut (cute) + kyut (cute) = kyut-kyut

Reduplication entails the replication of a segment inside a word, such as a syllable, morpheme, or fraction, to generate a novel term or augment the semantic significance of the original word. *Reduplication* is a language phenomenon that finds application in diverse linguistic settings, encompassing nouns, verbs, adjectives, and adverbs. Frequently, it expresses elements like multiplicity, recurrence, or emphasis. Words like "vv" or "very very" and "kyut-kyut" indicate emphasis.

Table 13. The Morphological Structures (Word Formation Processes) - **Change of Spelling**

No.	Generation Z Slang	Segmentation of Generation Z Slang
1	aq	ako
2	mizz u	mizz (miss) u (you)
3	tro	true
4	xadd	sad
5	peyn	pain
6	krazy	crazy
7	perpek	perfect
8	nays	nice
9	pawer	power
10	haloo	hello
11	tnx	thanks
12	auko	ayoko
13	korek/korique	correct
14	sori	sorry
15	yan	yarn
16	labyu	love you
17	kennat	cannot
18	ghurl	girl
19	gals	girls
20	ferson	person

The *Change of Spelling* is another word formation process in which a word's spelling is modified to generate a novel term or express meaning. This procedure frequently entails the inclusion, deletion, or alteration of letters of a word.

Based on their word formation processes, the researchers classified Generation Z slang words into various morphological structures. Coinage, borrowing, compounding, blending, clipping, and other structures were among them. Although "sanaol" and "mamser" were recognized as compounding, slang based on their word formation processes terms such as "charot" and "snaps" were classified as coinage. This study delves into the creative and original nature of Generation Z language.

The Generation Z slang on social media helps us comprehend the evolution of languages in the digital age. Generation Z's use of slang and their ability to rapidly transmit new linguistic trends through viral content and hashtags demonstrate language's dynamic and innovative nature in the digital age. This study adds to the continuous evolution of language by providing vital insights into the morphological structure and usage trends of Generation Z slang.

It is essential to note that the study's findings are limited to Facebook posts by PNU Visayas students. This may cover only some of the spectrum of linguistic variance among Generation Z speakers in general. As a result, when generalizing the findings, extreme caution should be maintained.

The research gives valuable information about the use of Generation Z slang in online communication. The findings help us grasp this generation's linguistic innovation and cultural manifestations. Further research can be conducted to investigate the sociolinguistic word formation processes and their impact on communication and identity development.

The journal article of (Chambers, 2017) about Sociolinguistic Theory strengthens the idea in the findings of this study as sociolinguistic theory offers a theoretical framework for comprehending how language transforms reaction to social, cultural, and technical influences, encompassing those that affect variations in language across different generations. The linguistic shifts observed in Generation Z can be interpreted as a manifestation of their distinct encounters

and engagements with the surrounding environment. Sociolinguists examine these shifts in order to obtain a deeper understanding of the overarching language trends in language development and sociocultural dynamics.

CONCLUSIONS

This study aims to determine the slang words and morphological structures of Generation Z. According to the study's findings, 103 slang terms were collected. The researchers analyzed these 103 Generation Z slang in terms of their word formation processes after filtering them to eliminate duplicate words and unnecessary posts. These processes are based on George Yule's list of word formation techniques, which includes coinage, borrowing, compounding, blending, clipping, acronyms, affixation, backformation, conversion, and multiple processes. However, other word formation processes are not included in Yule's list that are present during the data analyses; these include contraction, reduplication, and change of spelling.

Although language evolves over time and with each succeeding generation, some words contribute to our current lexicons. Generation Z contributes to the emergence of new words. This generation is so inventive that they alter words, add any letter to existing words, and, depending on the context, change their spelling and meanings. Their capacity to rapidly disseminate new linguistic trends through viral content and hashtags has facilitated cross-cultural linguistic exchange by uniting global communities. As the proponents of contemporary slang, Generation Z continues to shape language evolution, demonstrating its innovative and dynamic nature in the digital age.

According to (Chambers, 2017), sociolinguistic competence is a characteristic of human nature acquired rather than expressly taught or consciously studied. This notion is perfectly consistent with the current study's findings, emphasizing the importance of sociolinguistic theory in elucidating the processes by which language evolves in response to various factors, including those that influence language variations across generations.

Overall, as emphasized in Sociolinguistic Theory, generation Z's linguistic alterations, which include variations in coinage, borrowing, compounding, blending, clipping, acronyms, affixation, conversion, and multiple processes, are not arbitrary but rather reflect how individuals construct their identities and manage their feeling of belonging within their social groups. These linguistic choices are frequently used to define generational identity by reflecting shared beliefs, attitudes, and experiences. They are also influenced by the quick use of digital communication technologies like texting, social media, and memes, which have become essential to how this generation interacts.

LIMITATION & FURTHER RESEARCH

In this research, it is imperative to acknowledge limitations that have influenced the scope and outcomes of the study. The limitation of the study on the morphological structure of Gen Z slang language is the scope of data collection. The study focuses only on publicly available posts within a specific time frame, from January to April 2023, and is limited only to the Philippine Normal University Visayas student population. This approach may lead to a potential lack of diversity and representation within the dataset, as it excludes slang language usage beyond the specified time and from individuals who are not students at the University. By examining publicly available posts exclusively, the research disregards potentially valuable insights from friends only and other privacy settings and interactions that might provide a more comprehensive understanding of Gen Z slang usage. Additionally, limiting the study to a single university may not capture the full spectrum of linguistic variation among Gen Z speakers in the broader population, potentially undermining the generalizability of findings to a larger demographic.

To comprehensively explore the full spectrum of the morphological structure of Gen Z language, it is recommended to broaden the scope of data gathering beyond publicly available posts. Incorporating Facebook posts, regardless of privacy settings, would provide a richer dataset for research. Semantic and comparative analyses are also recommended. Future researchers might explore Gen Z language's morphological structure, semantic shifts, and neologisms in Gen Z language, providing a comprehensive picture of their linguistic evolution. Comparative analysis of Gen Z language with earlier generations is crucial to uncover specific morphological shifts, providing a better understanding of linguistic developments. By investigating linguistic patterns, word forms, and syntactic variations present in these posts, researchers can gain deeper insights into how Gen Z's language is shaped and how it differs from previous generations. This approach will enable a more accurate understanding of the morphological intricacies and trends that define Gen Z's communication style.

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