

# Usage of cyber slang and its influence on the writing proficiency of junior high school students in Divine Word College of San Jose

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## Abstract

As social communication continues to influence language use among students, many studies have shown the negative impact of slang use on writing proficiency. This study was conducted to identify the relationship between the usage of cyber slang and the writing proficiency of junior high school students at Divine Word College of San Jose. The researchers used a descriptive-correlational research design, with 207 students as the study's respondents. The methods for collecting the important data require obtaining permission from the school administration and disseminating structured questionnaires to selected respondents. The study investigates the use of cyber slang, including acronyms and abbreviations, alphanumeric slang, shortened words, and internet phrases. Writing proficiency was evaluated in terms of spelling, grammar, punctuation, and vocabulary. The study revealed that both usage of cyber slang and writing proficiency were at a moderate-high level. A significant but very weak relationship was found between demographic profile and writing proficiency. Nevertheless, it was found that there is no significant relationship between the usage of cyber slang and writing proficiency. The results suggest that although students often use cyber slang in online communication, it does not significantly influence their academic writing proficiency. This study recommends that the school observe and evaluate writing development across grade levels to ensure that students' writing skills continually improve as they develop academically. Lastly, future researchers must investigate other factors that could affect writing proficiency to obtain a wider understanding of students' writing development.

**Keywords:** cyber slang usage, writing proficiency, academic writing, writing development, alphanumeric slang

## Usage of cyber slang and its influence on the writing proficiency of junior high school students in Divine Word College of San Jose

### 1. Introduction

Cyber slang is a kind of informal language used online, and it has become a popular way for the young generation to express themselves. Most students now spend a lot of time interacting online, where informal language and cyber slang are commonly used. As supported by Dimacangun and Guillena (2023) in the *International Journal of Educational Management and Development Studies* published by the Institute of Industry and Academic Research Incorporated, usage of social media among junior high school students in the Philippines is high and has become an essential part of their communication and studying experiences, reflecting the high frequency of usage of social media in the Philippines. As they participate more frequently in online conversations, it becomes important to explore whether this online behavior carries over into the academic setting, especially in their formal writing. However, the use of shortened words and abbreviations helps users communicate quickly and express their emotions more easily. In online communication, where there are no visual or vocal cues, emoticons or emojis serve as helpful replacements for nonverbal signals, helping users express their emotions. Students are likely to forget the correct usage of cyber slang because they use their phones daily, which often leads to its inappropriate use in academic writing. Hamidah's (2020) work showed that excessive exposure to informal language, including slang, can lead to a decline in standard-language grammar and writing skills.

As social communication continues to influence language use among students, many studies have shown the negative impact of slang use on writing proficiency. Furthermore, a study by Putri Paino et al. (2024) reveals that over 80% of frequent slang users had problems with formal writing, and 65% had difficulty, particularly with writing structured essays. Although several international studies have been conducted, there is limited research on the localized experiences of junior high school students in the Philippines with academic writing, including grammar, vocabulary, and spelling. This gap shows the importance of conducting a study at Divine Word College of San Jose to know the connection between informal language practices and academic writing development in a localized context. This study may also help individuals better understand how the use of cyber slang influences students' writing proficiency. This study sought to determine how cyber slang influenced the students' writing proficiency. The findings helped determine whether frequent exposure to cyber slang contributed to difficulties in academic writing or helped students express ideas more freely. The results of the study primarily benefited Junior High School students by increasing their awareness of appropriate language used in formal and informal contexts. Teachers and school administrators also benefited from the findings, as these served as a basis for improving instructional strategies and language policies. At the same time, future researchers may use the study as a reference for related research on digital language use and writing proficiency.

**Statement of the Problem** - This study sought to determine the influence of cyber slang on the writing proficiency of Junior High School students of Divine Word College of San Jose. Specifically, the study aimed to answer the following questions: (1) What is the profile of the students in terms of age and grade levels? (2) What is the level of cyber slang usage of Junior High School students in terms of acronyms and abbreviations, alphanumeric slang, shortened words, and Internet phrases? (3) What is the level of writing proficiency of Junior High School students in terms of spelling and grammar, punctuation, and vocabulary? (4) Is the level of academic writing proficiency of Junior High School significantly affected by the profile of the students and cyber slang usage?

