MORPHOLOGICAL AND CULTURAL PERSPECTIVES ON ACRONYMS THROUGH SUNDANESE SNACK NAMES FOR BIPA LEARNING

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Article Info	Abstract
	Acronyms in the Indonesian language function as tools for efficient communication and cultural expression. It's essential to introduce an acronym in Indonesian for Foreign Speakers (BIPA) learning to enhance learners' understanding of language and culture. This study aims to describe the morphological patterns of acronyms in Sundanese snack names. It also examines their pedagogical relevance for BIPA learners. A qualitative descriptive method was used. The study analyzed a corpus of 39 acronyms of Sundanese snacks. Morphological approaches were applied to identify patterns of word formation. The analysis found that most acronyms are formed by combining nouns and incorporating active and passive verbs. The acronym word-formation includes the most common process of syllable merging. Specific acronyms use distinctive phonemes related to their ease of pronunciation. The acronym formation reflects both the linguistic structure and the cultural aspects of Sundanese society. These acronyms can enrich learners' vocabulary and raise learners' awareness of linguistic patterns. Moreover, using these acronyms in BIPA learning supports intercultural understanding. Integrating local cultural elements through acronyms provides authentic and meaningful learning experiences. It also contributes to Indonesia's cultural diplomacy. This study highlights acronyms as both linguistic tools and cultural resources. Overall, these findings suggest practical insights for BIPA teachers in designing culturally responsive learning activities that integrate morphology, local culture, and contextual language use.

INTRODUCTION

Acronyms in Indonesian are employed across both formal and informal registers. In formal usage, acronyms frequently appear in website terminology, news headlines, and even political campaigns (Haryati et al., 2024; Muhhit, 2025; Sudi et al., 2025). Acronyms function as shortened forms that condense a particular meaning into a new lexical formation, designed to capture the attention of readers and listeners. Examples of formal acronyms include *prokes* from *protokol kesehatan* (health protocol), *Bappenas* from *Badan Perencanaan Pembangunan Nasional* (National Development Planning Agency), and *PPh* from *Pajak Penghasilan* (Income Tax). Moreover, similar patterns are found in informal registers, especially among younger generations who use them extensively on social media platforms (Abbas et al., 2025; Xursanovna, 2025; Zuhri, 2023). Examples include *gercep* from *gerak cepat* (move quickly), *mager* from *malas gerak* (too lazy to move), and *nobar* from *nonton bareng* (watching

together). Considering their widespread use in diverse communicative contexts, acronyms play an increasingly relevant role in language education, particularly for foreign language learners who may have limited exposure to informal forms or culture-specific expressions in classroom settings.

Indonesian acronyms are embedded in cultural references that are unfamiliar to non-native speakers. They may struggle to infer meanings from acronyms whose usage is tied to local practices, humour, or everyday experiences. This can lead to a misunderstanding of the pragmatic and cultural dimensions. Therefore, introducing Indonesian acronyms in the teaching Indonesian Language for Foreign Speakers (BIPA) is important due to their extensive use in both formal and informal domains. Acronyms can be integrated into vocabulary instruction to enhance learners' semantic understanding. Vocabulary learning should ideally be tailored to learners' needs, yet teachers may provide initial stimuli to expand their schemata (Li et al., 2022; Yang et al., 2021; Zeng et al., 2025).

Developing lexical competence in a foreign language learning activates learners' linguistic knowledge, thereby improving their communicative abilities (Fern & Mancha, 2021; Lobanova et al., 2023). Introducing Indonesian acronyms in BIPA classes thus serves as an avenue for incorporating authentic materials. Exposure to authentic language use not only helps learners build fluency but also fosters cultural competence, which is essential for real-life communication and cross-cultural understanding (Dewaele et al., 2024; Jain, 2024; Mitrulescu & Negoescu, 2024). Understanding the linguistic structures and formation patterns of Indonesian acronyms is a crucial step in integrating them effectively into BIPA instruction.

