ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 6| June 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

MORPHOLOGICAL ANALYSIS OF SOUTHERN LEYTENONG BINISAJA

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ABSTRACT
Every language has unique qualities. The objective of this research was to analyze the morphological structure of Southern Leyteñong binisaja. In this study, the researcher employed two different types of instruments in a descriptive design. The researchers recruited 150 volunteers for this investigation. Participants must be literate, local residents, and at least sixty years old. The findings showed the language of Southern Leyte is divided into free morpheme or root word and non-free morpheme or suffix. There are simple words or root words only. There are also morphemes called independent. There exist three types of suffixes: derivational, verb, and noun. Three word structures were found in the Southern Leyte terminologies that were collected. It is repetitive, simple, and suffixed. There were three types of morphophonemic changes in the languages of the southern Leyte. These were omission of phonemes, phonemic change and metathesis. Certain phonemes were omitted without altering the meaning, while other phonemes were substituted without altering the meaning, for example /j-y/, /a-u/, /d-m/, /h-r/, /r-d/, /l-y/, /m-b/, /k-l/, /t-w/, /k-h/, /l-p/, /m-n/, /u-i/, /i-a/, /s-l/, /n-r/, and /t-s/. Another morphophonemic change was metathesis, which involved changing in the positioning phonemes around in words. The morphological analysis of Southern Leyteñong binisaja demonstrates that the region has a distinct characteristic. It was suggested that the completed study will aid Southern Leyte residents in comprehending the distinctive qualities of their dialect. Furthermore, rather than being affected by the roots of their own language, the majority of millennials today are influenced by dynamic words. In connection to this, the researchers proposed that there must be another study that should focus on the awareness on first language vocabulary among millennials and other younger generations.
KEYWORDS: *free morpheme; non-free morpheme; metathesis; omission of phonemes; phonemic change*

1.0 INTRODUCTION

Language is seen as a window into the society's culture, which is ingrained in each and every citizen. It implies that language will be used to determine the origins of humanity. All it demonstrates is that language is a reflection of the individual, and that a person's language use and speech patterns are influenced by the culture or environment to which they belong. Studying one's own tongue is crucial, especially now that there are numerous foreign languages that young people are interested in. The researchers concerned about the existing new languages currently used by young people that may be the native language would eventually disappear.

Embracing the dynamic term is not a negative thing; it's only an indication that the language is still alive, only make sure that the original or native language be forgotten permanently. It makes sense for students to like their mother tongue because it should come naturally to them before learning other languages. The implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) as a subject taught from grade 1 to grade 3 was presented in RA 10533. It found a problem for teachers due to the lack of reference. This is the reason why this study was developed and the researcher hopes that it will serve as a response to the problem of teachers who teach Mother Tongue.

Regarding the implementation of MTB-MLE, Borong (2019) explained that the use of regional languages or mother tongues in teaching students helps to easily understand the lesson and above all to preserve the mother tongue. The researcher observed that many of today's youth are obsessed with dynamic words. This is the reason why many of today's youth have gradually buried their native language in oblivion.

In the analysis of the morphological structure of Southern Leyteño Binisaja, attention was paid to the morphophonemic change occurring in the words. Abiog and David (2020) shared that through the study of language variations is an instrument to identify the characteristics of their own language. Akbuluta (2017) corroborated this, stating that it is critical for every person to be aware of morphological variety in their native tongue. Mayfield, Nicholas, and McNamee (2009) added that understanding a language's unique identity is essential to appreciating its diversity.

The field of linguistics known as morphology examines the morpheme, or the smallest meaningful unit of a word. The purpose of the study is to examine Southern Leyteñong Binisaja's morphological structure. The study's findings, the researchers anticipate and hope, will have a big impact, particularly on Mother Tongue instructors. Teachers of languages might utilize the gathered terms as additional resources.