**Significance of the Study** - This study is important, as it sought to determine the influence of cyber slang on writing proficiency. Primarily, this study will help raise students' awareness of how frequent use of cyber slang can negatively affect their academic performance. Second, it will help students develop language discipline and learn to distinguish between informal and formal language use. Third, it will provide language teachers with

insights to help them address language-related issues and strengthen their teaching strategies for students' formal writing. Fourth, this study will help parents understand how their children's online habits affect their academic performance, enabling them to provide better guidance at home. Fifth, this study will help the community by spreading awareness of how the use of cyber slang can affect students' academic writing proficiency. This research can encourage community organizations to develop programs on cyber slang focused on teaching youth about the responsible and appropriate use of language, both online and offline. Lastly, this study will serve as a valuable reference for researchers interested in examining the impact of cyber slang on academic writing skills. Additionally, it may facilitate further research into areas such as online behavior, the utilization of digital language, or the effect of social media on academic communication.

## 2. Methodology

**Research Design** - This research employed a descriptive-correlational design to examine the relationship between students' use of slang and their writing proficiency. The descriptive design was used to determine the profile of the students in terms of sex, age, and grade level; it also determined the level of cyber slang usage and the academic writing proficiency of the Junior High School students. Moreover, a correlational design was used to test the relationship between the use of cyber slang and the writing proficiency of Junior High School students.

**Respondents of the Study** - The researchers obtained authorization from the administration of Divine Word College of San Jose to conduct the study involving Junior High School students enrolled in the school year 2025–2026. The number of Junior High School students was included in the study's sampling frame. Following the calculation of the sample size, stratified random sampling will be used to select participants. Stratified random sampling is suitable, as it reduces the risk of bias in respondent selection and ensures that the results accurately reflect the performance of the entire junior high school population. Even though stratified random sampling was used to ensure representation from each grade level, the final sample size per grade level was determined by the students who were present and willing to participate during data collection. The overall population of the Junior High School is 446, coming from 4 grade levels, grade 7 to grade 10, and the researchers utilized the Raosoft sample size calculator at a 95% confidence level, 5% margin of error, and 50% population proportion to determine the required sample size of 207 respondents. Thus, there were 44 from grade 7, 60 from grade 8, 43 from grade 9, and 60 from grade 10.

**Research Instrument** - The research instrument that was used in this study was a self-constructed questionnaire. The questionnaire involved two parts: the profile of the respondents and the cyber slang in four aspects (the acronyms and abbreviations, alphanumeric slang, shortened words, and internet phrases) and the academic writing proficiency in four aspects: the spelling, grammar, punctuation, and vocabulary. The first part of the survey questionnaire assessed respondents' profiles in terms of age, sex, and grade level. The second part of the study used a quantitative research method, consisting of a questionnaire. This part of the survey questionnaire consisted of 40 questions, with 5 questions each. In responding to this part of the questionnaire, respondents were asked to rate each statement by checking the box that corresponded to their level of agreement, using the scale: 4-Strongly agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

**Data Gathering Procedure** - To gather quantitative data to determine how cyber slang influences the writing proficiency of the students, researchers sent two (2) request letters, one for the school principal and the other for the department coordinator of junior high school, to allow the researcher to survey each section of the Junior High School Department of Divine Word College of San Jose to secure approval. Both the basic education principal and the junior high school coordinator approved the request letter and granted the researcher permission to conduct a student survey. Following approval, researcher-made questionnaires were distributed to the junior high school department at Divine Word College of San Jose. All surveys were collected after one (1) day, and the data were organized and prepared for analysis to yield meaningful insights.

**Statistical Treatment of the Data** - Both descriptive and inferential statistics were used to analyze all the data

collected in the study. Descriptive Statistics: Frequency and percentage were used to describe the respondents' demographic profile, including gender, grade level, and age. A weighted mean was used to determine the extent to which students used cyber slang in their daily online communication and to assess their writing proficiency in grammar, vocabulary, spelling, and punctuation. To test the relationship between the use of cyber slang and students' writing proficiency, Pearson's *r* was used. This statistical tool assessed whether the use of cyber slang had a significant effect on students' grammar, vocabulary, spelling, and punctuation. All statistical analyses were performed using Excel to ensure the accuracy and reliability of all results.

