

**ABSTRACT**

In the undergraduate program of English Department Universitas Airlangga, according to its 2015-2020 curriculum, there are eighty-eight courses named in English and thirty-three courses named in Bahasa Indonesia. However, previous studies indicated that regardless of what were the course names given from the faculty, students would still make another distinct vocabulary to address them. This study presents the result of word-formation processes and the most frequent processes used by the English Department's students of Universitas Airlangga to address their course names, more specifically among the batch 2017-2020. The collected data was in the form of students' chat on social media such as WhatsApp, Line, and Telegram. The writer gathered 305 course names written by the students and analyzed 214 of them using qualitative approach. There are eight word-formation processes found, which are abbreviation (28%), acronyms (15.4%), blending (11.7%), clipping (24.4%), borrowing (2.8%), derivation (5.6%), novel word crafting (1.4%), and multiple processes (5%). The result shows that abbreviation and acronym appear as the most frequent processes. Since abbreviation and acronyms both shortened lengthy words into a mere word or phrase, the writer can conclude that students tend to make a formal-sounding course name into a simple and easy-to-remember one.

**Keywords:** *Course Names, English Department, Word-Formation Processes*