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2.0 CONCEPTUAL FRAMEWORK OF THE STUDY

This study is anchored on the DepEd Memo No. 16s. 2012 (Mother Tongue-Based-Multilingual-Education (MTB-MLE), and Santos and Hufana (2008) who shared that linguistic variety might be attributed to extrinsic variables such as social groupings or geography, or to word sounds, vocabulary, and grammatical structures. In the DepEd Order No. 16, series of 2012, the MTB-MLE was implemented as a subject and a medium of instruction in the teaching process. Mother tongue is taught from Grades 1 to 3. The Department of Education believed that the use of mother tongue in the lower grade levels can help to effectively deliver learning.

In connection to this, Borong (2019), explained that one truth about linguistics was that a language changes because of geographical and social situations and a speaker's unique style. Each person has his/her varied ways in speaking. It is in the geographical variation where the difference in tone, vocabulary, and morphology of language or its grammar are found. The cause of language variation maybe in the aspect of regional variation or dialect.

3.0 METHODOLOGY

A qualitative descriptive design was employed to examine the Southern Leyteñongˇ Binisaya language among the chosen towns in Southern Leyte. A thorough analysis is conducted on the linguistic variety of Southern Leyteñong Binisaya. Creswell (2002), asserts that qualitative design necessitates a thorough comprehension of the collected data. Teherani et al. (2015) and Bhattacharya (2017) define qualitative design as the study of variation. The researchers declared that the study's approach was acceptable since it allowed for the identification and exploration of the Southern Leytenong Binisaya's morphological analysis through a thorough knowledge of the data that was gathered.

For this study, 150 volunteers were gathered by the researchers. Participants must be local residents, at least 60 years old, and literate. They were selected as volunteers because to their greater familiarity with and comprehension of the language being studied, as well as the researcher's perception that they are currently less exposed to or impacted by modern speech patterns. The referral technique or snowball technique was the method used in the selection of participants wherein the researchers took a key informant who gave the researcher an idea on the prospect participants through probability sampling. The participants came from different towns in Southern Leyte.

The researcher created a wordlist featuring words which were regularly used by people in their daily communication based on different categories such as elderly terms, human characteristics, occupation, and many more. Since the goal of this study was to use the final product as additional resources for instructors of Mother Tongue particularly in Southern Leyte the researchers prepared words that are used in the Southern Leyte. After the key informant informed the researchers on who should be included in the study, the researchers approached each of the chosen participants to explain the study's goal. The initial tool that the participants provided input on was the wordlist. While the participants were answering the questions, the researchers stayed with them to help with any queries they might have had and to provide clarifications regarding the instrument. The interview was conducted in an informal manner so that the participants would not hesitate to respond. The researchers told the participants throughout the interview, which took place in their spare time, that any personal information they collected would be treated carefully and in accordance with the privacy act's regulations.

In the gathering of data, the researchers discussed to the barangay captain the purpose of the study. After the discussion with the barangay captain, the researcher then proceeded to the mayor to inform the local office of the research that is to be conducted. When the barangay captain and the mayor both understood the purpose of the study, the gathering of data was then permitted and conducted. When all the data was gathered, the researchers started analyzing the morphological variations that are present in the languages of Southern Leyte.

4.0 RESULT AND DISCUSSION

The findings of the researcher's analysis of the gathered words in Southern Leyte are shown in this section.

Linguistic Structure of Southern Leyteño Binisaja

Morphology is the study of the morphemes of a language and their combination to form words. It is also the branch of linguistics that studies the morpheme (morpheme) or the smallest unit of sound that has meaning. The linguistic structure of Southern Leyteño binisaja is the focus of this study. The table shows that the language of Southern Leyte is divided into free morpheme or root word and non-free morpheme or suffix. There are simple words or root words only. There are also morphemes called independent because they are always attached to other morphemes. "Affixes" or suffixes are morphemes that are joined to other independent morphemes.

