

**A SOCIOLOGICAL STUDY OF ENGLISH  
BORROWING WORDS USED BY JAVANESE PEOPLE  
IN TAWANGHARJO SUB DISTRICT AND ITS  
CONTRIBUTION FOR ENGLISH TEACHER AT THE  
7<sup>TH</sup> GRADE OF JUNIOR HIGH SCHOOL**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Gaining  
Degree of Bachelor Education in English Language Education



**FITRI ULYA DEWI**

**1403046069**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG**

**2018**

## THESIS STATEMENT

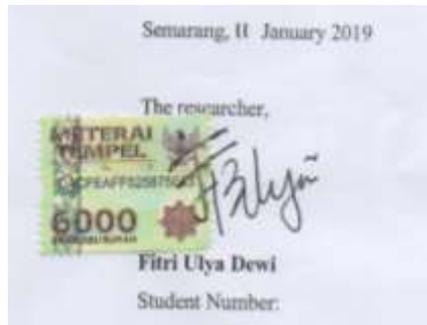
I am the student with the following identity:

Name : Fitri Ulya Dewi

Student Number : 1403046069

Department : English Language Education

Certify that this thesis : A SOCIOLINGUISTICTS STUDY OF ENGLISH BORROWING WORDS USED BY JAVANESE PEOPLE IN TAWANGHARJO SUB DISTICT AND ITS CONTRIBUTION FOR TEACHER IN 7<sup>th</sup> GRADE OF JUNIOR HIGH SCHOOL is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.





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UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

*Sekretariat: Jl. Prof DR. Hamka Kampus II Ngaliyan Telp. (024)  
7601295 Semarang 50185*

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This thesis with the following identity:

Title : **A Sociolinguistics Study of English Borrowing Words Used by Javanese People in Tawangharjo Sub District and Its Contribution for English Teacher at The 7<sup>th</sup> Grade of Junior High School**

Name of Students : Fitri Ulya Dewi  
 Student Number : 1403046069  
 Department : English Department  
 Field of Study : English Education

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.....  
 NIP.....

Advisor I,

Advisor II,

**Sayyidatul Fadhillah, S.Pd.M.Pd**  
**NIP. 19810908 200710 2 001**

**M. Nafi Annury, S.Pd, M.Pd**  
**NIP. 19780719 200501 1007**

**Advisor Note**

Semarang, 11 January 2019

To

The Dean of Education and Teacher Training Faculty Walisongo State  
Islamic University

*Assalamu alaikum wr.wb*

I inform that I have guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : A Sociolinguistics Study of English Borrowing Words Used by  
Javanese People in Tawangharjo Sub District and Its Contribution  
for English Teacher at The 7<sup>th</sup> Grade of Junior High School  
Writer : Fitri Ulya Dewi  
Student's Number : 1403046069  
Department : Education and Teacher Training Faculty  
Field of Study : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty  
Walisongo State Islamic University to be examined at Mutaqosyah session.

*Wassalamu alaikum wr.wb*

Advisor II



Sayyidul Fadhlah, S.Pd, M.Pd  
NIP. 19810408 200710 2 001

## ADVISOR NOTE

Semarang, 11 January 2019

To

The Dean of Education and Teacher Training Faculty Walisongo State  
Islamic University

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Munaqosyah session.

*Wassalamu'alaikum wr.wb*

Advisor II



Muhammad Nafi Annury, S.Pd, M.Pd  
NIP. 19780719 200501 1007

## ABSTRACT

V

Title : A Sociolinguistic Study of English Borrowing Words Used by Javanese People in Tawangharjo Sub District and Its Contribution For English Teacher In 7<sup>th</sup> Grade Of Junior High School.

Writer : Fitri Ulya Dewi

Student Number : 1403046069

Javanese people in Tawangharjo sub district used Javanese (*ngoko*, *madya* and *krama*) in their daily conversation, but sometimes they used English borrowing words in unaware even aware situation. This study is aimed to know English borrowing word are used by society there. The focus of this study is analyzing English borrowing words are used in their daily conversation. The researcher explains the analysis of its word based on the substitution phonemic by using Haugen's theory. Haugen divided the phonemic substitution into three kinds namely, **without, partial and complete phonemic substitution**. Furthermore to find the change of meaning, the researcher uses Baugh's theory. Baugh divided the change of meaning into four kinds. They are **Extension, Narrowing, Regeneration and Degeneration meaning**. The method of this research is descriptive qualitative. Based on this method, the researcher found the data by participatory observation. Then the data is analyzed based on the theory. The research also uses *Kamus Besar Bahasa Indonesia*

(KBBI) and Oxford Dictionary to support the analysis. As the conclusion, the researcher found 102 English Borrowing words used in daily conversation of Javanese people in Tawangharjo sub district. 27 words are categorized into without phonemic substitution. 75 words are categorized into partial phonemic substitution. 72 words are generally still same as the source language. As many as 15 words are categorized on Extension meaning and 15 words categorized into narrowing meaning. Furthermore this research will give contribution to English teaching especially for teacher in seventh grade of junior high school. The researcher arranges stimulus material from English Borrowing words used by Javanese people in Tawangharjo sub district and connects it to basic competence and implements in a lesson plan.

**Key word:** *Javanese, Tawangharjo, English Borrowing word, Phonemic Substitution, Meaning, Contribution*

## **MOTTO**

O you who have believed, fear Allah and speak words of appropriate justice. He will (then) amend for your deeds and forgive your sins. And whoever obeys Allah and His Messenger has certainly attained a great attainment. (Q.S. Al-Ahzab 70-71).

Language is a city to building of which every human being bought a stone.

(Ralph Waldo Emerson, Letters and Social Aims).

We can expect everything, but God's plan always more beautiful.

## **DEDICATION**

My guardian angels, Bapak Murdi and Ibu Puji Astuti. Piece of my heart, Dewi Ariyanti, Riyana Cintia Arum and Zhieviana Aulia Qeisyah Shabila. For the sweet couple I ever seen, Mr. Bakri Al Jumain and Mrs. Arum Ernawati, I never forget your kindness, may Allah bless us. Amin.

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All praises be to the most merciful, Allah SWT who has created the sky, earth and everything in it. *Hamdalah* is addressed for the most gracious who has been giving me power to complete this graduating paper. *Sholawat are delivered* to the prophet SAW who introduced Islamic religion. During process and finish of this research, I want to give thanks and appreciation for everyone who have helped me, they are:

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3. Sayyidatul Fadlillah, M. Pd, the Secretary of English Language Education, teacher Training Faculty of UIN Walisongo Semarang and advisor who had guided intensively.
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13. Sister Maya who gives me spirit and motivation.
14. All of my battle friends in English Department of Education and Teacher Training Faculty.
15. Last but not least, for everyone who cannot be mentioned one by one, who have supported the researcher to complete this thesis.

Finally, the researcher knows that this thesis is still not perfect, but the researcher hopes the reader will get addition extensive insight in English. The researcher is waiting for the critics and advices.