**Ethical Considerations** - The researcher ensured that all ethical guidelines for conducting academic research were followed throughout the study. The researchers obtained permission from both the research adviser and the school administration before collecting data. Participation in the study was entirely voluntary, and respondents retained the right to refuse or withdraw at any point without incurring any penalties or repercussions. To uphold confidentiality and anonymity, participants were not obligated to disclose their names or any identifying details. All data collected was confidential and utilized exclusively for academic purposes.

### 3. Results and Discussions

**Table 1**

*Frequency and Percent Distribution of Students' Profiles in Terms of Age and Sex*

Age	Frequency	Percent
12-13 years old	73	35.27%
14-15 years old	107	51.69%
16 and above	27	13.04%
Total	207	100%
Grade Level		
7	44	21.26%
8	60	28.99%
9	43	20.77%
10	60	28.99%
Total	207	100%

Table 1 presents the frequency and percentage distributions of respondents by age and sex. Among 207 student respondents, the largest proportion is in the 14–15-year-old age group, with 107 respondents, accounting for 51.69% of the total. This shows that more than half are within this age range, suggesting that most students are in middle adolescence, a stage often associated with significant academic and cognitive development. Students aged 12–13 years, with 73 respondents (35.27%), are the second-largest group. This shows that a considerable number of respondents are in early adolescence, a crucial stage in shaping their behaviors, social interactions, and academic performance. Furthermore, students aged 16 and above account for 27 respondents (13.04%), the smallest proportion among the listed age categories. The table above shows that, according to Alias & Razak (2023), younger, socially active individuals primarily understand slang. In contrast, older generations may struggle due to differences in age, environment, and academic background. Similarly, Yadav & Rai (2017) explained that anyone born between the mid-1990s and early 2010s grew up with global access to digital platforms. As students from junior high school belong to this generation, their constant engagement with online communication increases their exposure to cyber slang, which may affect their writing habits and proficiency.

Across the 207 student respondents, 8th- and 10th-grade students had the highest numbers, with 60 respondents each, representing 28.99% of the total per grade level. This shows that these two grade levels have the largest representation in the study. On the other hand, 7th grade has 44 respondents (21.26%), while 9th grade has 43 respondents (20.77%); both represent slightly smaller proportions of the sample. The distribution shows that all four junior high school grade levels are adequately represented, with no single grade level dominating the group. The representation among grade levels is significant, as previous studies have highlighted the role of grade level in students' language development and writing proficiency. In the study by Ricaforte (2022), the author found that junior high school students' exposure to cyber slang negatively affects their use of spelling, punctuation, and grammar, suggesting that students' academic writing skills may be affected by exposure to informal language

across grade levels.

Additionally, Gonzalvo et al. (2020) show that students who are regularly exposed to internet slang tend to encompass informal language into their communication, which may affect the formality of their academic writing. Furthermore, Hikmah et al. (2019) reported that Grade 8 students commonly make grammatical errors, highlighting that writing challenges vary across grade levels and that students encounter different language difficulties as they progress in junior high school. These results support the inclusion of grade level as an important variable in the present study, as differences in students' exposure to cyber slang and writing proficiency may be influenced by their academic and developmental levels.

**Table 2**

*Mean Level of Cyber Slang Usage of Junior High School Students in terms of Acronyms and Abbreviations, Alphanumeric Slang, Shortened Words, and Internet Phrases*