The derivational suffix, verb suffix, and noun suffix are the three suffix forms that are seen in the table. Adjectives are suffixes when they are joined to an independent morpheme to create a derivational, according to Borong (2019). Verb suffixes are connected to independent morphemes to generate verbs and nouns, respectively, transforming the word into a noun. The independent morpheme (suffix) *kina-*, *-an* and the free morpheme (root word) manghud make up the word *kinamanghuran*. Since the term *kinamanghuran* has evolved into an adjective, the suffix *kina-, -an* is incorporated in the adjective suffix. The term *kinamanghuran* refers how many he or she refers to their siblings. Taking the phrase *"Sija ang kinamanghuran sa ilang magsuun. (He is the youngest of their siblings). "*

The same is true of the word *hadlukan*, which is an adjective that is derived from the word *hadluk* and the suffix *-an*. The suffix *-an*, which indicates a person's kind or traits, indicates that the suffix *-an* is a derivational suffix. For example in the sentence *"Dili ko ganahan sa mga hadlukan nga tawo, ganahan ko sa mga isug. (I don't like cowardly people, I like brave people)."* And the third suffix form seen is the noun suffix. When a suffix like ka-is added to a root word, the word

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EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 6| June 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

becomes a noun. Like the word *kahibawu*. *Hibawu*, the base word, becomes a noun by adding the suffix ka-. The sentence *"Ang taas ug kahibawu mao ang daan na ijang makab-ot ang ijang mga pangandoy. (Having high knowledge is the way for people to be successful in their goals in life.)"*

Table1: Linguistic Structure of Southern Leyteño Binisaja

Southern Leyteňong Binisaja	Morpheme Type		Suffix Form	Word Structure
	Independent Morpheme	Non-Independent Morpheme		
ajaw/ayaw *(don't, no)*	ajaw/ayaw	-	-	simple
kahibawu *(knowledge)*	hibawu	ka-	noun suffix	suffix
amigas/hulmigas/umigas *(ant)*	amigas/hulmigas/umigas	-	-	simple
ariyus-aryus *(earings)*	ariyus-aryus	-	-	simple
awahi/uwahi *(last)*	awahi/uwahi	-	-	simple
balik-balik *(back & forth)*	balik	-	-	repeated
bawud/bawd *(waves)*	bawud/bawd	-	-	simple
gibato *(throwned)*	bato		verb suffix	suffix
bujug/buyug *(bee)*	bujug/buyug	-	-	simple
buka/buak *(broke)*	buka/buak	-	-	simple
mag-umul *(built, develop)*	umol	mag-	verb suffix	suffix
bunal/bunaw *(cold)*	bunal/bunaw	-	-	simple
bungul/bunguw *(deaf)*	bungul/bunguw	-	-	simple
kinamanghuran *(youngest)*	manghud	-in, ka-, an	derivational suffix	suffix
buhu *(hole)*	buhu	-	-	simple
hinay-hinay *(slowly)*	hinay	-	-	repeated
daku/maku *(big, huge)*	daku/maku	-	-	simple
diha-dira *(there)*	diha-dira	-	-	simple
dili/di *(no)*	dili/di	-	-	simple
diryut-diyut/dijut *(almost)*	diryut-diyut/dijut	-	-	simple
duul/duuw *(near)*	duul/duuw	-	-	simple
dunggan/dawunggan *(ears)*	dunggan/dawunggan	-	-	simple
duwag *(coward)*	duwag	-	-	simple
gunja-unja *(later)*	gunja-unja	-	-	simple
guul/guuw *(sad)*	guul/guuw	-	-	simple