Semarang, January 2019

The researcher,

**Fitri Ulya Dewi**

Student Number:  
1403046069

## TABLE OF CONTENT

<b>TITLE .....</b>	<b>i</b>
<b>THESIS PROJECT STATEMENT .....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b>ADVISOR NOTE.....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>viii</b>
<b>TABLE OF CONTENT .....</b>	<b>x</b>
<b>LIST OF TABEL.....</b>	<b>xii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study .....	1
B. Reason for Choosing the Topic .....	8
C. Objective of the Research.....	8
D. Significances of the Research.....	9
E. Limitation of the Research.....	10
F. Research Paper Organization .....	11
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>12</b>
A. Literature Review .....	12
1. Tawangharjo sub district .....	12
2. Language.....	13
3. Sociolinguistics .....	14
4. Javanese Language.....	15
5. Language Contact .....	26

6. Borrowing Word .....	27
7. Haugen's and Baugh's Theory .....	37
8. Sound Substitution .....	38
9. Contribution for the English Teacher at seventh Grade of Junior High School.....	39
B. Previous Study.....	44
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>46</b>
1. Research Design .....	46
2. Source of Data .....	46
3. Focus of Research .....	47
4. Data Collection.....	48
5. Instrument .....	49
6. Data Analysis Technique.....	51
7. The technique of Data Verification.....	52
<b>CHAPTER IV FINDINGS AND DATA ANALYSIS .....</b>	<b>55</b>
1. Findings.....	55
2. Data Analysis .....	57
<b>CHAPTER IV CONCLUSION AND RECOMMENDATION</b>	
1. Conclusions .....	77
2. Implication .....	78
3. Recommendation .....	78
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX</b>	

## **LIST OF TABEL**

- 1.1. Table 1.1 The classification of word-borrowings
- 1.2. Table 1.2. The Differences of Switching, Code Mixing and  
Word Borrowing
- 1.3 Table. 1.3 An instrument to analyze phonemic substitution
- 1.4 Table. 1.4 An instrument to analyze the change of meaning

## **LIST OF APPENDIX**

- 1.1 APPENDIX I
- 1.2 APPENDIX II
- 1.3 APPENDIX III
- 1.4 APPENDIX IV

# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the study, the question of the research, the objective of the research, and the significance of the research.

### **A. Background of Study**

A human being is called by *zoon politicon*. They cannot live alone and need each other to continue their life. Where there is the human being in a part of this world, there is a social community, automatically they need to communicate. Then, in the communication they need a system, it is language. People use language to express their need, feeling and anything in their life. Language is the most important aspect of communication.

There are several unique characteristics of language. The first is arbitrary, means language is a social agreement. People did not need to speak grammatically or based on the valid rule, as long as the object of speaker know about what the speaker means, it is not a problem. Every social community has their own arbitrary system.

Furthermore, language is always spoken. Ramelan explained all people over the world, regardless of their race or ethnic group, always speak a language. It means they always have a way of communicating ideas by manipulating sounds that are produced by

their vocal organ.<sup>1</sup> He explained, even a society living in the deepest jungles of Africa or the most primitive tribe, they always speak a language of their own. We can see, in our country, especially in the deepest of Papua and other tribes, they speak a language of theirs.

A scientific study of language called by Linguistics, the term sometimes called "Linguistics science" because it meets the requirements of science in general. It means, the subject matter of Linguistics should be clear, objective and never static.<sup>2</sup>

Linguistics especially concern on several aspects, namely Anthropological Linguistics, Morphology, Pragmatics, Sociolinguistics and so on. Sociolinguistics is the study of the relationship between language and society.<sup>3</sup> In addition, Sociolinguistics also examines a social and cultural phenomenon in language. There are several topics discussed in this study, such as dialect, taboo word and accent of language. Besides of that, Sociolinguistics also discusses borrowing word.

In the Merriam Webster dictionary, borrowing is words or phrases that are adapted from one language to other. The term

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<sup>1</sup> Ramelan. *Introduction to Linguistics Analysis*. (Semarang: IKIP Semarang Press, 1992), p. 12

<sup>2</sup> Ramelan. *Introduction to Linguistic Analysis...*, p. 10

<sup>3</sup> Department of Linguistics. *Language Files: Materials for an Introduction to Language*. (Columbus: Ohio State University Press, 1991), p. 5

“borrowing” also it can be “Loan”. But, According to Haugen, Loan is a part of borrowing word. According to Ronald Wardhaugh, borrowing is another way of adding new vocabulary item to language<sup>4</sup>. Borrowing is a technical term for the incorporation of an item from one language into another.<sup>5</sup>According to Campbell, 1998 (cited in Evripidou, 2001) loanword is "an item which has been borrowed from another language, a word, which originally was not part of the lexis of the recipient language but was taken from some other language and became part of the vocabulary of the borrowing language".

Falk, 1978, cited in Siahaan, he stated that the borrowed word or loan word becomes the stock vocabulary of the borrower language. For instances, the word "culture" is borrowed word from German "kultur" which has become the part of English vocabulary and being used in daily life; or the word "komputer" in Indonesia is originally from Greek, then adapted to English as "computer". Wardhaugh stated, two factors that have been frequently mentioned are "need" and "prestige".<sup>6</sup>

Haugen explained borrowing is the process of taking linguistic items from a linguistic system into another that occurs any time

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<sup>4</sup> Ronald Wardhaugh. 1972. Introduction to Linguistics. USA: Mc Graw Hill, Inc, p. 181

<sup>5</sup> Rajend Masthrie. 2000 Introduction to Sociolinguistics. Edinburg: Edinburg University Press, p. 249.

<sup>6</sup> Ronald Wardhaugh. 2000. *An Introduction to sociolinguistics*. Blackwell. Massachusetts, USA, p. 37

when two cultures are in contact over in period time.<sup>7</sup> As we know Indonesia has contact to several centuries, it was in the international trade and colonial era. The two factors gave massive influence to Indonesian, especially in language. But, as we know Indonesian has strong nationalism. Although, Indonesia has been colonized by several countries, namely Dutch, Japan, England, etc. Indonesian avoided using one of those languages to be the second language. Like Malaysia that has been colonized by England and then they use English for their second language.

Technology and information are growing rapidly in the globalization era. People can communicate with others around the world. Both the colonial era and globalization era, the two aspects give massive influence in the Indonesian language. This situation brings Indonesian people to absorb and borrow vocabulary from several languages.

English as an international language gives a dominant influence in this case. As we know English word is used by Indonesian people in writing and spoken sometimes, aware and unaware situation. In writing, we can find in the article, magazine, daily-news and so on. We also can find English borrowing word in the daily conversation from several communities. We may assume that

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<sup>7</sup> Haugen, E. *The Analysis of Linguistic Borrowing*. Language vol. 26. No. 2, p. 210

dominantly the using of English borrowing word is the big city and formal communication. But, the researcher found the user of Javanese in Tawangharjo sub-district also uses English borrowing words in their daily conversation.

Tawangharjo is sub-district in Grobogan Regency. Grobogan is located to the southeast of Semarang and two hours to the capital city. The east side of the district is geographically a valley area between two Rocky Mountains, Kendeng to the south and *Pegunungan Kapur Utara* to the north.

It is not new, Javanese people in there uses the word “/sumêr/” to express that someone is unhealthy or under the weather. Sumer comes from English, means "warmest season of the year". Another example, they also used the word “/bistik/” that comes from the English word "Beefsteak". We also unfamiliar to the word "/dastêr/", it borrowed from "duster".

In Addition, learner thinks that English is a difficult subject. That statement is approved by the survey from *English Proficiency Index (EF EPI)* that was held in Jakarta. The global result of this survey shows Indonesia with a score of 52.91 in the number of 32 from 72 countries. It is an irony because, in the globalization era, English as an international language should be mastered by people around the world. Then, learning English is crucial for now to face *Masyarakat Ekonomi Asian* (MEA). As we know someone who

has ability and proficiency in English will have bigger opportunities.

Mukalel Explained factors affected in the acquisition of language namely physical environment, social environment, self-motivation, etc.<sup>8</sup> Usually, English as a foreign language only taught in the classroom because their environment just used their own mother tongue in their daily communication. So, the English teaching process in the school must be emphasized.

A teacher is a vital element in the English learning process. Learning English can be implemented in various ways. Teachers can use appropriate method and material resources for the learning process ongoing maximally. In the teaching process, the teacher should develop lesson plan first. A lesson plan is containing of the detailed description of the course instruction. A lesson plan is designed to guide class meeting. There are three activities must be emphasized in the lesson plan, namely opening, core activity, and closing. There are five stages in the core activity. They are stimulus, problem statement, data collection, verification, and generalization.