Indicators (Acronyms and Abbreviations)	Weighted Mean	Verbal Description
1. I use acronyms (e.g., "LOL," "BRB") when messaging online.	3.17	Moderate High
2. I use acronyms to make my conversations faster and easier.	3.40	High
3. I identify some abbreviations used by others.	3.16	Moderate high
4. I'm using abbreviations instead of writing full words.	3.08	Moderate High
5. The use of acronyms & abbreviations affects how I write in formal settings (e.g., school).	2.67	Moderate High
Composite Mean	3.10	Moderate High
Indicators (Alphanumeric slang)		
1. I use alphanumeric slang (e.g., "w8" for wait, "l8r" for later) when chatting with someone.	2.43	Moderate Low
2. When typing messages, alphanumeric slang saves me time.	2.75	Moderate High
3. I sometimes misunderstand alphanumeric slang used by others.	3.09	Moderate Low
4. I believe alphanumeric slang is only appropriate for informal settings.	3.03	Moderate Low
5. I use alphanumeric slang in my spelling in school/work writing.	1.97	Moderate Low
Composite Mean	2.65	moderate high
Indicators (Shortened words)		
1. I usually use shortened words (e.g., "pls" for please, "u" for you) when chatting online.	3.58	High
2. Shortened words make messages more convenient.	3.39	High
3. I encounter confusion when others use shortened words excessively.	2.92	Moderate High
4. I believe shortened words reduce the quality of communication.	2.75	Moderate High
5. Using shortened words affects how I spell in formal writing.	2.64	Moderate High
Composite Mean	3.06	Moderate High
Indicators (Internet phrases)		
1. I use internet phrases (e.g., "slay," "it's giving," "no cap") in conversations.	2.84	Moderate High
2. Internet phrases help me express myself better.	3.01	Moderate High
3. I sometimes struggle to keep up with new internet phrases.	2.90	Moderate High
4. Internet phrases influence how young people communicate daily.	3.35	High
5. I avoid using internet phrases in academic or professional writing.	3.12	Moderate High
Composite Mean	3.04	Moderate High

Scale: 3.25-4.00 High; 2.50-3.24 Moderate High; 1.75-2.49 Moderate Low; 1.00-1.74 Low

Table 2 shows the mean levels of cyber slang usage among junior high school students across acronyms and abbreviations, alphanumeric slang, shortened words, and internet phrases. The usage of acronyms and abbreviations among Junior High School students at Divine Word College of San Jose has a composite mean of 3.10, which is verbally described as "moderate high." The highest mean, 3.40 (High), was observed for Indicator 2, indicating that students mostly use these shortcuts to make digital conversations easier and more efficient. In contrast, the lowest mean of 2.67 (moderately high) in Indicator 5 suggests a lingering concern that these habits may affect formal school writing. Students show that their use of acronyms and abbreviations resulted in a moderate-high level, especially to make conversations more fast and easy. This shows that these forms of cyber slang are frequently used in casual digital communication. These findings are consistent with the study by Ahmad et al. (2022), who noted that the drive for conciseness and speed in social media communication often leads to the

normalization of such word forms among youth. However, Xursanovna (2025) highlights that while these abbreviations facilitate fast, direct exchange, they risk creating a linguistic disconnect when students are required to return to the rigid structures of formal academic writing.

Furthermore, in terms of academic writing, the result stating that the usage of acronyms and abbreviations affects formal writing received a high mean score of 2.67, suggesting that students recognize a possible influence of cyber slang on their academic writing. The usage of alphanumeric slang among students is at moderate level, with a few indicators showing moderate-low use. This recommends that even though students are familiar with it, alphanumeric slang is less used in their everyday messaging habits. This insight is supported by Umurzakova (2025), who observed that while slang and abbreviations enhance efficiency in online communication, their constant use may pose challenges when transferring informal language patterns into academic writing. Supported by the current literature, these results suggest that while acronyms and abbreviations are a natural part of students' online communication, awareness and proper guidance are important to ensure that such informal language does not negatively affect students' formal writing proficiency.

Moreover, in terms of alphanumeric slang usage, the respondents are also at a "Moderate High" level, with a composite mean of 2.65. Notably, the highest-rated item (Indicator 3, mean of 3.09) refers to students occasionally being confused by the alphanumeric slang used by others, indicating that not everyone, even among young users, always understands it. Furthermore, the very low mean of 1.97 for Indicator 5 suggests that students generally avoid using terms in their formal schoolwork, treating it strictly, as these terms are primarily suited for informal digital spaces. This behavior aligns with the views of Kulkarni and Wang (2017), who argue that alphanumeric slang is a specialized linguistic adaptation born from the constraints of digital platforms, serving as a tool for social belonging and efficiency. Nevertheless, Putri Paino et al. (2024) argue that constant exposure to these non-academic writing styles can still create problems for students, as students may reduce the quality of their formal academic writing, thereby affecting their academic performance. Overall, the results suggest that junior high school students exhibit a moderate level of alphanumeric slang use, primarily in informal communication. Consistent with the related literature, the results show that although students are familiar with the convenience of alphanumeric slang, they are generally aware of its use and well informed about its limited appropriateness in formal academic writing. This awareness may help reduce its possible negative effect on students' writing proficiency.