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habul/habuw *(blanket)*	habul/habuw	-	-	simple
habul *(dull, opposite of sharp)*	habul	-	-	simple
hagu/gahu *(tire)*	hagu/gahu	-	-	simple
hakug *(selfish)*	hakug	-	-	simple
hulat/huyat *(wait)*	hulat/huyat =	-	-	simple
ihapa/ipha *(count)*	ihapa/ipha	-	-	simple
imabaw/ibabaw *(above)*	mabaw/babaw	-i	verb suffix	suffix
ingkud/lingkud *(sit)*	ingkud/lingkud	-	-	simple
ilabug *(throw)*	ilabug	i-	verb suffix	suffix
kadiyut/kariyut/kadyut *(wait a minute)*	kadiyut/kadyut	-	-	simple
kapuy-lapuy *(tired)*	kapuy-lapuy	-	-	simple
kinamanghuran *(youngest)*	manghud (d-r)	kina-, -an	derivational suffix	suffix
kulob/kuyob *(upside down)*	kulob/kuyob	-	-	simple
kumagku/kamagku *(thumb)*	kumagku/kamagku	-	-	simple
326ural/kuraw *(fence)*	kural/kuraw	-	-	simple
lakat/lakaw *(walk)*	lakat/lakaw	-	-	simple
likay-lihay (*avoid*)	likay-lihay	-	-	simple
litik-litik *(type of game that uses rubberband)*	litik	-	-	repeated
litik/pitik *(flip)*	litik/pitik	-	-	simple
lusi/kusi *(pinch)*	lusi/kusi	-	-	simple
mabdus/nabdus *(pregnant)*	mabdus/nabdus	-	-	simple
dung-ag/lung-ag *(cooked)*	dung-ag/lung-ag	-	-	simple
nganu man/ngaman *(why)*	nganu man/ngaman	-	-	simple
pusa/pisa/pisat *(crushed)*	pusa/pisa/pisat	-	-	simple
putdun/utdun *(cut)*	putdun/utdun	-	-	simple
sajal/saja *(skirt)*	sajal/saja	-	-	simple
sajaw-sajaw *(dance, dancing)*	sajaw	-	-	repeated
salindanaw/alindanaw *(dragonfly)*	salindanaw/alindanaw	-	-	simple
sinina/326anina *(dress, cloth)*	sinina/sanina	-	-	simple

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sukol/tukol *(retaliate)*	sukol/tukol	-	-	simple
susiha/suliha *(look at)*	susiha/suliha	-	-	simple
suway/sulay *(try)*	suway/sulay	-	-	simple
tana/tara *(lets go)*	tana/tara	-	-	simple
tangkal/tangkaw *(fence)*	tangkal/tangkaw	-	-	simple
tapad/tupad *(next to, beside)*	tapad/tupad	-	-	simple
tapulan/tapuwan *(lazy)*	tapulan/tapuwan	-	-	simple
tugut/sugot *(agree, allow)*	tugut/sugot	-	-	simple
ulo/uyo/u *(head)*	ulo/uyo/u	-	-	simple
wana/wa *(no more, none, nothing)*	wana/wa	-	-	simple

According to Borong, Amat, Balunsay, et al., (2023) the word has four structure, it is simple, suffixed, repeated and compound. In the collected terminologies in Southern Leyteño binisaja the researchers discovered that there are three word structures. It is the simple, suffix and repeated. A simple word consists only of the root word. The words *ajaw, awahi, hagu, laug, likay, nabdus, pisat, tangkal, tara, tugut,* are just a few examples of Southern Leyteño Binisaja root words. The words *kahibawu, gibato, giumol, kinamanghuran, hadlukan at mangdung-ag/maglung-ag* are just a few examples of Southern Leyteño Binisaja suffixed words. Words that have a suffix attached to them are referred to as suffixes. Furthermore, repeated characterizes the repeated root words. There are two types of repetition: partial repetition, in which just a portion of the root is repeated, and complete repetition, in which the entire root is repeated. The terms *balik-balik, hinay-hinay, litik-litik, sajaw-sajaw at tambal-tambal* are Southern Leyteñong binisaja terms that are included in complete repetition.

The findings simply indicate that no language is superior. This means that native languages or mother tongues have characteristics that are the same as other languages that can be used by teachers who teach linguistics as an example, especially when the subject is about morphology. This means that each individual must know their own language so however dynamic another language in their environment is, they will not forget their mother-tongue language. As a result, the study will contribute to the preservation of Southern Leyte's local tongue, as certain of its vocabulary and phrases have progressively faded into obscurity, particularly among younger generations.

Kinds of Morphophonemic Change

Table 2 shows the morphophonemic change according to omission of phonemes, phonemic change and metathesis found in the spoken words of Southern Leyte.