In Indonesian, acronym formation refers to the morphological process of condensing a phrase—originally expressed in multiple words—into a new lexical unit treated as a complete word (Abidin et al., 2020; Deliani, 2018; Zaim, 2018). Human beings often seek shorter alternatives to remember lengthy concepts through abbreviated forms. Such shortened forms may take the shape of abbreviations, clippings, contractions, letter symbols, or acronyms . Several studies have shown that Indonesian acronyms are typically formed by combining syllabic segments of words to create new lexical items (Deliani et al., 2023; Sitanggang et al., 2025; Yanti & Barokah, 2025). This process parallels what is commonly referred to as *blending* in English morphology. Blending involves merging two distinct forms to produce a single new term derived from segments of different words (Plag, 2018; Yule, 2017). Lexical blending is frequently defined as the creation of a new word by combining parts of two or more base words, condensed into a unified meaning (Grlj, 2022; Qizi, 2024).

Indonesian acronyms are not limited to formal or informal registers. This linguistic phenomenon also emerges within local cultural contexts, such as in the naming of Sundanese snacks (Citraresmana et al., 2022; Deliani et al., 2023; Durahman & Badriah, 2022). The Sundanese are the second-largest ethnic group in Indonesia, concentrated primarily in West Java Province. Acronymic naming of Sundanese culinary items is evident in examples such as *cilok*, *cireng*, and *basreng*. These names not only generate new lexical items but also convey strong cultural meanings. The basis for such acronyms often lies in the ingredients, form, or method of preparation of the food (Ghufar & Suhandano, 2022; Khoirunnisa & Moehkardi, 2022; Mahendra et al., 2021). The acronymization of Sundanese snacks enriches the Indonesian lexicon and demonstrates the linguistic creativity of its speakers. This reflects the role of acronyms as a product of creative language use through blending within the framework of neologism. Such processes yield new lexical items intended to unify perception among specific social segments (age, profession, culture, or community), thereby enabling more efficient language use (Kukiboyeva & Rakhimova, 2024; Zane & Luyster, 2025; Zella et al., 2025).

Previous studies on Indonesian acronyms have highlighted their practicality in facilitating communication. Research has also explored the integration of cultural elements—such as local food contexts—into BIPA learning (Arisnawati et al., 2022; Saddhono et al., 2024; Tiawati et

al., 2023, 2024). Several studies found that acronyms and abbreviations in the Indonesian language foster learners' understanding of non-formal context in daily conversations or social media platforms (Defina, 2022; Diahnisa et al., 2023; Savitri et al., 2021). However, few studies have examined the integration of morphological analyses of Indonesian snack acronyms into BIPA learning to enrich authentic vocabulary. This study, therefore, aims to describe the morphological patterns underlying acronyms in the names of Sundanese snacks. The findings are expected to be integrated into BIPA vocabulary instruction to help learners better comprehend the meanings of acronyms. In doing so, BIPA learning that incorporates cultural values within language acquisition can be achieved more effectively. This study is expected to answer the following research questions: What morphological patterns underlie acronyms used in Sundanese snack names? And How can these acronyms be pedagogically utilised in BIPA learning?

RESEARCH METHOD
Research Design
This study employed a qualitative descriptive method to examine the word-formation processes of Indonesian acronyms in Sundanese snack names. Such an approach is particularly suited to representing the morphological dimensions of acronyms and blends as they occur in authentic cultural contexts. The method provides a foundation for linking linguistic analysis to cultural and educational interpretation. It enables the researchers to trace how acronyms are constructed, to define their structural and semantic relationships with their source expressions, and to analyse their broader cultural significance.

Sundanese snack names were selected as the corpus because of their widespread circulation in West Java, their strong recognisability within Sundanese-speaking communities, and their potential to reveal culturally embedded patterns of lexical creativity. By situating the analysis within the context of Indonesian for Foreign Speakers (BIPA) learning, the study extends beyond morphological description to pedagogical application. Accordingly, the research method integrates linguistic description, cultural representation, and educational relevance within a single framework.