Regarding shortened words, the data show a composite mean of 3.06, which is interpreted as "moderately high." This result indicates that students frequently use shortened words and other abbreviations in their online communication. Indicators 1 and 2 received high verbal descriptions, suggesting that shortened words are commonly used for the convenience and efficiency of communication on online platforms. Student's use of shortened words resulted in a high to moderate-high level, finding them accessible for faster messaging. This suggests that shortened words are a chosen form of cyber slang in their online communications. This result is supported by the study by Ahmad et al. (2022), which reports that students tend to use shortened words to improve efficiency and speed in online messaging. Similarly, Hutaurok et al. (2024) explained that the rapid growth of social media use has normalized the use of shortened words among younger users, making it a common feature of their everyday communication. These studies understood that constant exposure to shortened words may affect students' writing practice, especially when distinguishing between informal and formal writing contexts. In the end, the findings show that students commonly use shortened words for convenience in online communication. A study's results suggest that, although shortened words are widely used in informal settings, students recognize that overuse of them may affect spelling in their academic writing.

Lastly, in terms of internet phrases, receiving a 3.04 composite mean is verbally analyzed as "moderately high." This shows that students commonly use internet phrases that are popular in their online interactions. Indicator 4 revealed a composite mean of 3.04, a "High" verbal illustration, suggesting that internet phrases greatly influence how students communicate in their daily lives. The student's use of internet phrases resulted from moderate-high to high, showing that these expressions help them express meaning and keep up with trends. However, students tend to avoid these phrases in academic or professional writing, showing a distinction between

informal and formal contexts. This result is supported by Vacalares et al. (2023), who found that internet phrases serve as a form of digital language among Generation Z, shaping how young people express intentions and emotions online. In addition, Villarroel (2025) highlights that internet phrases have become deeply ingrained in everyday communication and are no longer limited to informal settings. These findings suggest that while internet phrases enhance expression and social interaction, extreme use may blur the boundary between informal online communication and academic writing.

**Table 3**

*Mean Level of Writing Proficiency of Junior High School Students in terms of Spelling, Grammar, Punctuation, and Vocabulary*

Indicators (Spelling)	Weighted Mean	Verbal Description
1. I pay attention to correct spelling when sending online messages.	3.32	High
2. Spelling errors affect the clarity of a message.	3.39	High
3. I often overlook spelling mistakes when chatting casually.	3.25	High
4. I use autocorrect or predictive text to fix spelling errors.	3.10	Moderate High
5. Frequent use of shortcuts online has affected my spelling in formal writing.	2.72	Moderate High
Composite Mean	3.16	Moderate High
Indicators (Grammar)		
1. I use proper grammar when communicating online.	3.23	Moderate High
2. I believe grammar is important for clear communication.	3.54	High
3. I often ignore grammar rules when chatting informally.	2.65	Moderate High
4. Using incorrect grammar online affects how I write in formal situations.	2.67	Moderate High
5. I feel judged when I make grammatical mistakes in messages.	2.99	Moderate High
Composite Mean	3.02	Moderate High
Indicators (Punctuation)		
1. I use punctuation marks correctly when writing messages.	3.09	Moderate High
2. Lack of punctuation makes messages harder to understand.	2.93	Moderate High
3. I often ignore punctuation in casual chats.	2.73	Moderate High
4. Excessive use of punctuation (e.g., "!!!!") is common in my online communication.	2.93	Moderate High
5. Using improper punctuation affects my writing in school.	2.76	Moderate High
Composite Mean	2.89	Moderate High
Indicators (Vocabulary)		
1. I learn new vocabulary through online communication.	3.54	High
2. Internet slang has expanded my vocabulary.	3.28	High
3. I sometimes replace formal words with slang in my writing.	2.70	Moderate High
4. Online communication has improved my vocabulary knowledge.	3.32	High
5. Overuse of slang affects my vocabulary in academic settings.	2.64	Moderate High
Composite Mean	3.10	Moderate High

Scale: 3.25-4.00 High; 2.50-3.24 Moderate High; 1.75-2.49 Moderate Low; 1.00-1.74 Low

