

Chapter I: Introduction

This chapter consists of background, problem, objective, significance, and delimitation of the study. Also it presents about previous study.

Background of the Study

Every language has its own rules as well as English. In linguistics, one of the rules in English is called morphology. Morphology discusses about how words are formed. Akmajian et al (2001, p. 12) state that morphology is a study about the internal structure of words and the relationship among the words. Therefore, one of the discussions in morphology is word formation process. Word formation process is a way of modifying or creating new words from existing words in order to produce novel forms of words. For example, the word *finsta* derives from the blending process of words *fake* and *instagram*. Moreover, in general, there are some processes of forming new words such as derivation, compounding, coining, abbreviating, and blending.

Furthermore, new words keep coming certainly and they often come from informal language rather than formal language. It is because the use of it is more casual and spontaneous. People use the informal language when they talk with their family and their friends. One of the informal languages that is used especially among teenagers is slang.

Slang is known as a kind of language that belongs to a group or a community in society, which is the meaning of slang may not be understood to all. Further, besides as a communication tool, it also uses as an identity among people

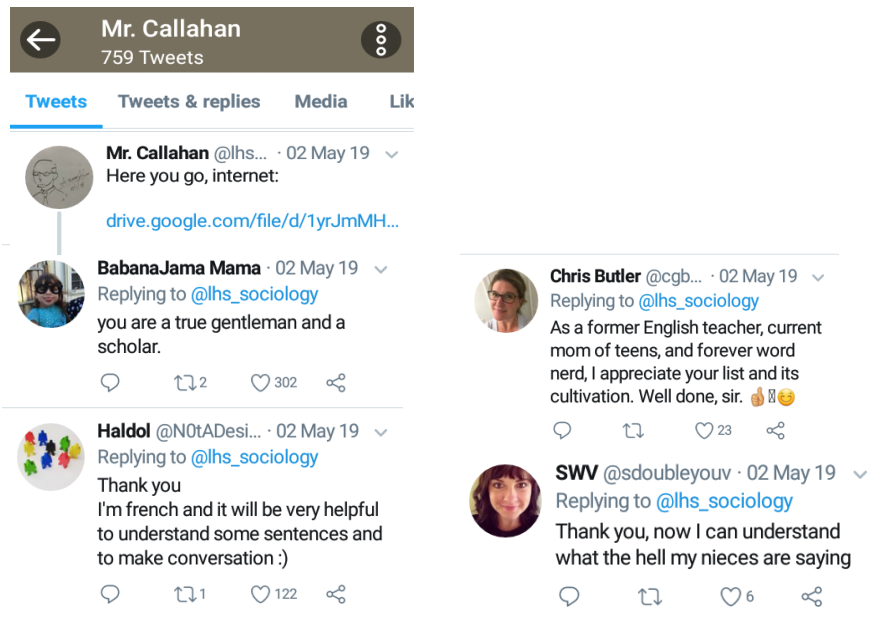
in a group. Moreover, in the past, slang was commonly associated as a language for uneducated people or for criminals yet, nowadays it is a language that carries nuance of trendiness. It is because slang develops in line with the trends of modern society.

As a language that follows the trend, slang keeps up-to-date into new one based on the needs of the users. Further, nowadays, the new slang is slang used by teenagers at this time who are categorised as *Gen Z*. *Gen Z* is a group of people who were born in 1995-2010, in the era of digital (Bejtkovsky, 2016; Gaidhani, Arora and Sharma, 2019). Therefore, based on their birth year, teenagers are categorised as members of this generation.

As a generation who was born in different eras with their elders, *Gen Z* has their own slang. Their slang contain new form with new meaning or just new meaning that different from slang in the past. It is because they create or modify slang due to fulfil their language needs. They use their slang in order to keep insider in and outsider out or to exclude passers-by from their conversation. For example, when they want to keep secrets from adults, of course they do not use the same slang as the adults'. Hence, they need new slang that is just understood among them, and then their secrets can be kept. For instance of their slang is *suh*. It is a short way to say *what's up*. From the form, it is hard to define that *suh* is same as what's up. Most people may be familiar with *what's up* but may not be with *suh*. People, specifically older may think that it is not English.

Related to the explanation above, it can be concluded that *Gen Z* creates or modifies their slang as they want and they use it as an identity. Further, the *Gen Z* slang commonly is hard to be understood chiefly by elders either the form or the meaning. Moreover, the slang is temporary and flexible either the form or the meaning hence, it can change anytime following the users' wish. Therefore, their slang is needed to be documented and through this research, the researcher wanted to study their slang by focusing on finding and determining the forms and types of word formation process of their slang.

Moreover, there are lots of sources that collect the *Gen Z* slang as well as in personal blogs or in dictionaries in order to share about a language that is used by teens. Dictionary is a medium used to store words in order to maintain them. One of the dictionaries that collects the *Gen Z* slang is Callahan's Generation Z Dictionary. It is a restricted dictionary that contains only the *Gen Z* slang. This dictionary was made by James Callahan, a sociology teacher at a high school in Massachusetts. It was released in 2019 with 73 slang terms, which means it is a new and a small dictionary. Yet, it became the viral dictionary since it had already been talked about in some online newspapers such as in USA Today and Metro.co.uk. Moreover, besides in online newspaper, it also got positive comments from netizens on twitter when it was posted. Further, here are some screenshots of the comments.



