

Learning Abbreviation Style of French Language Conversation on Twitter

Nani Kusrini

Department of French Language Education, University of Lampung, Indonesia

*corresponding e-mail: nani.kusrini@fkip.unila.ac.id

Received: 20 February 2019

Accepted: 21 April 2019

Online Published: 30 April 2019

Abstract: Learning Abbreviation Style of French Language Conversation on Twitter. Objectives: This study aims to identify the process of formation of abbreviation, the causes of its use and its implication in French instruction. Method: This study used qualitative descriptive method, by taking utterances containing forms of abbreviation in French conversations conducted by several native speakers on Twitter from June to October 2018 as data sources. Findings: No elliptical data was found. The form of truncation which is divided into several forms of beheading, namely the beheading of one or two syllables at the end of a word, decapitation of one or two syllables at the beginning of the word, combined between *troncasi* and condensation and the most is decapitation by consonant or vowel disappearance. Results: The results of the study showed that the abbreviation is mainly formed by truncation, *sigle*, and shortening by using letters having the same sound as the real word(s).

Kata kunci: Abbreviation, french language conversation, truncation.

Abstrak: Pengembangan Metode Pembelajaran “Kotak Imaginasi”: Metode yang Efektif dan Efisien untuk Mengukur Pemahaman Konsep Siswa. Tujuan: Penelitian ini bertujuan untuk mengidentifikasi proses pembentukan abreviasi, faktor penyebab penggunaan abreviasi dan implikasinya dalam pembelajaran bahasa Prancis. Metode: Jenis penelitian ini adalah penelitian kualitatif dengan metode deskriptif kualitatif dengan mengambil ujaran yang mengandung bentuk abreviasi pada percakapan dalam bahasa Prancis yang dilakukan oleh beberapa penutur asli di jejaring sosial Twitter dari bulan Juni s/d Oktober 2018 sebagai sumber data. Temuan: Proses pembentukan abreviasi paling banyak berturut-turut adalah truncation, *sigle*, dan penyingkatan berdasarkan persamaan bunyi. Selain itu terdapat beberapa data yang tidak mempunyai proses pembentukan yang teratur. Bentuk truncation paling banyak ditemukan dalam bentuk pengekelan konsonan, pemenggalan silaba akhir, pemenggalan silaba awal dan gabungan truncation dan condensation. Hasil: Hasil penelitian menunjukkan bahwa proses pembentukan abreviasi paling banyak berturut-turut adalah truncation, *sigle*, dan pemendekan dengan menggunakan huruf yang memiliki bunyi sesungguhnya yang sama.

Kata kunci: Singkatan, percakapan bahasa perancis, truncation.

To cite this article:

Kusrini, N. (2019). Learning Abbreviation Style of French Language Conversation on Twitter *Jurnal Pendidikan Progresif*, 8(2), pp. 81-89. doi: 10.23960/jpp.v9.i1.201912

■ INTRODUCTION

Language which is part of the Indo-European family in genetic classification also undergoes changes, both in the form of reduction and addition of vocabulary, changes in internal structure or other changes. Activities, needs, human thoughts continue to develop along the times. Likewise language, language also continues to develop to adapt. The formation and expansion of vocabulary meanings continues to be created to meet the needs of modern humans in communication (Byram, 2012; Blattner and Williams, 2009).

The development of information technology is now very indulgent in modern humans. Long distance communication that uses telephone (long distance) and requires low cost, is now replaced by the internet with networking / social media sites such as Twitter, Facebook or WhatsApp that allow us to communicate with anyone and anywhere easily, quickly and economically. This progress but also does not escape from other impacts, one of which is the use of language. As a result of this development, some teachers developed a technological component in the class by focusing on the use of language aspects (Blattner & Lomicka, 2012a), and observing and identifying norms in social media particularities (Hetrick et al., 2019; Blattner & Fiori, 2011 ; Blattner & Williams, 2009). In addition, along with the development of the use of social media research is carried out on language learning through Twitter (Hattem, 2014; Lomicka & Lord, 2012, 2014).