Stimulus is the first stages of core activity. The function of stimulus to generate curiously and anticipation, to provoke or

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<sup>8</sup> Joseph C. Mukalel, *Psychology of Language Learning*. (New Delhi: Discovery Publishing House, 2003), p. 14-15

entertain, to shock or engage, to surreptitiously drip feed the key learning of lesson and to develop thinking.<sup>9</sup> There are various ways to use stimulus, one of them is by using an object or thing around the English learner.

In this case, the seventh-grade student of Junior high school must learn about article a, an, the, singular and plural based on the in the basic competence number 3.4 and 4.4. An article is a word used to modify a noun, which is a person, place, object, or idea. Technically, an article is an adjective, which is any word that modifies a noun.<sup>10</sup> Generally, the English borrowing words used by Javanese people can be categorized to the noun. The English learner usually used those words in their daily conversation or even heard by the social community around them. English borrowing word is used by Javanese daily conversation will be appropriate to be a stimulus material.

Based on the description above, the researcher feels interested to analyze English borrowing words used in daily conversation of Javanese people in Tawangharjo sub-district. The researcher will analyze the data based on Haugen's and Baugh's Theory. Furthermore, the researcher will explain its contribution of this

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<sup>9</sup> <https://reflectenglish.wordpress.com/2013/11/06/4-ways-to-use-a-stimulus-to-develop-thinking/> accessed on November, 17, 07.00 pm

<sup>10</sup> <https://study.com/academy/lesson/what-are-articles-in-english-grammar-definition-use-examples.html>, accessed on July 23<sup>rd</sup>, 2018 at 09.00 pm.

research for English teacher. Finally, based on the phenomena and background study above, the researcher will be focused on her research under the title "A Sociolinguistics Study of English Borrowing Words Used by Javanese people in Tawangharjo sub District and Its Contribution for English Teacher at The 7<sup>th</sup> Grade of Junior High School."

## **B. Reason for Choosing Topic**

The reasons that motivated the researcher to choose the topic are as follow.

1. The research discussed English borrowing word is still rare in the State Islamic University of Walisongo Semarang.
2. The researcher finds out a new fact, English borrowing word is not only used in the big city with the user of the Indonesian language but also used by Javanese people in their daily conversation.
3. English borrowing word is not only used in written media namely daily newspaper, magazine. But also used in the verbally by Javanese people in their daily conversation.
4. Based on the theory, one of several characteristics of borrowing word should be adopted, but the researcher found some words that are not adopted yet that will be interesting to describe it.

5. The study will give a contribution to teacher for English teacher especially to teach article in seventh grade of Junior High School.

### **C. Research Question**

The problem of this research is focused on:

1. What is the classification of English borrowing words used by Javanese people in Tawangharjo sub-district based on the substitution phonemic by Haugen's theory?
2. How is the change of meaning of English borrowing words used by Javanese people in Tawangharjo sub-district based on Baugh's theory?
3. What is the contribution of English borrowing words used by Javanese people in Tawangharjo sub-district for English teacher at the 7<sup>th</sup> grade of junior high school?

### **D. The objective of the Research**

Based on the problem of study, this research is conducted to describe as follow.

1. To identify the classifications of English borrowing words used by Javanese people in Tawangharjo sub-district based on the substitution phonemic based on the Haugen's theory.
2. To analyze the change of meaning of English borrowing words used by Javanese people in Tawangharjo sub-district based on the Baugh's theory.

3. To explain the contribution of English borrowing words used by Javanese people in Tawangharjo sub-district for English teacher at the 7<sup>th</sup> grade of junior high school.

#### **E. Significances of Research**

The result of this result will give a contribution to several circles as follow.

1. For English Teacher

The research will give a contribution to English teacher in 7<sup>th</sup> grade of junior high school. English borrowing words used in Javanese daily conversation is appropriate to be material in the stimulus process of core activity. It will be implemented in teaching English.

2. Student of English Department

This research is useable for English student who studies Sociolinguistics. In the chapter related to the study, they should understand borrowing word. From this research, they will find the theory, example and kinds of English borrowing word. In Addition, this research is useable for students of the English Department who are interested in conducting some researches about English borrowing word in writing or orally. They will find a comprehensive analysis of English borrowing word based on the compatible theory.

### 3. For other Researcher

The other researcher will make consideration for using this research as the resources to support their research. They can find a new fact about English borrowing word from this research. Furthermore, the researcher will present its contribution to English teaching.

### 4. For Reader

The reader will find new information about English borrowing word. This research will make the reader easier to clearly understand about borrowing word, including the example of English borrowing word, the classifications, and the way of the researcher to analyze the data based on the compatible theory.

## **F. Research Paper Organization**

This paper is organized in such a way that will make the reader easy to follow:

1. Chapter I is an introduction which consists of a background of the study, the reason for choosing the topic, research question, objective of the research, significances of research, and research paper organization.
2. Chapter II is consists of two subchapters. The first is literature review which covers the object of this research; Tawangharjo, the meaning of language, Sociolinguistics,

Javanese Language, Language contact, Borrowing word, Haugen's and Baugh's theory, sound's substitution, and the contribution of the research for English teacher. The second subchapter is the previous study.

3. Chapter III is a research methodology. It consists of two sub-chapters, the first is research design which covers of type of research, time and place research, source of data, focus of research, data collection, instrument, and data analysis technique. The second is the technique of data verification.
4. Chapter IV is finding and data analytics.
5. Chapter V is the conclusion, it consists of implication and suggestion from the result of the research.

## CHAPTER II

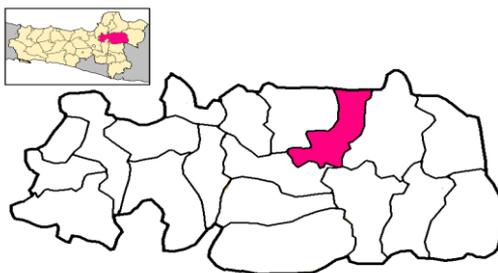
### REVIEW OF RELATED LITERATURE

This chapter discusses review previous research and theory of the framework

#### A. Literature Review

##### 1. Tawangharjo Sub District

Tawangharjo is a sub-district in Grobogan regency of Central Java. This subdistrict is located in the province line from Purwodadi - Blora, with a distance of about 12 km in East Purwodadi and about 53 km west of Blora. The sub-district population was 51.579 inhabitants. With totally 83,601 km<sup>2</sup>, Tawangharjo has ten villages, namely Godan, Jono, Kemaduhbatur, Mayahan, Plosorejo, Pojok, Pulongrambe, Selo, Tarub, and Tawangharjo. The majority of inhabitants there are farmers.



hfh

Picture 1.1. Tawangharjo sub-District Map

## 2. Language

According to B. John Carrol, Language is an arbitrary system sound of speech sounds which is used or can be used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, processes and events in the human environment.<sup>1</sup> That statement approved by Subroto, language is an arbitrary system used by the community to corporate, to communicate and to identify their self. Based on the explanation above, the substation of language is sound that produces by organ speech of human. Sound representing the sign, for example, sound "apple" shown the shape of an apple. Language is a combination from shape, meaning, and situation. According to Sudaryanto Language has five keywords namely, identity, pillar, component, characteristic and exponent. But, Sudaryanto cited from the other source, Saussure, he argued language has three technical terms, namely, *parole*, *langue*, and *language*.<sup>2</sup>

The study of language called by Linguistics, Same with Ramelan's argument, Chomsky explained there are several strands to the claim that linguistics is a science. The first is this study provides as a general theory explaining *why* languages are the way they are, means the language is a particular example of a universal faculty of mind, and

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<sup>1</sup> John. B Carol, *The Study of Language*, (Cambridge, Mass, 1953) p. 953

<sup>2</sup> Sudaryanto. *Metode dan Aneka Teknik Analisis Bahasa*, (Yogyakarta: Duta Wacana Press, 1993), p.10

whose basic properties are innate. The second is that theory should spawn testable hypotheses about those properties: like a physicist or biologist, the linguist manipulates the environment experimentally to see what happens and, crucially he or she may be wrong. The third, the study of Linguistics like investigation it should proceed no differently from the investigation of the physical and chemical entities, means there is no justification for placing requirements on linguistics theories beyond those placed on physical theories.<sup>3</sup>

### 3. Sociolinguistics

Sociolinguistics is a study of the interrelationship of language and social structure, of linguistic variation and of attitudes toward language.<sup>4</sup> Another reference, also explained, Sociolinguistics is studying to more explorations of language uses and user. Jendra, in his book, stated Sociolinguistics is one of the subject studied by student majoring language study in the higher education program in Indonesia.