Those positive replies came out when the creator of the dictionary, Mr. Callahan posted a link that is used to go through to the dictionary on his own twitter, @lhs_sociology. The twitter users stated that this work was really helpful for them since this dictionary assisted them in understanding the *Gen Z* slang. One of the replies was from twitter user @sdoubleyouv who thanked to Mr. Callahan because she could understand what her nieces were said with the help of the dictionary. In this case, her nieces may be a part of *Gen Z* since she needed that dictionary to understand her nieces' talks. This shows that Callahan's work accommodates a help for people mainly who want to know more about *Gen Z*. Additionally, it got 300,000 likes and 93,000 retweets on April 30, 2009, the first day it was posted.

Consequently, based on the strength of this dictionary, the researcher decided to use it as the subject of this research. Further, to investigate the types of word formation process of *Gen Z* slang that is in Callahan's Generation Z

Dictionary, the researcher applied the combination theory of Mattiello (2008) and Yule (2010). There are 15 types of word formation process that proposed by them such as etymology, coinage and fanciful formation, borrowing, compounding, blending, clipping, back-formation, conversion, acronyms and initialism, prefixation, infixation, suffixation, multiple processes, reduplicatives, and reversed forms.

Problem of the Study

Regarding the background of the study, the problem statement of this research was formulated as “What are the types of word formation process of *Gen Z* slang in Callahan's Generation Z Dictionary?”

Objective of the Study

Through the problems statement of this research, the researcher aimed to identify the types of word formation process of the *Gen Z* slang that is in Callahan's Generation Z Dictionary.

Significance of the Study

Advantages that are offered by the researcher through this research consist of two parts, theoretical and practical.

Theoretically

Slang is a common topic in research, however the fact that the study of *Gen Z* slang is new. Therefore, the outcome of this research is expected to enrich the study about *Gen Z* slang specifically under the issue of word formation process.

Practically

There are some advantages expected from this research. First, it is expected to be useful for readers in order to expand their knowledge about word formation process. Second, this research can be a reference to conduct other researches related to slang, dictionary, or *Gen Z*. Third, it is also expected to be a media to know about *Gen Z*, their slang, and also to introduce the Callahan's Generation Z Dictionary. Fourth, this research is expected to inspire lexicographers to create *Gen Z* or other generations' slang in their own languages such as in Indonesian in order to maintain the language.

Delimitation of the Study

The focus of this research is to find out the types of word formation process of *Gen Z* slang that is in Callahan's Generation Z Dictionary. This dictionary contains slang of *Gen Z* and the slang is created in order to fulfill the needs of *Gen Z*. Therefore, in order to know how the *Gen Z* creates or modifies their slang, then the researcher investigated this research. There are 73 slang terms in Callahan's Generation Z Dictionary yet, not all slang terms were investigated since the researcher had some criteria that had been provided in chapter III (please reverse to page 47-49). Furthermore, for the word formation process, the researcher employed the theory of Mattiello (2008) and Yule (2010) where there are 15 types that are used in this research (please read page 16-34). Moreover, to get a deep analysis of the way the slang terms are formed, the researcher applied morphological analysis to show the constituents of the slang terms and how they are formed.

Previous Study

In this section, there are three previous studies that relate to this present study. For the further explanation as below:

The first study is about “Learning Approaches of Indonesian EFL *Gen Z* Students in a FLIPPED Learning Context”. This research was conducted by Hery Santosa (2017) from Ganesa University of Education. The researcher was interested in investigating his research because he found there were some previous studies that talked about students’ approach in learning and they found that lots of university students tended to pass the academics subject merely as an academic requirement. Therefore, he wanted to see if this problem happened in the Education Department Students at University of Singaraja, Bali. Besides, he also wanted to apply the FLIPPED Learning context in order to know if this learning model could influence the teaching-learning process in that department specifically, in writing subject.

The second research is from Elsa Lisanul Fathonah (2018) with the title “Word Formation and Meaning of Slang Words on “*Meme*” Picture of Group “*Shitpostbot 5000*” On Social Media “*Facebook*”. She is from State Islamic University of Sunan Ampel Surabaya. The reasons for examining this research was because she found out there were lots of word formation process that happened in *Meme* pictures. Therefore, she was interested in doing this research. Besides that, she also wanted to present another point of view of word formation process by examining the *Meme* pictures on Facebook.

The third study is about “Word formation processes in English new words of Oxford English Dictionary (OED) online” by Ratih and Gusdian (2018). They are from University of Muhammadiyah Malang. They were interested in investigating this research because OED is one of the dictionaries that contains lots of words and none of researchers investigate OED as the subject of a research, specifically related to word formation process. Therefore, they used this chance to do a research about it by focusing their object on the new words that are in OED. Moreover, new words that they investigated were new words that came up in 2012-2016.

Based on the explanation above, those three researchers have similarities and differences with this present study. The first is Santosa's study. The similarity between the Santosa's study and this present study is the object, which is *Gen Z*. However, Santosa's study focuses on analysing the application of FLIPPED as a learning model in *Gen Z* class, while the focus of this present study is *Gen Z* slang. Further, his study is a study in the ELT field (English Language Teaching) while this present study is in Linguistics field. The second is Fathonah's study. Both are about word formation process in slang but Fathonah focuses on slang that in “*Meme*” Picture while this present study is in *Gen Z* slang that is in Callahan's Generation Z Dictionary. The last is Ratih and Gusdian's study. Their study is also about word formation process but the object is new words in Oxford Online Dictionary hence, it is different from this study. In conclusion, those previous studies discuss three main elements; *Gen Z*, slang, and dictionary but

from different perspectives. Therefore, this study combines those elements into one research by focusing on word formation process.