Table 3 presents the mean levels of writing proficiency among junior high school students in spelling, grammar, punctuation, and vocabulary. Despite the 3.16 composite mean noted in Table 5—often labelled "moderate high"—spelling ability among junior high school students remains unequal. Written expression generally reflects reliable letter usage, though errors appear under time pressure. Performance reached high levels in everyday vocabulary, core word forms, and common beginning segments. Still, consistency falters when speed becomes a factor. A pattern emerges when familiar settings show up during reading practice. Yet, scores of 4 and 5 fall within the moderate-to-high range, indicating that exposure to internet-based language may subtly influence spelling performance in academic writing. Student's attention to correct spelling resulted in a moderate-high level, particularly when clarity is important. Common use of shortened words online, however, has affected their proper writing spelling slightly. This aligns with Ehri (2020), in which misspelled words create issues for clear expression and scoring. From another angle, Ricaforte (2022) observed that informal web language weakens recall of correct spelling during formal tasks. Though subtle, digital habits reshape written accuracy over time.

Moreover, in terms of grammar, the composite mean of 3.02 indicates that junior high school students' grammar skills are classified as moderately high. Still, structural mistakes are evident across student work, even

with this result. Although understanding the role of grammar achieved a high classification, most aspects remain at a moderately high level. Because of this pattern, rule usage shifts when applied to a structured form. The student's use of proper grammar online resulted in a moderate-high level, with students familiarizing its importance for proper communication. Causal online communication sometimes leads them to ignore grammar rules, though this has little impact on formal writing. The overall result reflects limited mastery rather than full consistency in practice. Where one point reached a higher evaluation, others trailed behind under similar conditions. Thus, performance remains uneven, though not entirely insufficient, across measures shown. This finding aligns with the work of Rusmiati (2019), who states that a strong knowledge of grammar is needed to create quality written work. Despite this, studies have found that most of the time, students translate informal habits from online communication into formal writing. In the Philippines, grammatical challenges among students are also noticeable. This aligns with the current finding that, while students show moderately high proficiency, gaps remain in the consistent application of grammar rules across situations. To address these issues, Fitrawati and Safitri (2021) suggested educational strategies such as group study, writing class, and targeted grammar lessons, while Manirakiza et al. (2021) highlighted the use of actual materials, technology, positive feedback, and motivation-enhancing techniques to reduce mistakes related to grammar and to strengthen writing skills.

Moreover, junior high school students' writing proficiency in punctuation is examined. The table shows students' responses among five indicators related to the right use of punctuation in casual and formal writing. The results show a composite mean of 2.89, classified as Moderate High, indicating that students are familiar with the importance of punctuation but may not apply it consistently, especially in informal settings. Student's use of punctuation shows moderate-high proficiency, analyzing that correct use helps message clarity. Furthermore, informal online communication and too much use of punctuation slightly affect their writing in formal contexts. Punctuation plays a significant role in both writing and reading comprehension. Dolean and Prodan (2023) highlight that punctuation marks help readers analyze sentence structure and the clarity of narration and direct speech. Similarly, MacKay et al. (2021) noted that awareness of punctuation supports reading comprehension and overall language development. Despite its importance, research on students' use of punctuation remains limited. Grünke and Coepicus (2017) found that selected educational interventions enhance students' proper use of punctuation in writing performance, while Tavşanlı and Kara (2021) revealed that group and self-assessment activities significantly enhanced students' sticking to the rules of punctuation and spelling. Based on the results, students agreed that they use punctuation marks properly (weighted mean = 3.09) and that the absence of punctuation makes messages difficult to analyze (weighted mean = 2.93), reflecting their understanding of punctuation's role in the clarity of communication. However, students also reveal that they often disregard punctuation in casual communication (weighted mean = 2.73) and often use too much punctuation online (weighted mean = 2.93). The indicator shows that improper punctuation affects academic writing (weighted mean = 2.76), further suggesting that informal communication may influence it. Overall, the results show that while students understand the importance of punctuation, their practices in online communication may hinder consistent and proper use in formal writing.