Omission of Phonemes

Southern Leyteñong Binisaja, composed of omission of phonemes. This process refers to the deletion of one or more phonemes from the dialect of Southern Leyte without changing its meaning. Examples for this are words like *kad**i**yut-kadyut**,** baw**u**d-bawd, nga**nu** man-ngaman, **h**ulmigas-umigas, **l**ingkud-ingkud, **p**utdun-utdun,* and ***s**alindanaw-alindanaw*, and many other. It has been observed that there is no consistency as to when the phonemes are omitted. There are phonemes omitted in the first part of the word like ***h**ulmigas-umigas, **l**ingkud-ingkud, **p**utdun-utdun,* and ***s**alindanaw-alindanaw*. There are also phonemes omitted in the middle of the word, like *ar**i**yus-aryus, baw**u**d-bawd, kad**i**yut-kadyut, ku**l**ba-kuba, pug**h**aw-pug-aw*, and many more and phonemes omitted at the end of the word like *di**li**-di, pisa**t**-pisa, saja**l**-saja, u**lo**-u, wa**na**-wa*, and many more.

The study conducted by Borong (2019) and Miclat (2017) yielded same results, indicating that phoneme changes or omissions in words are not novel. Prior to the creation of the official alphabet in the Philippines, phonemes were either changed or omitted. It indicates that Southern Leyte's language is similar to other languages, including Filipino, in that it contains borrowed words. The meaning remains unchanged in the event that a phoneme is absent.

Phonemic Change

According to Fontanella (2014), there are phonemes that are replaced without changing its meaning. It was found out that spoken words in Southern Leyte consist of changing phonemes. It just showed here that every dialect in the Philippines has its uniqueness. An evidence to this is that many of the spoken words in Southern Leyte are changed with phonemes **/j-y/,** like the words *a**j**aw-a**y**aw, bu**j**ug-bu**y**ug, di**y**ut-di**j**ut, sa**j**al-sa**y**al;* **/a-u/**, like the words **a**migas-**u**migas, **a**wahi-**u**wahi, k**u**magku-k***a***magku, t**a**pad-t**u**pad; **/l-w/**, like the words bungu**l**-bungu**w**, duu**l**-duu**w**, guu**l**-guu**w**, habu**l**-habu**w**, su***w***ay-su***l***ay, 327ural-kura**w**; **/d-m/**, like the word ***d***aku-***m***aku; **/h-r/** like word di***h***a-di***r***a; **/k-l/,** like the word ka***r***iyut-ka***d***iyut; **/l-y/**, like the words hu**l**at-hu**y**at, u**l**o-u**y**o; **/m-b/**, like the word i**m**abaw-i***b***abaw; **/r-d/**, like the words ***k***apuy-***l***apuy, ***l***usi-***k***usi; **/t-w/**, like the word laka***t***-laka***w;*** **/k-h/,** like the word li***k***ay-li***h***ay; **/l-p/**, like the word

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litik-***p***itik; **/m-n/**, like the word **m**abdus-**n**abdus; **/u-i/**, like the word p***u***sa-p***i***sa; **/i-a/** like the word s***i***nina-s***a***nina; **/s-l/**, like the word su**s**iha-su***l***iha; **/n-r/,** like the word ta***n***a-ta***r***a; and **/t-s/**, like the word ***t***ugut-***s***ugot.

The researchers noticed that the town of San Juan, particularly in barangay Basak and Agay-ay are many in almost all their words or languages with the phoneme /l/ replaced by the phoneme /y/, such as waya (nothing), huyam (hulam), bayo (widow), and many others. Compared to other barangays, the two barangays' languages differ in certain ways. This result is consistent with Santiago's (2022) assertion that every Philippine linguistic province has unique characteristics. The Philippines is regarded as a multilingual nation, according to what was said.