Increasingly increasing human activity demands that humans be efficient in their use of time, as well as writing words in their social networking accounts, so that there are many forms of word shortening, for example malming (night), on (the way), say (dear) etc. The forms above are a few examples of word shortening commonly known as abbreviation. Abbreviation

is the process of dating one or several parts of leksem or a combination of lexemes so that the new form has the status of the word. From a linguistic point of view, abbreviation is one of the ways / processes of word formation commonly referred to as morphological processes.

Short forms often associate with other full words or phrases; because the language user wants to form an abbreviation that is similar to at least sound, with other forms, so that the meaning is similar. Abbreviation is a language phenomenon characterized by shortening words or sentences. This phenomenon is often dubbed as a 'rule to minimize effort' as stated by Charaudeau et al. (2008) which states that *on parle souvent de la "loi du moindre effort" pour expliquer certains faits de langage qui se caractérisent par des abréviations des mots ou des phrases*. This language process, according to Charaudeau, contains elements of moral judgment that are not caused by laziness or fatigue in language.

Furthermore, Charaudeau stated that there were two things related to this language process. Abbreviation can be considered as a way for 'new word formation' can also be said as 'a marker / identity of a particular social class. For example the abbreviated form contained in the expression "*j'ai eu le bac*", "*j'ai un rendez-vous avec mon prof*", "*je vais à la fac*" which stands for *baccalauréat*, *professeur*, and *faculté* are abbreviation which is popular used by university student. It is very interesting to learn how abbreviation is formed in french language conversation in twitter. As we know that, milenial generation always use twitter in their dialy life.

■ METHOD

This study is a qualitative descriptive method based on existing facts or phenomena that are empirically alive. The source of the data

in this study is written speech (conversation) in French conducted by native language speakers on the Twitter social networking application. This research data is in the form of utterance or more commonly called 'tweet' in French which contains a form of shortening / shortening of words obtained from several communication users of this social networking service that takes place from June-October 2018. In this case, the researcher tapped communication / utterance which contain the use of abbreviations made by informants on the French-language Twitter social networking media chosen randomly. Tapping in this sense is tapping the use of language in writing.

Twitter, A (Actes) form of message concerning the way in which a topic is said and the contents of the utterance concerning the topic / issue being discussed, R (Raison / Résultat) concerning the intent and purpose of the conversation on Twitter, L (Locale) involves the place and atmosphere of conversation, A (Agents) channel / media delivery speech that is through Twitter networking / social media in the form of written communication, N (Normes) are norms and rules in communication, namely politeness norms in friendship, and T (Types) in this study is a form of conversation. In detail the flow of research implementation is shown in Figure 1.

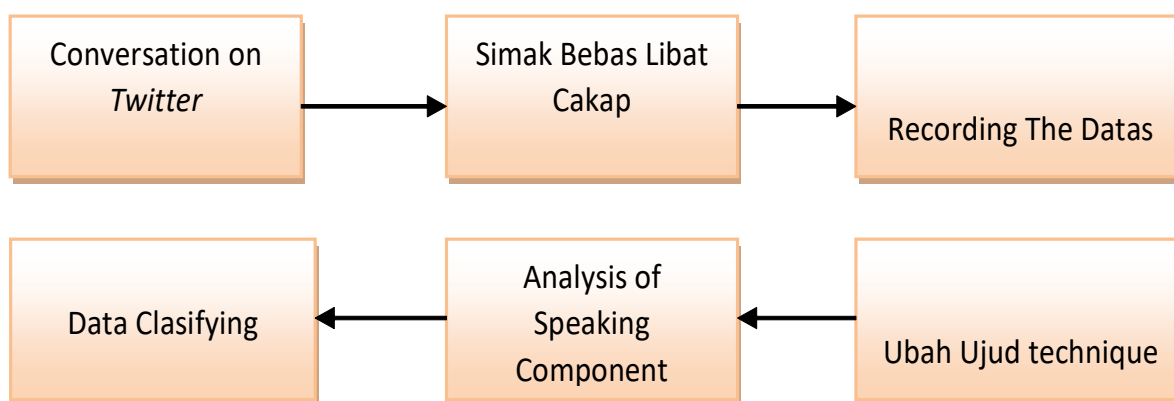


Figure 1. Flow Chart of Research Implementation

Data collection was carried out using the SBLC technique. This SBLC (Simak Bebas Libat Cakap) technique is done by tapping without the need to participate in the conversation. In detail the flow of this research is shown in Figure 1. To identify the causes of the use of the form of abbreviation, SPEAKING speech component analysis from Dell Hymes is used or in French abbreviated PARLANT with a slightly different classification, namely in this case Participant is a speaker / account owner and partner in communication on