### 4. Javanese Language

Javanese is an Austronesian family language and used by Javanese people in Central Java, Yogyakarta, and East Java. In addition, Javanese is also used by residents living in several other areas such as Banten (Serang, Cilegon, and Tangerang) and West Java, especially

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<sup>3</sup> Chomsky. *The Cambridge Companions to Chomsky*. (United Kingdom: University Press Cambridge, 2005), p. 21

<sup>4</sup> Department of Linguistics. *Language Files: Materials for an Introduction to Language...*, p. 5

the northern coast region includes Karawang, Subang, Indramayu, and Cirebon.<sup>5</sup> According to Sindonews.com Javanese uses by 84.300.00 people in Indonesia including those living abroad.<sup>6</sup>

Javanese has three levels of speech that called by *undha usuk* or *unggah-ungguh*. Namely *ngoko*, *madya*, dan *krama*.<sup>7</sup> *Ngoko* used by speaker and speech partner that didn't have social distance. *Madya* is a combination of *ngoko* and words from *krama*. This kind used by a speaker who wants to respect with the listener. The third is *Krama*, it is the higher level. *Krama* used by the younger speaker to the older listener to show the respect.<sup>8</sup>

Javanese has more than twenty dialects, namely Banten, Banyumasan, Blora, Brebes, Bumiayu, Cirebon, Kedu, Madiun, Malang, East Pantura, (Jepara, Rembang, Demak, Kudus, Pati), Pantura East Java, (Tuban, Bojonegoro), Pekalongan, Semarang, Serang, Surabaya, Surakarta, Suriname and Tegal. The detail

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<sup>5</sup> [https://id.m.wikipedia.org/wiki/Bahasa\\_Jawa](https://id.m.wikipedia.org/wiki/Bahasa_Jawa), retrieved on November 14<sup>th</sup>, 2018 at 20.20 pm

<sup>6</sup> <https://nasional.sindonews.com/read/1509344321>, retrieved on November 14<sup>th</sup> 2018 at 16.00 pm

<sup>7</sup> Poedjosoedarmo, Soepomo. 1979. *Tingkat Tutur Bahasa Jawa*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa, Depdikbud, p. 14-15

<sup>8</sup> Setyanto, Aryo Bimo. 2007. *Parama Sastra Bahasa Jawa*. Yogyakarta: Panji Pustaka, p. 32-45

explained below. The used of Javanese language showed by white color in the map.



Here the detail classification of Javanese dialect from West Banten to the region of East Banyuwangi.

a. Banten dialect

Banten dialect is used since 19 century in sultanate Banten. This dialect has two stages, namely *kromo* and standard Javanese. Here is the example of *krama* or sometimes called by *bebasan* in Banten dialect. “*Pripun kabare? Kakang ayun ning pundi?, sampun dahar dereng , permios, kule boten uning griyane kang Haban niku ning pundi , Kasihe sinten?*”. Then, the example of standard level is “*Kepremen kabare, sire arep ning endi, wis mangan durung?, punten, kite ore weruh umahe kang Haban kuwen ning endi, arane sape?*”

b. Indramayu dialect

People there named this dialect by “*dermayon*”. This dialect has a unique characteristic, it is the combination of Banyumas dialect, Yogyakarta dialect, and Tengger dialect. As for the combination is the using of the form “a” pronounces “a” not

“ó”, it is the characteristic of Banyumas dialect. The used of suffix “e”, for example *'Dhewek e', 'iya e', 'tenan e', 'apa e',* etc. Then the use of affix “m” such as *'mBesuk', 'mBandung', 'mBojo', 'mBonceng'*. Furthermore, the using of *krama* level in Indramayu dialect same as the Yogyakarta dialect. Here is the example of sentences used in Indramayu dialect. *Ngoko: Piye kabar e? Dhewek'e mangan durung? Dhewek'e wis gawe apa durung? Ning endi?. Madya: Kados pundi kabaripun? Sampeyan nedha dereng? Sampeyan sampun damel punapa dereng?Teng pundi? Inggil: Kados pundi pawartosipun? Panjenengan dahar dereng? Panjenengan sampun punapa dereng? wonten pundi ?*

c. Cirebon dialect

People in the east region are used Cirebon dialect. Cirebon dialect defended the old form of Javanese language, for Example for word *ingsun (saya)* means “me” or “I”, *sira (kamu)* means “you” that isn’t used in the Javanese standard now. Here the example of sentences used in Cirebon dialect *Pripun kabar ae?* it means “how are you?”, *panjenengan bade teng pundi?* It means “where are you go?” *Sampun dahar dereng?* It means “have you eaten?”, *permios, kula mboten uning griya ae Rara Astutiningsih kuh teng pundi,* it means "excuse me, I don't know Rara Astuningsih's home, where is it?"

d. Tegal-Banyumas Dialect

Tegal-Banyumas Dialect called by *Ngapak*. This dialect uses in west district of central Java (Pemalang, Tegal, Brebes, Banyumas, Cilacap, Kebumen, Purbalingga, dan Banjarnegara). This dialect is different from the other Javanese dialect because is there any relationship with the old Javanese (*Basa Jawa Kawi*). Although it has the same vocabulary with Banyumas dialect, the user of Tegal dialect doesn't want to be called *ngapak* because by several reasons, namely different intonation, pronunciation, and the meaning of the word. The characteristic of this dialect is affix "a" is pronounced "a" not "o". So, when Surakarta's people said "*mangan sego*", in the Banyumas region will say "*sega*". Then, the consonant sound at the end of word pronounces clearly, for example when the other dialect said "*ena*" this dialect pronounces "*enak*" with clear sound "k". On the other hand, this dialect also has several sub-dialects. But, mostly vocabulary in this dialect didn't have same of Morphology and phonetic system with Surakarta-Yogyakarta dialect. Here the example, "*inyong*", *saya* "*rika*", *kamu* (Banyumas) "*kon*", *kamu* (Tegal)"*kepriwe*", *bagaimana* (Banyumas)"*kepriben*", *bagaimana* (Tegal).

e. Pekalongan dialect

This dialect is used by society in Batang Regency, Pekalongan, Pekalongan regency, and Central Java. This dialect

can be classified into a simple genre but communicative. Although Pekalongan dialect exists in Central Java, this dialect different from the other dialect in coast Java, for instance, Tegal, Weleri, Kendal, and Semarang. By Yogyakarta and Surakarta's people this dialect categorized into the course category and hard to be understood. Although this dialect usually used vocabulary in Tegal dialect, this dialect has different characteristic, such as the way to pronounce the words is "flat". This dialect also has exclusive vocabulary namely *kokuwe* means "like you", *tak nDangka'I* mean "I think", *jebhul no'o* means "evidently", *lha mbuh* "don't know", *nghang priye* "how", etc.

f. Kedu Dialect

The user of Kedu dialect is a society in Kedu region, in the middle Central Java (Wonosobo, Purworejo, Magelang, and Temanggung). This dialect is the origin of the Javanese language used in Suriname. The characteristic of this dialect is the way to pronounce the vocabulary. Kedu Dialect is the combination of the Mataram (Surakarta-Yogyakarta) dialect and Banyumas dialect. Here is the example of this dialect, *gandhul* means papaya, *mbaca* means reading, "*mbek*" we can find in phrase "*mbek sopo?*" means "with", etc.

g. Surakarta-Yogyakarta Dialect

Surakarta-Yogyakarta dialect also called by "Mataraman" dialect. The user of this dialect is a society in Surakarta and

Yogyakarta, including in the special region in the middle Java Island (east Blitar regency up to west Kendal). This dialect is the standard of Javanese language in Indonesia as well as in international. This dialect is the development of Mataraman that has characteristic sound "ó" "(â)" in each vocabulary. This dialect also has sub-dialect, they are.

