

FAIRCLOUGH'S CDA IN THE ACRONYM OF REGIONAL NAMES IN BANYUMAS REGENCY

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Abstract

This research aimed to describe the meaning of acronyms of Regional names in Banyumas regency and the background of their creation. This research used Fairclough's theory (1995) about Critical Discourse Analysis approach. The data collection technique was taken by interviewing Alan Asprilla (as the acronym video maker) directly and was continued by making transcription of the video. The results of the research showed that there were three levels of analysis. First, micro-analysis showed that the pronouns *aku* 'I' and *kamu* 'you' and several other dictions were used in the data. Second, meso-analysis showed that Alan's purposes in making the acronym were to entertain the audience and also to introduce Banyumas region to the society widely. Third, macro-analysis showed that the relationship between Alan and audience was equal.

Keywords: critical discourse analysis, acronym, micro-analysis, meso-analysis, macro-analysis.

1. Introduction

Language is an important communication media for people and their different social, cultural, science and technology backgrounds cause diversity in the language. This diversity shows the existence of dynamic language development in the society. As time goes by, the use of language has shifted and it is not always used in complete sentences. People begin to develop their communication style. Some conditions have made people start to use short words in the communication by using a style of contracting words into acronym, blending and clipping. This style has become very innovative and popular in Indonesia, especially in teenagers. Many teenagers use the short language style to express their ideas.

Teenagers who are also a part of the society often use new words, which tempt the listeners' curiosity. The use of acronym is very popular in their community. They create language variations in communicating their ideas to make different characteristics from different community. Their intention to get sympathy, and impression of being cool and sociable make teenagers vying to create acronyms which sometimes beyond the society's expectation. These symptoms are the indications of the socio-cultural influences of society who follow their communication style. This social change leads to the emersion of a new form in language. The change in language form happens not because of their dissatisfaction toward the used language, but because of their desire to find new things which are different from the current language.

The phenomenon of using acronym was also found in a group of teenagers in Banyumas regency. The teenagers who were spearheaded by Alan Asprilla and his friends

made acronyms for regional names in Banyumas Regency. They made acronyms together, and then they uploaded the acronyms through social media. Initially, they came to an idea to make acronyms only for their own entertainment or joke. Beyond expectation, their videos gained much attention from netizens after being uploaded on social media. Alan Sprila and his friends become famous and they are asked to make acronyms for other regions in Banyumas Regency. One of the acronyms, which constitutes the regional name of a place, is *Sokaraja*. It is a name of a sub-district in Banyumas regency, while Alan Sprila's video on *You Tube* mentions that *Sokaraja* stands for *Sok Ramah Pngen Dipuja* (Pretending to be friendly just to get a praise). The process of making acronym is from the syllable *Sok* representing the word *ngesok* 'pretend', the syllable *ra-* standing for *ramah* 'friendly', and the syllable *ja-* standing for *ingin dipuja* 'want to be praised'. The acronyms *Patikraja* and *Wangon* are also regional names in Banyumas Regency. *Patikraja* stands for *pacarku cantik, rajin, dan manja* 'my girlfriend is beautiful, diligent, and lovely' whereas *Wangon* stands for *WA (WhatsApp)-mu jarang on* 'your whatsApp is rarely active'. From the examples given above, the mention of the names of local places does not really refer to the true meaning but it refers to their joke which represents teenagers' terminologies expressing their feelings. It can be concluded that teenagers can convey ideas or feelings by shortening words or writings, and are able to make different terminologies when they enhance the style of their conversation through acronym.

Based on this explanation, the focus of this research is to describe the acronym analysis in the regional terms in Banyumas and its surrounding areas. This phenomenon is analyzed through Critical Discourse Analysis (CDA), which includes acronym description, acronym interpretation in its relation with text and interaction, and explanation of the relationship between the interaction and the social context.