Lastly, the table shows the level of writing proficiency in terms of vocabulary of the junior high school students. The results show a composite mean of 3.10, classified as Moderate High, indicating that students specifically recognize online communication as a great help in developing their vocabulary. Among the indicators, "I learn new vocabulary through online communication" got the highest weighted mean with 3.54. Next is "Online communication has improved my vocabulary knowledge," with a weighted mean of 3.32, which was analyzed as high. This suggests that students view online platforms as significant sources of learning vocabulary. However, "Overuse of slang affects my vocabulary in academic writing" recorded the lowest weighted mean with 2.64, showing moderate awareness of the negative effects of excessive slang use on formal vocabulary. The use of vocabulary resulted in a moderate-high to high, with digital communication and exposure to internet slang helping students learn new words. Overdependence on slang somehow hinders their academic vocabulary. Similarly, a study by Konza (2016) emphasized that direct vocabulary instruction helps students analyze word meanings and apply them correctly in context, enabling effective integration into their language use. Based on the result, junior

high school students recognize the positive impact of online communication and internet slang on vocabulary development. Nevertheless, the moderate ratings for changing formal words with slang got a 2.70 weighted mean, and the observed effect of overuse of slang on academic vocabulary got a 2.64 weighted mean, which suggests that too much exposure to informal communication may hinder the proper choice of words in formal writing. Overall, the results show that while online communication supports vocabulary growth, proper guidance is important to help students differentiate between informal and formal vocabulary use.

**Table 4**  
*Path Coefficient and p-values for Hypothesis Testing*

Paths	Correlation Coefficients	Effect Size	t-value	P-value	Interpretation
Writing Proficiency→Profile of the Student	0.105	0.156	2.684	0.009	Not Significant
Writing Proficiency→Cyber Slang Usage	0.026	0.001	6.937	0.711	Significant

Significant at  $P < 0.05$

Table 4 presents the path coefficients, effect sizes, t-values, and p-values for the hypothesis, which assess the relationships among writing proficiency, students' profiles, and the use of cyber slang among junior high school students. The table above shows that there is no significant relationship between students' profiles and writing proficiency ( $r = 0.105$ ,  $p = 0.009$ ). Since the p-value is lower than the 0.05 level of significance, the null hypothesis is accepted for this part. This shows that variables such as age, sex, and grade level have no significant effect on students' writing proficiency. Based on the effect size, the relationship is relatively weak. Meanwhile, the relationship between cyber slang usage and writing proficiency was revealed to be significant ( $r = 0.026$ ,  $p = 0.711$ ). The high p-value indicates that cyber slang usage has a significant effect on the writing proficiency of junior high school students in this study. Thus, the null hypothesis is rejected for this path. Overall, the results imply that students' profiles contribute more to variation in writing proficiency than cyber slang usage does.

#### 4. Conclusions

Based on the findings, the following conclusions are drawn: the demographic profile of the respondents. Most respondents were aged 14 to 15, with male students slightly more numerous than female students, and Grades 8 and 10 had the highest representation among Junior High School students. The level of cyber slang usage among Junior High School students. In terms of acronyms and abbreviations, alphanumeric slang, shortened words, and internet phrases, the students reveal a moderate-to-high level. Among the four types of cyber slang, acronyms and abbreviations were most commonly used, while alphanumeric slang was the least used—the level of writing proficiency of Junior High School students. The students demonstrated a moderately high level of writing proficiency in spelling, grammar, punctuation, and vocabulary. Spelling received the highest rating, while punctuation obtained the lowest rating among the four aspects—the significant relationship between students' profiles and writing proficiency. There is a significant but very weak relationship between students' profiles and writing proficiency. Although scientifically significant, the relationship is weak, indicating that students' profiles have only a modest influence on their writing proficiency. There is a significant relationship between cyber slang usage and writing proficiency. There is no significant relationship between cyber slang usage and writing proficiency. The use of cyber slang does not significantly influence the academic writing proficiency of Junior High School students.

**Recommendations** - In light of the significant findings, the following recommendations are offered. First, school administrators may consider implementing writing development programs for Junior High School students across various age groups and grade levels to develop their writing proficiency further. Second, language teachers may lead students in analyzing the proper use of cyber slang by highlighting the difference between informal online communication and formal academic writing. Third, teachers must conduct additional writing-focused activities, especially on punctuation and grammar, to further develop students' overall writing proficiency. Fourth, the curriculum coordinator may observe and evaluate writing development across grade levels to ensure that

students' writing skills continually improve as they develop academically. Lastly, future researchers may investigate other factors that could affect writing proficiency to obtain a wider understanding of students' writing development.

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