Data Collection Techniques
The lexical corpus was compiled using purposive selection criteria designed to identify relevant morphological patterns of acronyms. The acronyms selected for analysis were restricted to single-word formations that are widely recognised and used in Sundanese-speaking communities, particularly in the West Java region. They function as independent lexical items in everyday discourse and are formed through blending processes that combine two or more morphemes, typically reflecting ingredients, preparation methods, or culinary characteristics. Examples include *cilok* (*aci + dicolok*), *cireng* (*aci + digoreng*), and *basreng* (*baso + digoreng*). Items created solely from initialisms or abbreviations using only the first letters of words, such as *UMKM*, were excluded because they fall outside the scope of blending as a morphological process. Similarly, lexical items that are not widely recognised in everyday culinary contexts or that do not demonstrate systematic morphological blending were also omitted.

The data were collected from a variety of sources, including online culinary glossaries, ethnographic studies on Sundanese food culture, social media content showcasing local culinary practices, and catalogues from regional snack producers and vendors. The triangulation of these diverse sources enabled the cross-verification of information across source type. Online culinary glossaries and catalogues, as well as ethnographic documentation, provided cultural contextualization, and social media content captured the informal usage patterns of these acronyms to demonstrate how they function among Sundanese speakers. This focused data collection strategy ensured a representative description of productive acronym patterns within a specific sociocultural and linguistic domain.

The selection for these thirty-nine acronyms was guided by three validation steps to ensure both linguistic relevance and cultural authenticity. First, each potential acronym was cross-referenced across multiple sources, including online culinary platforms and social media discourse, to verify its widespread recognition. Second, the authenticity and current usage of these terms were confirmed through consultation with native Sundanese speakers and market vendors. This helped to distinguish between acronyms that remain in active use and those that have fallen into obsolescence. Third, the morphological structure of each acronym was systematically examined to identify its blending process. Acronyms whose formation patterns could not be explained through recognised morphological operations or whose source forms could not be reliably reconstructed were excluded from the final corpus. The final dataset consisted of thirty-nine validated Sundanese snack acronyms, each serving as a unit of analysis in the morphological description.

Data Analysis

The data analysis was designed to achieve both description precision and interpretive depth. To ensure analytical rigour and consistency, several validation measures were implemented throughout the analytical process. The initial analysis was conducted independently by the researchers, following peer debriefing sessions with colleagues specialising in Indonesian linguistics and morphology. These sessions validated the identified patterns, resolved interpretive ambiguities, and ensured the analytical framework remained consistent. A detailed audit trail was maintained, documenting each decision regarding pattern identification, category assignment, and the treatment of exceptional cases.

The analysis was conducted following the three concurrent activities: data reduction, data display, and conclusion drawing. These procedures were adapted into six interconnected stages. First, the corpus was refined to include only Sundanese snack names that take the form of acronyms or blends. Second, each acronym was examined to identify its expanded form and to establish its structural and semantic relationship to the source phrase. This stage required careful reconstruction of the original phrases. In instances where multiple potential source forms existed, the most widely attested form was selected based on its frequency across the data sources and confirmation from the native Sundanese speakers. Third, the lexical categories of the blended base words were classified, distinguishing whether the components derived from nouns, verbs, adjectives, or other word classes. This classification followed standard Indonesian grammatical categories and involved determining the syntactic function of each component. Verbs were further distinguished according to voice, identifying whether they appeared in active or passive form.

Fourth, the syllabic segments retained in the blending process were analysed, mapping whether the initial, medial, or final parts of each word were preserved or omitted. Specific phonemes or phoneme clusters were consistently selected, as these patterns have implications for pronounceability and memorability in their daily usage. Fifth, frequently occurring blending patterns were identified, and their distribution was displayed in descriptive tables and figures. Finally, the findings were interpreted within the framework of BIPA instruction, underscoring how culturally embedded acronyms may function as authentic resources for teaching morphology, fostering cultural understanding, and enhancing language acquisition. This interpretive stage drew on established principles in foreign-language vocabulary acquisition and culturally responsive pedagogy.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

The findings of this study include the distribution of lexical categories in the formation of acronyms, the patterns of word formation, the relationship between acronymic naming and Sundanese cultural identity, and the implications for BIPA instruction. The discussion begins

with an overview of the distribution of the lexical categories that form the basis of Sundanese snack acronyms, in order to illustrate the tendencies observed in their naming practices.