1) West region

Ex-residency of Semarang (Semarang, Salatiga, and Grobogan), a part of Magelang regency.

2) Middle region

Ex-Surakarta residency, Yogyakarta residency

3) East region

Ex-Madiun residency and Kediri residency, the west region of Jombang regency and south Malang regency.

The standard of Javanese language recognizes by *undhak-undhak basa* like East Asia, Korean language and Japanese language. In the sociolinguistic this system called by a register. There are three variations namely *ngoko*, *madya*, and *krama*. There is honorific in each variation.

h. Pantai Utara (Pantura) Timur dialect

Pantai Utara (Pantura) Timur dialect is used by Javanese people in Jepara, Kudus, Pati, Blora, Rembang (Central Java), Tuban, dan Bojonegoro (East Java). This dialect also as the

daily language of Samin ethnic (sub ethnic in Java) and in the deepest region of Blora and Bojonegoro regency.

The characteristic of this dialect is using of suffix "ê m" and "n ê m" to substitute "mu" or "you" (in Javanese is a possessive pronoun. Suffix "ê m" is used for word with a consonant ending, while suffix "n ê m" for word with vocal sound in the end, for example, "kathokem" means "your pant", "klambinem" means "your clothes". Here several exclusive words in East Pantura Dialect that didn't use in the other Javanese dialect, they are "lamuk/jengklong" means "nyamuk" or "mosquito" (Standard Javanese language: *nyamuk* or *lemut*, "wong bento" means "crazy people" (Standard Javanese language: *wong edan*)"

i. Surabaya Dialect

Surabaya Dialect is existed by *Boso Suroboyoan* or *Jawa Timuran*. This dialect uses around Surabaya. Based on the structure, this dialect is the rudest in Javanese dialect. In spite of that, some people there also used the smoother, although not as smooth as in Yogyakarta. Geographically this dialect is used region below:

1) West Region

The Regency and Mojokerjo city to Jombang regency, a region of Perak Utara (Perak sub-district, Jombang) are used Surabaya dialect. While the south Perak already

uses Surakarta-Yogyakarta dialect because of the location in the border of Nganjuk and Kediri regency.

2) North Region

This dialect already uses by a community in the regency of Gresik and Lamongan regency, a part of Madura.

3) Central Surabaya

Surabaya city, Sidoarjo regency, and Pasuruan Malang Raya regency includes the city and Malang Regency and Kota Batu.

4) East Region

This dialect already uses by the community in along the central coast of East Java (Probolinggo, Lumajang, Jember, Bondowoso, Situbondo to the west region of Banyuwangi). Community in Surabaya usually used particle "rék" as the type of their dialect. This particular comes from term "aré" means anak or child. Here is the example of words that exist in this dialect, "*pongor*, *gibeng*, *santap*, *waso(h)* (*term to mention to hit*) it means "hit"; "*kathuken*" "*kedinginan*" (Standard Javanese: *kademen*) it means "cold"; "*gurung*" or "*belum*" (Standard Javanese: *durung*); "*gudhuk*" it means "*bukan*" (*Bahasa Jawa standar: dudu*) "not or not yet"; "*opo'o*" it means "*mengapa*" (*Standard Bahasa Jawa: geneya*); it

means “why”. Next, "*Jancúk*" is the most exclusive in this dialect. This word has more than one meaning, one of them is to show the friendship, for example, "*Jancuk, yok opo kabare rek! Suwi gak ketemu!*" it means “*Jancuk, how are you! Long time no see!*”.

j. Tengger Dialect

This dialect is used by people in Tengger in the region of Gunung Bromo and Gunung Semeru (Tengger plateau) includes part of Pasuruan regency Probolinggo, Malang, and Lumajang. In Pasuruan we can find the used of this dialect is in the Tosari sub-district, Probolinggo in Sukapura sub-district and Malang, this dialect uses Ngadas village Poncokusumo sub-district. There is an assumption that Tengger dialect is a derivative of *Bahasa Kawi* because the using of Bahasa Kawi's vocabulary still exists. Vocal "a" in the modern pronounces "ó", in Tengger it pronounces "a", same with the Tegal-Banyumas and Pekalongan dialect.

k. Osing Dialect

Usually, this dialect named by *Basa Osing*. This dialect uses by *Orang Osing* (one of sub-ethnic in Java) Banyuwangi regency, East Java. The term *osing* or using comes from Sanskrit, *tusing* it same in Balinese that has meaning “*tidak*” or “not”. This dialect has the same characteristics with *Bahasa Jawa Kuno* that still exists. On the other hand, Balinese gives

influence to this dialect. For example, terms *sing* means “not” and *bojog* means “monkey”.

The population of native Banyuwangi calculated 500.000 inhabitants. They named by *Lare Using*. Automatically this situation gives massive influence for using this dialect. The speaker of this dialect spread in the middle of Banyuwangi regency, including Kabat sub-district, Rogojampi, Glagah, Kalipuro, Srono, Songgon, Cluring, Giri, Banyuwangi city, Gambiran, Singojuruh, part of Genteng, and Licin. Besides of that, this word also uses Jember regency, especially in East Krajan, Gludengan village, Wuluhan sub-district.

There are two styles in this dialect, the first is *Cara Osing* and the second is *Cara Besiki*. *Cara Osing* is used in the daily conversation without regard to Ngoko-Krama system. They way to differences both of them are based on the pronominal system. For example, *siro wis madhyang?* = *kamu sudah makan?* *Riko wis madhyang?* = *anda sudah makan?* *Hiro/Iro* = used if the listener is younger than the speaker (*Siro*)= used if the speaker and listener in the same level )*Riko* = used if the listener older than the speaker *digunakan/lawan Ndiko* = used for the oldest or parent for example to father and mother. *Besiki's* way claimed to be the ideal type, but the using of this way only for a

special moment, for example, religious event, ritual, and meeting agenda before marriage.<sup>9</sup>

Based on the division of dialects above Javanese people in Tawangharjo sub District categorized into Yogyakarta dialect in the west region ex residency of Semarang (Semarang, Salatiga, and Grobogan), a part of Magelang regency. Summarized Grobogan, Semarang, and a part of Magelang regency have the same characterization.

## 5. Language Contact

In such a multilingual community, language can serve as a symbol of group solidarity. For example, in a region of northeast Italy, German, Italian, and *Friulian* are widely spoken. German is the native language of most of the people and is spoken in the home. Italian is the official language of the church and school. Children acquire Italian early, either at home or in their first years in school. *Friulian* is the most dominant language of the neighboring area. Individuals typically learn it after having attended secondary school outside of the community, and may use it when speaking to one another despite the fact in their native language is German. They use *Friulian* in such cases identifies them as members of a group which has had extensive

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<sup>9</sup> <https://kadmana.blogspot.com/2018/03/peta-persebaran-linguistik-pulau-jawa.html?m=1>, accessed on November 23<sup>rd</sup>, 2018, 19.00 pm

contact with people from outside of their community. That's phenomenon occurs when two or languages in contact.<sup>10</sup>

Along with its history English has enriched 75 percent of its lexicon though borrowing from different sources. Language that has supplied words from several countries, including German (*Kultur* adapt to English "culture"), Italian (piano, casino, extravaganza, cappuccino, pizza), Japanese (tycoon, kimono), Arabic (zero).