Table 2: Kinds of Morphophonemic Change According to Omission of Phonemes, Phonemic Change and Metathesis of Southern Leyte

Kinds of Morphophonemic Change		
Omission of Phonemes	**Phonemic Change**	**Metathesis**
ar**i**yus-aryus *(earing)*	a***j***aw-a***y***aw (*don't*)	buka-buak (*broken)*
baw***u***d-bawd *(wave)*	***a***migas-***u***migas (*ant*)	ihapa-ipha (*count)*
di***l******i***-di *(no)*	***a***wahi-***u***wahi (*end*)	hagu-gahu (*tired*)
di***r***yut-diyut/dijut *(almost)*	bu**j**ug-bu**y**ug (*bee*)	
*g*unja-unja *(later)*	bungu***l***-bungu***w*** (*deaf*)	
hulmigas-umigas *(ant)*	***d***aku-***m***aku (*big, huge*)	
kad***i***yut-kadyut *(wait a minute)*	di***h***a-di***r***a (*there)*	
ku***l***ba-kuba (*nervous)*	di***y***ut/di***j***ut *(almost)*	
lingkud-ingkud *(sit)*	duu***l***-duu***w*** (*near)*	
nga***nu*** man-ngaman *(why)*	guu***l***-guu***w*** (*sad*)	
pisa***t***-pisa *(crushed)*	habu**l**-habu**w** (*blanket*)	
pug***h***aw-pug-aw *(fade)*	hu***l***at-hu***y***at (*wait*)	
putdun-utdun *(cut)*	i**m**abaw-i***b***abaw (*above*)	
saja***l***-saja *(skirt)*	***k***apuy-***l***apuy (*tired*)	
salindanaw-alindanaw (*dragonfly)*	ka***r***iyut-ka***d***iyut (*wait*) k***u***magku-k***a***magku	

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u***lo***-u *(head)* wa***na***-wa *(no more, nothing, none)*	(*thumb*) kura***l***-kura***w*** (*fence*) laka***t***-laka***w*** (*walk*) li***k***ay-li***h***ay (*avoid*) ***l***itik-***p***itik (*flip*) ***l***usi-***k***usi (*pinch*) ***m***abaw-***b***abaw (*above*) **m**abdus-**n**abdus (*pregnant*) p***u***sa-p***i***sa (*crushed)* sa***j***al-sa***y***al (*skirt*) sa***j***aw-sa***y***aw (*dance*) s***i***nina-s***a***nina (*dress, cloth*) su**s**iha-su***l***iha (*look at*) su***w***ay-su***l***ay (*try*) tambal-tamba**w** (*medicine*) ta***n***a-ta***r***a (*let's go*) t***a***pad-t***u***pad *(next to, beside)* tapu***l***an-tapu***w***an (*lazy*) ***t***ugut-***s***ugot (*agree, allow*) u***l***o-u***y***o (*head*)	

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Metathesis

One type of morphophonemic alteration known as metathesis occurs when phonemes in words are rearranged without altering the meaning of the word. The researchers found that in the words buak-buka (broken), hagu-gahu (weary), and other Southern Leyteñong Binisaja, there is a change in phonemes in ak/, ka/, /ha/, and /ga/, but the meaning remains the same. However, other writers, such as Borong (2019), concentrate on a language system's structural complexity. The results of her study are the same as the results of the current investigation. Southern Leyteñong binisaja have different morphological construction like roots, affixes, and repeated words. There were also three (3) suffix forms, three word structures and three morphophonemic changes. Therefore, it may be inferred that the languages of Leyte have unique morphological differences, just as the other local languages.

5.0 CONCLUSION AND RECOMMENDATION

In the overview of the morphological analysis of Southern Leyteñong binisaja, its shows that the Southern Leyte has a unique characteristic. It was indicated that the developed study will help the people of the Southern Leyte understand the unique characteristics of their dialect. In this way of learning the native language of Southern Leyte can be preserved especially for the younger generation that is fixated on modern lingo or dialects. The results of the study show that because of their varied patterns, today's youth face significant challenges while trying to speak their native tongues. Therefore, in order to successfully convey to their students to preserve and promote native language, language teachers must have a thorough understanding of the morphological structure of their native tongue.

The limitation of this study is that most millennials nowadays are influenced by dynamic words rather than being directed toward the roots of their own tongue. In connection to this, the researchers proposed that there must be another study that should focus on the awareness on first language vocabulary among millennials and other younger generations.

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