Distribution of Lexical Categories in Acronym Formation

The analysis revealed several variations in the lexical categories that constitute the base elements of Sundanese snack acronyms. These results are presented in the table below.

Table 1
Distribution of Lexical Categories in Sundanese Snack Acronyms

Lexical Category	Number of Data	Example
noun + noun	12	*cipuk (aci; keru**puk**), gehu (to**ge**; ta**hu**), piscok (**pis**ang; **cok**elat)*
noun + passive verb	8	*basreng (**baso**; digo**reng**), cilok (**aci**; dico**lok**), sukro (**suuk**; di je**ro**)*
noun + adjective	8	*cimin (**aci**; **min**i), basmut (**baso**; i**mut**), sebring (**seb**lak; ke**ring**)*
noun + active verb	3	*cibay (**aci**; ngam**bay**), cirambay (**aci**; nga**rambay**), citruk (**aci**; ngage**truk**)*
noun + noun + noun	1	*cungkring (**cung**ur; **k**aki; ga**ring**an)*
noun + active verb + noun	1	*es doger (**es**; **do**rong; **ger**obak)*
adjective + passive verb	1	*misro (**amis**; di je**ro**)*
passive verb + adjective	1	*colénak (dico**col**; **énak**)*
noun + adjective + noun	1	*mabasa (**ma**karoni; **ba**nyak; ra**sa**)*
nominal phrase + active verb	1	*jeniper (**je**ruk **nip**is; **per**as)*
verb + noun + verbal phrase	1	*cuanki (**c**ari; **uang**; jalan ka**ki**)*
noun + noun + passive verb	1	*batagor (**ba**so; ta**hu**; di**gor**eng)*
noun + nominal phrase + noun	1	*cirawang (**aci**; tulang **ra**ngu; ba**wang**)*

The analysis identified thirteen distinct lexical category combinations in the formation of Sundanese snack acronyms. The most frequent category is noun + noun, represented by twelve data items. This indicates that the combination of two ingredients or food items often serves as the primary inspiration for naming these snacks. For example, *cipuk* derives from *aci* (tapioca flour) and *kerupuk* (crackers), while *gehu* comes from *toge* (bean sprouts) and *tahu* (tofu). Both of these acronyms illustrate how two nominal bases combine to produce authentic snack names whose meanings directly reflect the ingredients used. The second most frequent pattern is noun + passive verb, which reflects how the method of cooking or consumption influences the naming process. For instance, *basreng* (*baso* + *digoreng*) refers to meatballs that are fried, and *cilok* (*aci* + *dicolok*) denotes tapioca flour dumplings eaten on skewers. This type of acronym highlights how preparation techniques become embedded in lexical innovation.

Another productive category is noun + adjective, such as *basmut* (*baso* + *imut*), where the adjective conveys a descriptive quality of the snack, such as its small size (*imut*), its portion (*mini*), or its texture (*kering*). Such acronyms enrich naming practices by incorporating evaluative or descriptive attributes into the lexical form. For example, *comring* (from *comro* + *kering*) parallels *sebring* (from *seblak* + *kering*), as both names emphasize the snack's dryness after frying and seasoning, despite being derived from different base ingredients. These findings demonstrate that Sundanese snack acronyms emerge not only from ingredient combinations but also from preparation methods and descriptive qualities. This variety reflects a dynamic interplay between linguistic creativity and cultural culinary identity.

Patterns of Acronym Formation in Sundanese Snack Names

The formation of Sundanese snack acronyms can be grouped into two categories: general patterns and specific patterns. General patterns align with the concept of acronymization, which typically occurs through the combination of syllables from two or more base words (Deliani, 2018). The analysis identified eight general patterns, comprising 28 data items. These belong

to the general category because they are formed through the combination of base-word syllables and/or intact base words. The distribution of these patterns is presented in the table below.