2. Literature Review

Mulyana (2005: 1) notes that discourse study is an understanding of human actions carried out with language (verbal) or non-language (non-verbal). In academic world, this study is known as discourse analysis. It is quoted from Paltridge's statement (2006: 2) about discourse analysis in which it is called as a way of analyzing speech and writing. The discourse analysis can be revealed through critical and non-critical approaches. Jorgensen and Philips (2007: 114) state that critical discourse analysis provides theories and methods that can be used to conduct empirical studies of the relationship between discourses, social and cultural development in different social areas. The aim is to explain the discourse linguistic dimension of the social and cultural phenomena and the process of change in current modernity. On the other hand, Eriyanto (2001:7) state that critical discourse analysis sees the discourse of the use of language in speech and writing as a form of social practice. Discourse as a social practice causes a dialectical relationship between certain discursive events and the situations, institutions and social structures that shape it.

Fairclough also explains about critical discourse analysis approach, that discourse dimension is divided into three parts; they are the text dimension, discourse practice dimension, and sociocultural practice dimension. In Fairclough (2007: 128), it is explained that language is a social practice, which includes three discourse dimensions, such as description, interpretation, and explanation. Description is related to the formal nature of a text. Interpretation is a relationship between text, interaction that is seen as production process and interpretation source. Explanation is a relationship between the context of

social interaction and social determination in the production, also its social effects interpretation. There are three dimensions in the research:

1) Text Dimension

Text in the form of written or oral and oral text may only be spoken, like on the radio, or on television (spoken and visible). Fairclough (2003: 126-128) divides the formal aspects of the text into vocabulary, grammar, and text structure;

2) Discourse Practice Dimension

This dimension contains the result of the text description in its level of process that is going to be used to interpret the text. According to Fairclough, interpretation procedure is divided into two, they are the interpretation of the text, and its contextual situation. Interpretation of the text is divided into four levels, they are: (1) Surface of utterance, the process when the interpreter changes any signs in the text into words or sentences by utilizing phonology, grammar, and vocabulary; (2) Meaning of utterance, it is related to give meaning for expressions in text using semantics and pragmatics; (3) Local coherence, it is a level in which establishing meaning relationship among various equivalent expressions can create a coherent interpretation of a counterpart or its sequence by using pragmatics; (4) Text structure and 'point' which relate to the global text coherence. The interpreter can determine the type of discourse that is being analyzed and the structure of the discourse by using a schemata of different discourse patterns; whereas, the interpretation of contexts is divided into situational context and intertextual context.

Situational context can be traced by analyzing institutional social structure and society, which surrounds the text production. Intertextual context can be known through the interactional history of various discourses, so it can be seen which discourse is related to the discourse in the text and its assumption that determines what is accepted and what is rejected.

3) Sociocultural Practice Dimension

This dimension is a stage of discourse explanation analysis as a social practice. Through this stage, there is a description about the choice of the language and its relation with ideology and power. Fairclough in Eriyanto (2003: 322-326) states that the factors which influence the discourse practice are: (1) The situation, the condition when the discourse is being produced, (2) Institutions, the influences of organizational institutions in the discourse practice production, (3) Social or society point of view.

According to Ramlan (2009: 21), there are several types of word formation in language; they are affixation, reduplication, composition, abbreviation, metanalysis, back-derivation, and morphophonemic rules. Whereas Kridalaksana (2008: 1) explains that abbreviation is a morphological process by removing one or several lexeme combination, lexeme part or a combination of lexemes, then it forms a new arrangement as word. The abbreviation has several sub-studies in which one of them is an acronym.

Acronym is an abbreviation or combination of letters that is treated as word. Acronyms are structured with the aim of shortening word to make it more practical to use in communication. As Wijaya stated (2009: 108), acronym is a term of shortening compound form that consist of initial syllable letters, combination of syllables or combination of initial letters and syllables of a series of words which are needed as words. According to Chaer (2011: 165) an acronym is an abbreviation that is confessed and treated as word, for the example *KTP* in Indonesian language is the abbreviation of *Kartu Tanda Penduduk* 'Identity Card', and *tilang* is an abbreviation of *bukti pelanggaran* 'traffic violation ticket'.