Words from two languages can be accidentally look alike either because the languages are historically members of the same language family or because one language borrows the words from the other. When each word actually refers to a different meaning in each language the words are known as *a false friend and faux amis*. Contact between French and English, for example, has produced several *false friends* that may cheat French people who learn English or English speakers and vice versa. Thus, an English speaker may think that the French the word *idiome* means the same as English word; idiom. In French language *idiome* actually refers to "a language used by a group of people" therefore it is not the same as the meaning of idiom as found in English.<sup>11</sup>

Indonesia had been for more than three centuries has contacted with several countries in the trade era and colonialism. Besides that, in

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<sup>10</sup> Department of Linguistics. *Language Files: Materials for an Introduction to Language*,..., p. 349

<sup>11</sup> Jendra, Made I. *Sociolinguistics: The Study of Societies' languages*. (Yogyakarta: Graha ilmu, 2010), p. 93

the globalization era technology growing rapidly, these situations occur people can communicate with others around the world and gives massive influence in language. That's the situation as same as contact languages, then can indicate people borrow some words from another language. Furthermore, this situation also happened to Javanese people in Tawangharjo sub-district.

## 6. Borrowing Word

### a. The definition of borrowing a word

Borrowing word is when an item is taken over lock, stock and barrel from one variety into another. We may assume that contact over centuries is the important factors that influence the amount and rate of borrowing words.<sup>12</sup> Then, In the book entitled Language Files, Borrowing is language acquires characteristics from another, and that phenomenon can occur when two or more languages are in contact; when the speaker of different languages interact with one another from various reasons. Sekarrosa cited from Campbell the reasons for borrowing word are to fulfill the need of new vocabularies the second reason for borrowing is for *prestige*.<sup>13</sup>

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<sup>12</sup> Mursid Shelah, *Sociolinguistics*. (Semarang: State University Semarang, Post Graduate Program,2012), p. 58

<sup>13</sup> Tutriana Ayu Sekarrosa. *The English Borrowing Words in Kompas Online Articles: Thesis* (Yogyakarta: English Department, Faculty of Cultural Science Universitas Gadjah Mada, 2014), p. 3

Furthermore, Fredric W. Field summarized reasons that have been posited by researchers, why people borrow the word from another language. The first one is as a result of the cultural dominance of the donor language, second, to be associated with speakers of the dominant language and gain socially from its prestige, third, to fill lexical gaps in a recessive well along in the process of shift, fourth, to facilitate understanding with younger speakers who are no longer familiar with original forms of the recessive language, and fifth, for effect or convenience.<sup>14</sup>

b. Example of borrowing word

In a survey of the 1000 most frequently used words in English, it was found that only 61,7 % had old English origins. The following list provides a sample set of words that we had incorporated into English. While some of these words will sound foreign, those that were borrowed early in history.

French: aisle, apparel, arch, art, assault, assets, bail, bailiff, barber, barricade, beauty, bisque, boil, brassiere, broil, butcher, campaign, captain, carpenter, cartoon, catch, cattle, cell, chancellor, captain, charity, chase, chattel, chemise, chivalry, color, column, commandant, company, corps, corpse, county,

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<sup>14</sup> Fredric W. Field. *Linguistic Borrowing in a Bilingual Context*. Amsterdam/ Philadelphia: John Benjamins Publishing Company, 2002), p. 23

court, design, dinner, dragoon, dress, embezzle, enemy, evangelist, exchequer, fork, format, garment, govern, grace, grocer, hors-d'oeuvres, jail, judge.<sup>15</sup>

c. Classification of English Borrowing word

Borrowing English words have been a global phenomenon. For the study on the word, borrowing has produced several classifications based on the point of view, such as the reasons, the language sources, the relation between the languages involves and how the foreign words are adopted by the bilingual borrowers.

According to the relation between the languages involved, words borrowing are classified into three, each type of these borrowing outlined below.

1) Cultural Borrowing

Cultural borrowing refers to words that are borrowed from a different language uncommonly used in the speech community. All English words are borrowed by Indonesian bilinguals belong to this type. Also in this type are the words bamboo and *ketchup* from Malay, and *Vodka* from Russian, have been borrowed into English as cultural borrowings-

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<sup>15</sup> Department of Linguistics. *Language Files: Materials for an Introduction to Language*,..., p. 337

type, because Malay, Tamil or Russian are not languages commonly used by English Speaking communities.

## 2) Intimate Borrowings

Intimate borrowings refer to words that are borrowed by bilinguals from a language that is also spoken widely in the community. When the Spanish words *matador*, *cannibal*, *armada* are borrowed by English users in the United States, the borrowings are of this type, because besides Spanish is widely spoken in the country. Any Indonesian words that are borrowed by bilinguals who speak Javanese, Sundanese, Balinese should belong to this type of borrowing too. Thus, For Example, a Balinese who says, *ipidan meli sepeda motor?* (When did you buy the motorcycle) is borrowing the Indonesian “*sepeda motor*” into the Balinese utterance, hence the word is an intimate one.<sup>16</sup>

## 3) Dialect Borrowing

Dialect Borrowing refers to words that are borrowed from a different dialect of the same language. When the English: *apartment*, *fall* (season), *soccer* are borrowed into American English into British variety, the word is of dialect borrowing.

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<sup>16</sup> Jendra, Made I. *Sociolinguistics: The Study of Societies' languages...*, p.

Word borrowings have been also classified in accordance with the frequency of the use of the words and the number of their users. According to the view, there are two types of borrowing, namely speech and language borrowing.

1) Speech borrowing

Speech borrowings are a foreign word used by relatively a few people.<sup>17</sup> If Indonesian borrows the English words for example play, speak, flower, those words include speech borrowing. Jendra gave the reason because they are never borrowed by other Indonesian people, the other people are assumed to still normally use Bahasa when they want to express those three words, *bermain*, *berbicara* and *bunga*. However, if those three words are used widely by most speakers, then they belong to the language borrowings.

2) Language Borrowing

Jendra explained, Language borrowing words are widely used by the majority of people that the borrowers might think the words are not of foreign language anymore. Like word “*keju*” that word spoken by Indonesian people unawares in their daily communication. It is important to understand that every language borrowing type is in the first stage of the speech type. In the speech-language stage, there might be no apparent adaption to the foreign items. It is only

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<sup>17</sup> Jendra, Made I. *Sociolinguistics: The Study of Societies' languages*, p. 85

when the words are used by more and more speakers status the words changes to be language borrowings. When the words enter the status of language borrowings, they are considered to be adapted.<sup>18</sup>

Then, Jendra divided borrowing words according to whether the foreign word adapted or not (yet) by the borrowers into two terms spontaneous borrowings and incorporated borrowings.

1) Spontaneous Borrowings

Spontaneous Borrowings are foreign words that receive no adaption at all or may receive it but the adaption is not apparently noticeable in the base language.

2) Incorporated borrowings

Incorporated borrowings are borrowed and receive affixes, sound, or spelling adjustment in the base language. The English word music has been borrowed long time ago from the French word *musique*, with the spelling changed: from "que" into "c" and definitely with sound adjustment too. Jendra also gives English words that have been incorporated Indonesian uses. For example, word juice to be *jus*, Happy to be *hepi*, paragraph to be a *paragraph*, and so on.

According to Haugen, the professor of Linguistics at Harvard University, he distinguished borrowing word into to

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<sup>18</sup>Jendra, Made I, *Sociolinguistics: The Study of Societies' languages...*, p. 85

term, namely importation and substitution. Importation is when the form or the meaning the foreign word is not or completely adapted. Substitution is when the sound or the morpheme of the word replaced. This point, it will be analyzed by the researcher for this research. Then, Haugen clarified this separation by proposing that in the case of borrowing the word must be to some degree, adapted, at least into the sound of the recipient language. Thus the separation between the importation and substitution practically can never be clear cut.