■ RESULT AND DISCUSSION

From data collection conducted by listening to written conversations from several Twitter social media accounts from June to October, there were 285 data sources with a total data of 452 forms of abbreviation. These forms are then classified based on the form of abbreviation according to Charaudeau which divides the abbreviation into 1) ellipse, 2) truncation (final silaba removal, initial silaba removal, troncation et condensation, and a combination of troncation and suffixation), and

3) sigle . As an example of the conversation we saw, it is shown in Figure 2.



Figure 2. Written Conversation on Twitter

From the results of the classification based on this classification, the forms of abbreviation obtained most often are as follows: truncation (258 data), sigle (65 data), abbreviations based on sound equations (78 data), others (51 data), but not found data in the form of ellipse.

Form of Abbreviation

Data collection and analysis shows that most forms of abbreviation are found in the form of truncation. This process is carried out by decapitating some silaba from a word that is the initial silaba and the final syllable, a combination of truncation and condensation and there is also the most number, namely by consonant / vowel removal. The following is an example and an explanation of some data for each type of abbreviation:

1. Troncation

a. Removing Final Silaba

- (5) *Eh oh si j'tai fait du mal chui déso*
(Eh oh si je t'ai fait du mal, je suis désolé)
 'Eh oh if i hurt you, i'm sorry'.

The sentence in data (5) contains an adjective *déso* which stands for *désolé* which means 'sorry'. The abbreviations are done by removing the last syllables of the *désolé* adjectives, namely *lé*.

- (6) *Tu prends rien au sérieux tu rigoles de tout y a que ça de vrai, vive les cons.*
(Tu prends rien au sérieux tu rigoles de tout y a que ça de vrai, vive les conards)
 'You have never been serious at all, you are even joking even though something is true. jerk!'

Data (6) contains the form *cons*, nouns originating from *connard* or can also be written *conard* in the plural so that they get the suffix *-s*. This noun means 'jerk' who has finally lost its silaba.

- (7) *Mon insta c'est @4meliaz*
(Mon instagram, c'est @4meliaz)
 'my instagram account is @4meliaz'

In data (7) the word *Instagram* is abbreviated by eliminating the final word into *insta*.

b. Removing Initial Silaba

Quite a lot of data is found for this category. The following are some examples of abbreviations by removing the initial syllables.

- (8) *Taper dauphin sur google c sa surfer le net pr toi*
(Taper dauphin sur google c'est ça surfer l'internet pour toi)
 'type *dauphin* on Google, then enjoy the internet)

The masculine noun *net* on data (8) stands for *internet*, which is formed by the disappearance of the syllables at the beginning of the word.

- (10) *Shepa c quel genre de vitamins que les renoi ricain mais prend. Jveux la même*
(Je ne sais pas c'est quel genre de vitamins que les noirs américains mais Je veux la même')
 'I don't know what kind of vitamin that black Americans eat, I want vitamins like that'.

The form of Ricain is short for américain which means 'American'. This category of words is adjectives because they are bound by the renouveau word which is a verlan form of the word noir which means 'black people'. Abbreviation is formed by eliminating the initial syllables.

c. Combination of *truncation* and *condensation*

The amount of data for this type of abbreviation type is not much. Here are some examples.

- (11) *Jui morte wallah on dirais un samourai*
(*Je suis morte, Wallah, on dirais un samourai*)
'i'm die, ya Allah, it looks like samurai)

Data (11) mengandung bentuk abreviasi berupa gabungan antra siglaison dan condensation. Jui berasal dari I am mengalami truncation dengan menghilangkan e pada i dan kemudian am menjadi ui sehingga terlafalkan menjadi satu kesatuan yaitu juli.

- (12) *XPTDRRRR Jpref ryo de Janeiro mais bon [...]*
(*Explosé de rire, je préfère Rio de Janeiro mais bon*)
'Ha ha ha, i prefer to Rio de Janeiro, but it's okay [...]