According to Chaer (2011: 165-166) the writing of an acronym can be divided into three types, they are:

- 1) Acronym in the form of a self-name that is a combination of initial letters in a series of words, written entirely with capital letters such as *KTP* standing for *Kartu Tanda Penduduk* 'Identity Card'.
- 2) Acronym in the form of a self-name that is a combination of syllables or letters and syllables of a series of words, written with the initial capital letters, for example: *Akabri* standing for *Akademi Angkatan Bersenjata Republik Indonesia* 'Indonesian Armed Forces Academy'.
- 3) Acronym which is not a selfname, that is a combination of capital letters, syllables, or a combination of letters and syllables of a series of words, all written in lowercase letters, for example: *rudal* standing for *peluru kendali* 'missiles'.

3. Research Method

This research use qualitative method. The data in this research was collected from acronyms of regional names in Banyumas Regency, which were produced by Alan Asprilla. The data analysis was divided into two frames: microstructure analysis and macrostructure analysis. Microstructure analysis refers to analysis of the text or textual analysis. Below is the diagram of the textual analytical tools. Macrostructure is an analysis of sociocultural practice and discursive practice. According to Fairclough, discourse practice is the dynamic between sociocultural practice and text. The three levels of the framework consist of communicative events: sociocultural practice, discourse practice and text.

4. Results and Discussion

4.1 Lingual Unit (Micro Analysis)

4.1.1. Personal Pronouns

1. The first person *Aku* 'I'

The pronoun *aku* 'I' appears several times in the recorded video containing acronyms of regional names in Banyumas area. The word *aku* 'I' refers to the speaker, Alan Sprila as the person who created this video. The pronoun *aku* 'I' also shows that the interlocutors are equal with the speaker and they are in an informal situation, since it happens in an informal situation, the speaker uses the pronoun *saya* 'I for formal use'. Look at the following data:

Arcawinangun : *Pacar ngajak kawin aku terbangun* 'The boyfriend asks to get Married, I get startled'.
Sumampir : *Sumpah demi apa aku naksir* 'Swear, for the sake of what I have to tease her'

2. The second person *Kamu* 'you'

The pronoun *kamu* 'you' refers to the person you are talking to or the recipient of the language. This pronoun also shows that the recipient has an equal age with the speaker, and has a close relationship. The pronoun *kamu* 'you' is also used in an informal situation because the speaker will use *anda* 'you (for formal use)'. Look how the pronoun *kamu* 'you' is used in the acronym:

Kober: kok kamu baper? 'Why do you take it in your mind?'

4.1.2. Diction

Diction is the choice of words in language, which are mastered by the speakers (Suyitno, 1985: 117). In the acronym of regional names in Banyumas regency, Alan Sprila used certain dictions, they are:

1. Broken

Speakers use the word *broken* to refer to a condition of being broken-hearted and disappointed towards a mate. The word *broken* is an English word. Teenagers often use this word because they think it is more prestigious and sociable. Therefore, speakers use the word to be more prestigious and easily accepted by netizens who are mostly teenagers. The word *broken* used in the acronym is as follows:

Pliken: Pelipur saat sedang broken 'As a consoler when I am being upset'.

2. Baper

The word *baper* is the abbreviation of *bawa perasaan* 'taking something in the mind' which affects feelings. It is often used by the netizens who are primarily classified as teenagers. This word can also be called as social variation based on the age variable. Social variation is a language difference in the vocabulary used by people with different social variation based on the age gap (Kredler, 2004: 2). Teenagers tend to use this term more than adults do. In fact, adults may not even know what the word *baper* stands for. This word becomes viral and is used more often than the right form, which is sensitive or carried away by the atmosphere as used in the following acronym:

Kober: Kok kamu baper? 'Why do you take it in your mind?'