Jendra cited from Haugen (1969), the professor has proposed another classification on the word borrowings in reference with the formation of the words as well as whether the form or only the meaning of the words are borrowed. In this classification, Haugen uses the term "loan" to refer to word-borrowings.<sup>19</sup>

Loanword, refer to most borrowing, word described earlier (handphone, funky, hot, date, request, cross-breeding). According to the level of necessary in borrowing the words, loanwords are distinguished further into two types, necessary and unnecessary.

1) Necessary loanword

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<sup>19</sup> Jendra, Made I. 2010. *Sociolinguistics: The Study of Societies' languages*,...p. 88

Necessary loanword, also named importations, are word borrowed from a foreign language by bilinguals into their utterance because they find there is no exact word in their own language that can express what they mean.

## 2) Unnecessary Loanwords

Unnecessary Loanwords are the words from a foreign language that are borrowed although there are actually corresponding words in the receiver language that may be used to substitute them. This type of loanword has been also named substitution. Jendra gives example, the word hot, request and date that are borrowed into Indonesian belong to this type as the Indonesians may actually use *panas*, *meminta*, or *kencan* to refer to the meaning expresses by the English items.

Then, Loan blends, Jendra cited from Betz (1949) Loan blends are formed by combining the word of the foreign language and base language. But now, this type is rather rare. Loan shift refers to words which are formed by borrowing only the meaning found in the words of the foreign resources. Thus unlike loanwords and loan blends, in loan shift, only the meanings are borrowed while the forms are replaced by the ones found in the language. For this transfer of meaning, loan shift is also popularly known as *loan translation*. Jendra gives the example of loan shift, word software and hardware from

English had been borrowed into Indonesian to be *perangkat lunak* and *perangkat keras*.

Some classification of word-borrowings or loanwords described in the table below:

Point of view	Word-borrowing		
Parts borrowed from the different language	Loanword	Loan blend	Loan shift
Relation to the different language variety involved	Cultural	Intimate	Dialect
The frequency of uses and the number of users	Speech borrowing		Language borrowing
Apparent adaption in the borrower language	Incorporated borrowings		Spontaneous borrowings
Necessary to borrow	Necessary loanword		unnecessary loanword

Table 1.1 The classification of word-borrowings

d. The Differences in Switching, Code Mixing, and Word Borrowing

The term borrowing word looks like code-switching, but it is different. Jendra summarized conceptual differences between code-switching (cs), code mixing (cm) and word borrowing (wb). We can analyze in the list below.

Point of View	CS	CM	WB
Grammatical items	Sentence or clause	Phrase Word Morpheme Phoneme	Word
Base language	Apparent	Sometimes apparent	Apparent
Topics	May change	Maintained	Maintained
Situation	Formal	Informal	Formal Informal
Bilingual	Partial	Total	Partial
Language levels	Speech Individual	Speech Individual	Language social
Adaption	Not adapted	Adapted	Adapted <sup>20</sup>

Table 1.2. The Differences in Switching, Code Mixing, and Word Borrowing

## 7. Haugen's and Bough's theory

Borrowing word from one language to another language may undergo some phonemics change. Haugen divided the substitution phonemics into three terms. The first is loan word without phonemic substitution, means the pronunciation of this type of borrowing word

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<sup>20</sup> Jendra, Made I. *Sociolinguistics: The Study of Societies' languages...*, p.

based on the donor language without phonemic substitution. Second, loan word with partial phonemic substitution, it means the borrowing words pronounced based on the language which accepted. The third is loan word with complete phonemic substitution, means the pronunciation of this borrowing word completely changed based on the language which accepted.<sup>21</sup>

Then, Baugh divided changes of meaning into four types, namely extension, narrowing, regeneration and degeneration meaning.<sup>22</sup> The first is an extension, means the meaning of the borrowing word changed into general meaning, it is not only in the one scope but into another scope. The second is, narrowing, also called by specialization, in this type the meaning of borrowing word changed from general to special. The third is regeneration, means the borrowing word changed when the new its meaning has a better interpretation than the pure meaning of the donor language. The last is degeneration, means the borrowing word changed when the new its meaning has degeneration (negative meaning) meaning from the donor language.

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<sup>21</sup> Einer, Haugen. *The Analysis of Linguistic Borrowing*. (Journal Article, Language vol. 26, No. 2, pp. 210-231, 1950), p. 214

<sup>22</sup> Albert, Baugh. C. *A History of the English Language*, Fourth Edition. (London: Routledge, 1993)

## 8. Sound Substitution

Not all systems are same, as we discovered in conducting the phonemic analysis of different languages. Some languages have fewer or more phonemes and or allophones than English does, and we can detect this when we hear non-native speakers Pronounce English. For instance, France speakers often pronounce English "this" (/ðɪs/) and "ziz" and thin (/θɪn/) as "sin". The reason for this mispronunciation is that phonemic inventory of French does not contain (ð) or (θ), so French speakers substitute the nearest equivalent sounds, the fricatives /z/ and /s/ available in their phonemic Inventory.<sup>23</sup>

In the same cases, Indonesian people avoid too much consonant letter, especially in Javanese people. In this case, it will be influenced to occur sound substation. For example, Indonesian people prefer to say "pet" or "liun" to pronounce "petroleum" /pə'trəʊliəm/.

This is known as sounds substitution, a process whereby sounds that already exist in a language are used to replace sounds that do not exist in the language when borrowing or trying to pronounce a foreign word. Another familiar example comes from German, a language that has a voiceless velar fricative phoneme, represented by symbol /x/. English of course, lacks this sounds, though English has voiceless

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<sup>23</sup> Department of Linguistics. *Language files fifth Edition*, (Colombus: Ohio University, 1991), p. 117

velar stop /k/. Most speaker of English substitute /k/ for /x/ in a German word like “bach” /bax/, producing /bax/.<sup>24</sup>

#### 9. The Contribution of this research for English Teacher in 7<sup>th</sup> Grade of Junior high School

Sometimes students think that English hard to be mastery. In this stage, a teacher should develop the building knowledge of the students. A teacher should give stimulus in the stages of core activity. From Journal Vision, building knowledge is an important aspect of the teaching process.<sup>25</sup> Stimulus can build the knowledge of students and prepare their readiness in the learning process. It can be concluded, giving stimulus in the teaching process is important. English borrowing word is used by Javanese daily conversation will be appropriate to be a stimulus material.

Edward Lee Thorndike had identified three laws of learning, namely law of effect, the law of readiness and law of exercise. These principles have been discovered, tested and used in a practical situation.

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<sup>24</sup> Department of Linguistics. *Language files fifth Edition*,... p. 117

<sup>25</sup> Mohammad Andi Hakim, "The Analysis of M.A.K Halliday's theory of Systemic Functional Linguistic and its Impact to Discourse Analysis and Genre-Based Approach, journal Vision, (vol. 3 no. 2, 2014), p. 159

a. The principle of effect

This concept is based on the emotional reaction of the student. It has a direct relationship to motivation. The principle of effect is that learning is strengthened when accompanied by a pleasant or satisfying feeling and that learning is weakened when associated with an unpleasant feeling. The student will strive to continue doing what provides a pleasant effect to continue learning. Positive reinforcement is more applicable to lead, to success and to motivate the learner, so the instructor should recognize and commend improvement. Whatever the learning situation, it should contain elements that affect the students positively and give them a feeling of satisfaction. Therefore, instructors should be cautious about using punishment in the classroom.