Données de base (12) is a combination of truncature namely préfèrent verb which is conjugated to pronoun je subject to préfère, abbreviated as pref, while je becomes j. The combination of the two forms is pronounced.

d. Preservation of consonants

The formation of abbreviations is not found in the classification conveyed by Charadeau, but given its formation is closer to the truncation which is decapitating several parts of the word then this form is classified into truncation. Shortening of words by perpetuating consonants / vowels is the most commonly found, generally

in words consisting of one syllable. Here are examples of abbreviation by removing vowels.

- (13) *C'est qd ton anniv? Tu le fête? Le 24 oct, non c'est interdit*
(*C'est quand ton anniversaire? Tu le fête? Le 24 octobre, non c'est interdit*)
'When is your birthday? Do you celebrate? October 24, no it's forbidden.'

In the data (13) there are several forms of abbreviation namely anniv and oct from the word anniversaire and octobre which is a form of truncation with the final elimination of syllable. In addition there are also forms of qd which are short for quand which means 'when'. This formation occurs by eliminating letters and vowel sounds. Quand is not abbreviated as qnd because the word is pronounced [kɑ̃ɑ̃]. The form uan is a representation of one phoneme [ɑ̃ɑ̃]. This explains why the letter n in the word is also missing.

- (14) *Faut comprendre que la Mecque c'est une ville immense et nn l'endroit où est la Kaaba les gens confondent bcp ça c'est comme si t'appellais la tour eiffel «Paris».*

(*Faut comprendre que la Mecque c'est une ville immense et non l'endroit où est la Kaaba les gens confondent bcp ça c'est comme si tu appellais la tour eiffel «Paris».*)

(You must know that Mecca is a big city and not the name of the area where the Ka'bah is located. Many people misunderstand this, like if you say the Eiffel Tower is Paris).

The sentence which is data (14) contains several forms of abbreviation by removing vowels which are nn for non words which means 'not' and bcp from beaucoup which means 'lots'.

- (15) *Tjrs devant leziz j'attend encore notre petite soiree*

(*Toujours* devan Lezi, j'attends encore notre petite soirée).

'Still in front of Lezi, i'm still waiting for you to walk together this evening'.

Tjrs in data (15) is a shortening of the word toujours which means 'still / always'.

2. Sigle

The second most common form of abbreviation after truncation is sigle. Sigle is a shortening of words by perpetuating the first letter of each word composing an abbreviation. The examples below are the sigle forms found in the body of data.

(16) *Mdr vos mecs ils ont 14 ans d'age mental pas étonnant que vos couples durent 5 mois aussi.*

(*Mort de rire, vos mecs ils ont 14 ans d'age mental. Pas étonnant que vos couples durent 5 mois aussi*))

'Hahaha, Your girlfriends are mentally like 14 year olds. No wonder your girlfriend only lasted 5 months'

Mdr or its variations MDR or MDRRRR stands for the term mort de rire which means 'hahaha / expression of pleasure in written communication'. Mdr is called sigle because it is formed by taking the initial letters of each of the constituent words.

(17) *Ptdr jure ya pas que moi qui fait ça (Pété de rire, je jure qu'il n'y a pas que moi qui fait ça)*

'Hahaha, i'm swear i did'nt do it'.

Ptdr which stands for pété de rire has the same meaning as mdr but is more expansive or the speaker wants to express more anxiety than the term mdr.

(18) *Tmtc ske g envi dlui faire [...] (Toi même tu sais, ce que j'ai envie de lui faire [...])*

'You know by yourself what I want to do to him [...]'

Tmtc is formed by perpetuating each of the first letters of the words of the compiler of the mother.

3. Abbreviation based on sound similarity

The formation of abbreviations by using a form in the form of symbols or letters whose pronunciation is the same as that replaced is not found in the classification of abbreviations according to Charaudeau. The amount of data for this type is quite large, that is 78. The following are examples of this form of abbreviation.

(19) *Nouvelle photo de profil, g encore les cheveux rouge.*

(*Nouvelle photo de profil, j'ai encore les cheveux rouge*)

'New Photo, my hair is still red'

In that sentence there is the form g pronounced [·e] equal to the form j'ai which is also pronounced [·e].