Table 2
General Patterns of Acronym Formation in Sundanese Snack Names

Formation Pattern	Number of Data	Example
final syllable + final syllable	19	*misro (**amis** + di je**ro**), cilung (**aci** + digu**lung**), cibay (**aci** + ngam**bay**)*
initial syllable + final syllable	3	*comring (**com**ro + ke**ring**), bacil (**ba**so + ke**cil**), sebring (**seb**lak + ke**ring**)*
initial syllable + initial syllable	1	*piscok (**pis**ang + **co**kelat)*
initial syllable + initial syllable + initial syllable	1	*jasuke (**ja**gung + **su**su + **ke**ju)*
initial syllable + initial syllable + final syllable	1	*mabasa (**ma**karoni + **ba**nyak + ra**sa**)*
initial syllable + initial syllable + medial syllable	1	*batagor (**ba**so + **ta**hu + di**gor**eng)*
full base word + syllable + initial syllable	1	*es doger (**es** + **do**rong + **ge**robak)*
final syllable + full base word	1	*colénak (dico**col** + **énak**)*

The most frequent general pattern is the combination of final syllable + final syllable, accounting for 19 of the 28 data items. Examples include *gehu* (*toge* + *tahu*), *cipuk* (*aci* + *kerupuk*), and *tansu* (*ketan* + *susu*). Another recurrent pattern is the initial syllable + final syllable combination, represented by three items, which reflects a tendency to preserve the initial sound of the first word as an identity marker and the final sound of the second word as a semantic anchor. Patterns involving full lexical items accompanied by additional syllables (either before or after) highlight the importance of maintaining intact lexical units within the collective memory of speakers (Easterday et al., 2021). This can be observed in words such as *es* and *énak*, where preservation of the whole word enhances recognition. Overall, although the distribution of general patterns is uneven, these results demonstrate the flexibility of acronymization processes in Sundanese snack naming.

The dominance of final syllable retention in acronym formation carries significant implications for developing morphological awareness among BIPA learners. This pattern represents a predictable, systematic process that is explicitly taught as a word-formation rule in Indonesian. Learners acquire a cognitive tool for both decoding unfamiliar acronyms and potentially generating new ones in a creative language production task. This awareness transforms acronym learning from a process of memorizing isolated lexical items into an exercise in pattern recognition and application. The phonological efficiency inherent in final syllable retention reflects broader principles of language economy that operate across Indonesian morphology.

Analysis of the remaining 11 items revealed specific patterns that combine syllables with phonemic elements from the base words. These specific patterns illustrate broader morphological processes, as shown in the table below.

Table 3
Specific Patterns of Acronym Formation in Sundanese Snack Names

Formation Pattern	Number of Data	Example
phoneme /bas/ + final syllable	2	*basreng (**bas**o + digo**reng**), basmut (**bas**o + i**mut**)*
two initial syllables + phoneme /jag/	1	*goréjag (**goré**ngan + **jag**ung)*
initial syllable + phoneme /tul/ from phrase	1	*citul (**ci**aci + **tul**ang ayam)*

Formation Pattern	Number of Data	Example
final syllable + medial-final syllable	1	*cirambay (ac**i** + nga**rambay**)*
phoneme /suk/ + final syllable	1	*sukro (**suu**k + di jer**o**)*
phoneme /mo/ + final syllable	1	*moring (ci**mo**l + ke**ring**)*
phoneme /cung/ + phoneme /k/ + phoneme /ring/	1	*cungkring (**cung**ur + **k**aki + ga**ring**an)*
initial phonemes /je/ and /ni/ + phoneme /per/	1	*jeniper (**je**ruk **ni**pis + **per**as)*
phoneme /c/ + phoneme /uang/ + final syllable	1	*cuanki (**c**ari + **uang** + jalan ka**ki**)*
final syllable + syllable of second word (phrase) + final syllable	1	*cirawang (ac**i** + tulang **ra**ngu + ba**wang**)*

These specific patterns indicate that Sundanese snack acronymization does not always conform to the regular rules of syllable combination but also incorporates more creative phonological variation. For instance, the addition of the phoneme /bas/ in *basreng* and *basmut* underscores the importance of certain initial syllables as cultural identity markers. Similarly, forms such as *goréjag* and *citul* reveal the integration of distinctive sounds extracted from phrases or internal word segments, rather than solely from initial or final syllables.