4. Sajen

The word *sajen* in Javanese means offering, which is usually directed to the supernatural things with a purpose that one's wishes can be realized. However, the word *sajen* is used by speaker, in this case Alan Sprila to refer to a gift given to a mate. The gift is given to make his wishes granted, or to make his mate happy to get what he wants. A gift termed as *sajen* is stereotype that a girl is always happy to accept any gift from her mate. This word is used in the following acronym:

Pamijen: Pacarku minta sajen 'My girlfriend asks for a gift'.

4.2 Text Production (Meso Analysis)

The acronym of regional names in Banyumas regency and its surroundings was created by Alan Asprila Kapuangan, or commonly called Alan. Alan comes from Wangon, Banyumas Regency but he also has Maluku blood from his father. The name Kapuangan is a surname given by his father. However, Alan was born and raised in Wangon and he is a native speaker of Banyumas dialect.

Before creating acronyms for regional names in Banyumas Regency, Alan saw a video containing abbreviations and acronyms for mountain names. From that video, Alan was inspired to create acronyms from the names of some places in Banyumas. The first thing he did was creating an acronym for *Grumbul* (village area) in Wangon and its surrounding. After that, Alan then got much requests from some of his friends to create an acronym for regional names in Banyumas regency. Alan looked for information about regional names in Banyumas regency through internet. Alan chose the names of the area to be created as acronyms. The theme of the acronym he made was about confusion and love. This theme was chosen because it was appropriate for teenagers as the marketing target of those

acronyms. The initial goal was to entertain netizens especially teenagers. After the making of acronym processes were done, Alan invited his friends who were playing football in the field near his house to read the acronyms and recorded them in a video.

The video was uploaded on Instagram (IG) with the title Alanaspri. After that, he changed his IG name into Guyonbanyumasan in order to show Banyumas to the netizens. However, Alan finally changed his IG name again into Nikikula. He used this IG account until now. This IG account then becomes so popular and has many followers. Netizens who are also his followers even upload his video in WhatsApp status, and he becomes more famous. From this, Alan began to be more popular.

After being widely known by netizens or society, Alan was invited several times to come to one of national television stations. At the event, Alan also invited some of his friends to take part in the program. Alan hoped that what he did could bring benefits for Banyumas Regency, because he promoted regional names in Banyumas regency to people outside Banyumas, made them know and interested to come to Banyumas regency.

4.3. Social Practice (Macro Analysis)

The relationship between text producers, in this case was Alan Sprila with the readers was an equal relationship. Alan put himself as a teenager who usually falls in love and falls apart. Therefore, the theme of the acronym he made was love and confusion. In the acronym, Alan also used diction that was often used by teenagers like *broken*, *baper*, and *sajen*. Those dictions were used to attract and to entertain netizens because the words were easy to remember. The use of pronouns *aku* and *kamu* also showed equal ages, close relationships and informal situation. Therefore, the relationship between Alan and the audience was equal, no one was inferior, and no one was superior. Although Alan is actually not a teenager anymore, Alan used common words for teenagers to embrace them and entertain them. The use of these words was an effort to show that Alan wanted to be considered as a teenager so that the audiences can accept his acronym.

5. Conclusion

Critical Discourse Analysis studies of acronyms associated with regional names in Banyumas regency have three levels of analysis, the first is micro analysis in a form of linguistic units including the pronouns *aku* and *kamu*, also certain dictions used by Alan as the creator of the acronyms. Second, meso analysis which is an analysis of the text producer, about the purpose of Alan Sprila creating the acronyms. The purpose is simply to entertain netizens especially teenagers, and introduce regional names in Banyumas to the society outside Banyumas. The theme is about love and confusion, adjusted to the teenager's life nowadays. Third, macro analysis is a relationship between Alan as the text producer with netizens. The result is that they have an equal relationship, because Alan uses informal language, and the dictions used indicates that between text producers and audience have the same age, close, and no one is inferior and no one is superior.

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