(20) *Ça faisait 2 ans gt avec une meuf et j'les jamais trompés un, c ± cette salope qui m'a trompés.*

(*Ça faisait 2 ans j'étais avec une femme et je les ai jamais trompés un, c'est plus cette salope qui m'a trompé.*)

'I've been going out with this woman for two years. I never cheated on my girlfriends before but it was precisely this bad girl (prostitute) who betrayed me.'

There are two abbreviations related to the sound equation in the data (20), namely gt which has the same pronunciation as j'étais namely [[ete] and c whose pronunciation is the same as c'est, namely [se].

4. Others

In addition to the classification, some forms of abbreviation obtained in this study do not have clear rules so that they are not included in the three categories, such as the following example:

(21) *Eh mai jla cnnais elle m'avait dm (Eh mais je la connais, elle m'avait demandé)*

‘But i know him, he has ever asked to me’

In data (21) abbreviations are done manually. Mai from mais by removing the last vowel, connais removes one vowel in the first silaba, and dm to replace the word demandé.

(22) *Par contr moi jvs laiss entr couple*

(*Par contre, moi, je vais laisser entrer couple*)

‘instead, i’ll lead the couple in’.

The same thing is in the form of abbreviation in data (22) which is to omit the letter e at the end of the word omit er for the laisser and entrer verbs.

■ CONCLUSION

After being analyzed and classified, the data in the form of abbreviations obtained in written conversations on the Twitter social network shows that the highest number of abbreviation forms are truncation, sigle, abbreviations based on sound equations, etc., and no data in the form of ellipse is found. . The form of truncation obtained is divided into several forms of decapitation, namely the beheading of one or two syllables at the end of a word, decapitation of one or two syllables at the beginning of a word, a combination of truncation and condensation and the most is decapitation by consonant or vowel omission.

■ REFERENCES

- Byram, M. (2012). A Note on Internationalisation, Internationalism and Language Teaching and Learning. *The Language Learning Journal*, 40(3), 375–381.
- Blattner, G., & Fiori, M. (2009). Facebook in The Language Classroom: Promises and Possibilities. *Instructional Technology and Distance Learning (ITDL)*, 6(1), 17–28.
- Blattner, G., & Fiori, M. (2011). Virtual social network communities: An investigation of language learners’ development of socio-pragmatic awareness and multiliteracy skills. *CALICO Journal*, 29(1), 24–43.
- Blattner, G., & Lomicka, L. (2012a). A Sociolinguistic Study Of Practices In Differ-Ent Social Forums In An Intermediate French Class. *International Journal on Instructional Technologies and Distance Education*, 9(9), 3–24.
- Blattner, G., & Lomicka, L. (2012b). Facebook-ing and the social generation: A new era of language learning. *Alsic (Apprentissage des langues et sys-tèmes d’information et de communication)*. <http://alsic.revues.org/2413>. doi: 10.4000/alsic.2413
- Blattner, G., & Williams, L. F. (2009). Teaching and learning linguistic and social dimensions of French-language discussion fora. In L. Abraham & L. Williams (Eds.), *Electronic discourse in foreign language learning and teaching* (pp. 263–289). Amsterdam: John Benjamins.
- Chaer, Abdul. 2012. *Linguistik Umum*. Jakarta: PT Rineka Cipta.
- Charadeau, Patrick & Goose, André. 2008. *Grammaire du Sens et de l’Expression*. Paris : Hachette Éducation.
- Hattem, D. (2014). Microblogging Activities: Language Play and Tool Transformation. *Language Learning and Technology*, 18(2), 151–174.
- Hetrick, C., Wilson, C. M., Reece, E., and O.Hanna, M. (2019). Organizing for Urban Education in the New Public Square: Using Social Media to Advance Critical Literacy and Activism. *The Urban Review*, <https://doi.org/10.1007/s11256-019-00511-8>.

- Lomicka, L., & Lord, G. (2012). A tale of tweets: Analyzing microblogging among language learners. *System*, 40, 48–63.
- Lord, G., & Lomicka, L. (2014). Twitter as a tool to promote community among language teachers. *Journal of Technology and Teacher Education*, 22(2), 187–212.
- Sangster, L., & Deacon, S. H. (2011). Development in children's sensitivity to the role of derivations in spelling. *Canadian Journal of Experimental Psychology*, 65(2), 133–139.