Furthermore, the presence of acronyms formed from three or more elements demonstrates that binary structures do not constrain speakers' creativity in naming snacks (Grlj, 2022; Plag, 2018). Examples such as *cungkring* and *cuanki* illustrate this expansive morphological flexibility. Overall, these specific patterns highlight the unrestricted use of phonemic elements, the reinforcement of culinary identity, and the effort to create snack names that are attractive and easy to remember. Such variation confirms that Sundanese snack acronymization is not merely a morphological phenomenon but also a cultural expression rich with linguistic creativity.

The specific patterns of acronym formation documented in this study reveal the creative boundaries of morphological productivity in Indonesian. Unlike the more regular general patterns, these specific formations demonstrate how speakers manipulate phonological elements to prioritize memorability, aesthetic appeal, and cultural resonance over strict adherence to systematic rules. Acronyms like *cuanki*, derived from *cari uang jalan kaki* (searching for money by walking), exemplify how playful language use can encode cultural narratives and social commentary within compressed lexical forms. The retention of specific phonemes such as */bas/* in *basreng* and *basmut* illustrates the concept of phonological salience in word formation. This phenomenon introduces BIPA learners to the idea that morphological processes are influenced not only by structural rules but also by phonological, semantic, and pragmatic factors. The multi-element acronyms such as *cungkring* and *batagor* challenge learners to think beyond binary combinations and recognize that Indonesian word formation can accommodate complex blending processes. These cases provide opportunities for advanced morphological analysis in BIPA learning, when learners can practice segmenting, reconstructing, and analyzing the relationships among multiple constituent elements.

Discussion
The Relationship between Acronym Forms and Sundanese Cultural Identity

The acronymization of Sundanese snack names can be regarded as a linguistic strategy for constructing identity, reinforcing cultural proximity, and enhancing communicative appeal. The dominance of the noun + noun category is inseparable from the fact that culinary naming is fundamentally oriented toward the main ingredients used. This concept aligns with the hypostatic view that words are closely tied to the existence of the concepts they signify. The

prevalence of nouns reflects that the naming of objects, events, and newly emerging referents is one of the primary motivations for lexical innovation (Mikić Čolić, 2016).

Snack names such as *cipuk* (*aci*; *kerupuk*), *gehu* (*toge*; *tahu*), and *piscok* (*pisang*; *cokelat*) illustrate that Sundanese society tends to adopt naming practices that directly refer to food composition. This phenomenon highlights the role of culinary naming as a form of social identity that emphasizes the substance of food itself (Durahman & Badriah, 2022; Haq et al., 2022; Hendrokumoro et al., 2023; Januarini et al., 2023; Sunarni, 2024). Research in Sundanese gastronomy further demonstrates that snack names often refer to their main ingredients, reflecting the community's interaction with their local environment and socio-ecological conditions (Iskandar et al., 2023; Machdalena et al., 2023).

The analysis also indicates that the final syllable + final syllable pattern is more frequently used compared to other patterns, producing forms such as *misro*, *cilung*, and *cibay*. The preference for final syllables creates phonological efficiency for speakers in everyday social interaction (Jackendoff & Audring, 2023; Karjo, 2024). Language users tend to economize their utterances so as to convey meaning as concisely and quickly as possible. Instead of pronouncing two separate words, one acronym suffices to deliver the intended meaning (Baram & Noori, 2019; Kukiboyeva & Rakhimova, 2024). This aligns with the function of syllable truncation in blending, which provides a simpler and more accessible linguistic strategy (Firrizqa, 2024; Qizi, 2024; Syaputri et al., 2023).

The presence of more creative acronyms such as *cuanki* (*cari uang jalan kaki*) and *jeniper* (*jeruk nipis peras*) constitutes another significant finding. These forms reflect the Sundanese community's linguistic creativity, which imbues the naming process with humor and a sense of familiarity. In addition to these cultural dimensions, the morphological regularities identified in this study offer a pedagogical advantage for BIPA instruction. The dominance of noun-noun combinations provides relatively transparent lexical structures that can help learners infer meanings from ingredient-based compositions. The prevalence of final-final syllable patterns and the presence of more creative blends such as *cuanki* and *jeniper* can be systematically leveraged to raise learners' awareness of how Indonesian speakers condense multi-word expressions into memorable, culturally loaded forms.

In this sense, the same patterns that signal Sundanese cultural identity also constitute accessible entry points for developing morphological awareness in BIPA classrooms. This phenomenon not only represents cultural identity but also offers rich resources for BIPA learning. The creation of new words through blending in neologisms embodies the ways in which cultural values, social practices, and collective ideologies are encoded into emerging lexical items (Fang, 2021; Mishra, 2023; Shi, 2025). Linguistic forms that become conventionalized in a speech community ultimately serve as markers of cultural identity (Aliyeva, 2023; Heersmink, 2023; Mohyeddin, 2024). Humor, in particular, is a defining characteristic of Sundanese linguistic life, as seen in verbal humor traditions such as *Canghegar* performances (Priana et al., 2024), the *Kabayan* trickster tales (Permana et al., 2023), and the *Barakatak* humor column in *Manglé* magazine (Setiawan et al., 2025). Accordingly, the acronymization and resulting naming of Sundanese snacks function as a form of local identity closely tied to the cultural character of the Sundanese people

Pedagogical Implications of Sundanese Snack Acronyms in BIPA Learning

Based on the morphological and cultural findings discussed above, this study identifies several pedagogical implications for BIPA learning. The BIPA curriculum adheres to the Standard of Graduate Competency (SKL) defined in the Minister of Education and Culture Regulation (Permendikbud) No. 27 in 2017. This standard sets several goals for both language proficiency and language use (grammar) skills. The BIPA teacher's pedagogical competence must be demonstrated through the creation of meaningful, contextual, and culturally oriented learning experiences. These study findings provide a learning context that can be applied at any

level of BIPA relevant to learning goals in its curriculum. The systematic patterns of category and syllable selection in the data enable BIPA teachers to design learning activities that move beyond memorizing isolated vocabulary items. Learners can be guided to notice how ingredients, preparation methods, and evaluative attributes are encoded in acronyms and relate the structural features to their meanings and cultural associations. In the beginner levels (BIPA 1-2), acronyms can introduce word formation and basic vocabulary. At the intermediate levels (BIPA 3-5), acronyms expand learners' understanding of both formal and informal Indonesian terms. In the advanced stages (BIPA 6-7), Indonesian acronyms serve as authentic materials to analyze linguistic creativity and cultural expression. This approach supports BIPA's learning aims, including linguistic, pragmatic, and cultural skills. Additionally, using Sundanese snack names as learning resources emphasizes BIPA's focus on Indonesia's local and cultural heritage.

Authentic cultural materials are used to foster meaning-making and interaction. This practice aligns with the broader view in foreign language instruction that culture and language are inseparable. Foreign language instruction must integrate culture, including the distinctive linguistic patterns of native speakers, in order to achieve learner competence (House & Kádár, 2024; Masruddin & Abduh, 2024; Oberste-berghaus, 2024). The findings on Sundanese snack acronymization are, therefore, directly relevant for BIPA teaching, given the program's core focus on cultural integration. Snack acronyms can serve as an entry point to introduce learners to Sundanese uniqueness and identity. They can be incorporated into teaching materials, covering food ingredients, cooking methods, and even the humor embedded within the acronyms (Prasetia, 2025; Syahfitri et al., 2025). This reflects the principle that learning Indonesian necessarily entails learning about Indonesia's cultural diversity (Idawati et al., 2025).

Sundanese snack acronyms illustrate effective blending phenomena that support cultural integration in BIPA. Authentic data drawn from everyday life can be used to familiarize learners with how acronyms function in practice (Chen & Zhou, 2024). This exposure helps them understand that acronyms are not confined to formal registers such as *prokes (protokol kesehatan),* but also appear in informal contexts such as *mager (malas gerak),* and in more creative forms like snack names such as *cilung.* Introducing informal contexts in foreign language teaching enriches learners' schemata for interpreting meaning and context (Chong & Reinders, 2022; Zarrinabadi & Mantou Lou, 2022). By analyzing acronym data, learners can identify dominant base categories, observe phonological tendencies such as final-syllable preference, and connect these findings to cultural meanings. The incorporation of culturally embedded acronyms may serve as comprehensible input and mediated learning tools. Learners understand meaning not only through linguistic forms but also its social and cultural symbols in the community. Such processes not only foster analytical skills but also heighten linguistic sensitivity (Kuiken, 2023).

Teachers may design enjoyable word-analysis activities based on these culinary acronyms, particularly in beginner and intermediate BIPA classes (BIPA levels 2-5). For instance, learners might be asked to guess the original forms, compare different formation patterns, or create new acronyms from their existing vocabulary. Such interactive activities not only expand vocabulary but also enhance learners' morphological awareness (Yadav & Yadav, 2021). For example, in the intermediate class (BIPA levels 3-4), the teacher may present *cilok (aci dicolok)* and *cireng (aci digoreng)* as illustrative examples of word formation. Learners could be encouraged to deduce the root word *"aci"* (as in tapioca flour) and then develop their own food-related acronyms, thereby helping them internalize morphological principles alongside cultural understanding. Sundanese snack acronyms can also be employed in integrated teaching that combines all four skills: reading, speaking, writing, and listening, particularly in intermediate to advanced classes (BIPA levels 4-7). The use of authentic cultural

contexts facilitates comprehension and engagement (Nachtigall et al., 2022). For example, learners may read descriptive texts about snacks, listen to native speakers, discuss the meanings of acronyms, and then write short texts about their favorite snacks. In this way, linguistic and cultural aspects are simultaneously presented within a holistic learning experience (Alshraah et al., 2024; Sato et al., 2025).

This study has several limitations. First, the analysis is confined to Sundanese snack acronyms from a regional context in West Java. This may not fully represent the diversity of acronyms in the entire Indonesian region language context. Second, these pedagogical implications remain conceptual and are derived from linguistic analysis, rather than classroom-based intervention. Third, the focus on culinary acronyms limits the scope of findings to a specific morphology and semantic domain. Future research may extend the analysis to include acronyms from other regional cuisines or cultural domains. Such studies can examine how these acronyms are negotiated and interpreted by BIPA learners in different social and instructional contexts. Empirical classroom-based studies could further investigate the effectiveness of using culturally embedded acronyms in enhancing learners' morphological awareness and intercultural competence.

CONCLUSION

Sundanese snack acronyms reflect both the linguistic creativity of the Sundanese people and their local cultural identity. This study analyzed a corpus of 39 Sundanese snack acronyms using a morphological approach to identify patterns of acronym formation. The findings reveal the dominance of noun + noun combinations and syllable blending as part of the general acronymization process, alongside more creative specific patterns that utilize phonemes and combinations of more than two morphemes. These results confirm that Sundanese snack acronymization is not merely a morphological phenomenon but also a medium for expressing social values, humour, and cultural interaction. The pedagogical implications of this study lie in the integration of Sundanese snack acronyms into BIPA instruction. Teachers can design learning frameworks that utilize morphological analysis to introduce learners to the concepts and functions of Indonesian acronyms. This approach enriches learners' vocabulary, fosters awareness of linguistic patterns, and promotes cross-cultural understanding through authentic and contextualized learning experiences. Nevertheless, this study is limited on a relatively small corpus drawn from a single regional and cultural context. The pedagogical implications proposed are conceptual and have not yet been empirically tested in BIPA classroom settings. Future research may expand the scope to include acronyms from other regional cultures or domains of Indonesian acronym use and investigate classroom-based or design-based research on how BIPA learners interpret these acronym patterns.

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DATA AVAILABILITY STATEMENT

The data utilized in this study cannot be made publicly available due to strict adherence to privacy concerns and ethical obligations that safeguard participant confidentiality. This ensures compliance with ethical research standards and data protection regulations.

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