One of the important obligations of the instructor is setting up the learning situation in such a manner that each trainee will be able to see evidence of progress and achieve some degree of success. Experiences that produce feelings of defeat, frustration, anger, confusion, or futility are unpleasant for the student. If, for example, an instructor attempts to teach advanced concepts on the initial engagement, the student is likely to feel inferior and be frustrated. Impressing upon students the difficulty of a task to be learned can make the teaching task difficult. Usually,

it is better to tell students that a problem or task, although difficult, is within their capability to understand or perform. Every learning experience does not have to be entirely successful, nor does the student have to master each lesson completely. However, every learning experience should contain elements that leave the student with some good feelings. A student's chance of success is definitely increased if the learning experience is a pleasant one.

b. Readiness

Readiness implies a degree of concentration and eagerness. (Individuals learn best when they are physical, mentally, and emotionally ready to learn) and do not learn well if they see no reason for learning. Getting students ready to learn, creating interest by showing the value of the subject matter, and providing a continuous mental or physical challenge, is usually the instructor's responsibility. If students have a strong purpose, a clear objective, and a definite reason for learning something, they make more progress than if they lack motivation. In other words, when students are ready to learn, they meet the instructor at least halfway, simplifying the instructor's job.

Since learning is an active process, students must have adequate rest, health, and physical ability. Basic needs of students must be satisfied before they are ready or capable of learning. Students who are exhausted or in ill health cannot

learn much. If they are distracted by outside responsibilities, interests, or worries, have overcrowded schedules, or other unresolved issues, students may have little interest in learning. For example, we may identify the situation of an academic examination of a school, in which the cause of securing good marks in various subjects leads to mentally and emotionally readiness of students to do more hard labor in acquiring knowledge.

c. The principle of exercise

States that those things most often repeated are best remembered. It is the basis of drill and practice. It has been proven that students learn best and retain information longer when they have meaningful practice and repetition. The key here is that the practice must be meaningful. It is clear that practice leads to improvement only when it is followed by positive feedback.

The human memory is fallible. The mind can rarely retain, evaluate, and apply new concepts or practices after a single exposure. Students do not learn complex tasks in a single session. They learn by applying what they have been told and shown. Every time practice occurs, learning continues. These include student recall, review and summarize, and manual drill and physical applications. All of these serve to create learning habits. The instructor must repeat important items of the subject

matter at reasonable intervals, and provide opportunities for students to practice while making sure that this process is directed toward a goal. But in some or many cases, there is no need for regular practice if the skill is acquired once. For instance, if we have learned cycling once, we will not forget the knowledge or skill even if we aren't exercising it for a long time.<sup>26</sup>

## **B. Previous Study**

There are some researches related to borrowing word, the first is “A Sociolinguistics Study of English Borrowings Used in *Panjebar Semangat* Magazine, January 2011 Edition” by Yulitamtomo. School of Teacher Training and Education Muhammadiyah University of Surakarta 2013. The researcher uses Haugen’s theory in analyzing the kinds of borrowing, and Katamba’s theory in analyzing the ways of borrowings. He concluded, mostly there are two procedures that use to borrow from English into Javanese. They are by applying the intentional modification of spelling and/or pronunciation (such as: changing the vowels, consonant, or suffix) which that acceptable to the Javanese culture. Applying borrowing without intentionally modification, this kind of

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<sup>26</sup> [https://en.m.wikipedia.org/wiki/Principles\\_of\\_learning](https://en.m.wikipedia.org/wiki/Principles_of_learning), accessed on January 1<sup>st</sup>, 2019 at 21.20 pm

translation is pure borrowing. In this case, the translation takes over fully borrowed word from the English without any change.<sup>27</sup>

Second, “*Kata-kata Pinjaman Bahasa Inggris dalam Bahasa Indonesia pada Koran Harian Manado Post*”. Universitas Sam Ratulangi Fakultas Ilmu Budaya Manado by Syutrika Dian Sengkey (2016). In this research, she used the Haugen theory. She identified the English borrowing word that is used in *Koran Harian Manado Post*. She concluded, there are 86 English borrowing words. 1 word classified into without substitution phonemic. 85 words are classified into partial substitution phonemic. Then, 44 words found but it can't be classified into the three kinds of substitution phonemic. Furthermore, there are two kinds of changes of meaning such as extension and narrowing, she concluded, 7 words are categorized into generalization or extension meaning and 9 words into narrowing or specialization. But regeneration and degeneration meaning did not found in her research.<sup>28</sup>

The third is "The English Borrowing Words in *Kompas* Online Articles”, by Tutriana Ayu Sekarrosa. Universitas Gadjah Mada Yogyakarta, English Department, Faculty of Cultural Science (2014). She used business and sports articles of *Kompas* Online to be the subject of her research. The findings concluded that the use of English borrowing

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<sup>27</sup> Yulitamtomo. 2013. *A Sociolinguistic Study of English Borrowings Used in Panjebur Semangat Magazine, January 2011 Edition*: thesis. (Surakarta: School of Teacher Training and Education Muhammadiyah University)

<sup>28</sup> Syutrika Dian Sengkey. 2016. *Kata-kata Pinjaman Bahasa Inggris dalam Bahasa Indonesia pada Koran Harian “Manado Post”*: thesis. Universitas Sam Ratulangi Fakultas Ilmu Budaya Manado.

words in media, especially newspaper is frequently used, especially to describe the idea that cannot be expressed with the existing word in *Bahasa Indonesia*.<sup>29</sup>

Fourth, "English Borrowing Word in Entertainment Terminology", by Nabilah Alawi. English Letters Department and Humanities Faculty State Islamic University Syarif Hidayatullah Jakarta (2007). She used entertainment terminology to be the subject of study. She concluded the borrowing and absorption from English into the Indonesian language especially in entertainment terminology is quite high. She found 40 words. Furthermore, she analyzed, 11 terminologies are categorized into extension meaning, 7 terminologies are categorized into narrowing meaning and 22 terminologies have the same meaning.<sup>30</sup>

Based on the previous research above, some researchers have been already conducted similar by other researchers, it means discussed borrowing a word. For the object, three of them are used written and documentation method. Based on the object of the research, Yulitamomo used *Panjebar Semangat* magazine. Then both Syutrika Dian Sengkey and Tutriana Ayu Sekarroso are used daily newspaper. It can be concluded three of them are used a written object. Then, Nabilah Alawi

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<sup>29</sup> Tutriana Ayu Sekarroso. Ayu Sekarroso T. 2014. *The English Borrowing Words in Kompas Online Articles*: thesis (Yogyakarta: English Department, Faculty of Cultural Science Universitas Gadjah Mada)

<sup>30</sup> Nabilah Alawi. 2007. *English Borrowing Word in Entertainment Terminology*: thesis (Jakarta: English Letters Department and Humanities Faculty State Islamic University Syarif Hidayatullah

used entertainment terminology. She used the documentation method and she took the data from a dictionary and some references.

Similar with Yulitamtomo and Syutrika Dian Sengkey this research also uses Haugen's theory to classify the substitution phonemic. But, to find the changes of meaning, the researcher uses Baugh's theory same as the research of Nabilah Alawi. The dissimilarity, the object of this research is verbal or spoken, especially the Javanese daily conversation. The other dissimilarities this research uses participatory observation method to find data. Furthermore, four researchers above just identified English borrowing word based on the theory. It means without giving a contribution to teaching, but the researcher will explain the contribution of this research to English teaching.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter explains the description of how the writer conducted the research especially about the methodology that will be done. An appropriate methodology is a factor that makes the researchers succeeded in their research. This chapter contains of the type of research, time and place research, source data, focus of research, data collection and data analysis technique.

#### **A. Research Design**

##### **1. Type of Research**

The method of this research is a descriptive qualitative method. The data in this research will be words, phrase, clause, sentence that will be analyzed to the theory. According to Maelong, there are three considerations to do qualitative research, ordinary reality, the relationship between researcher and respondent, and can adapt to the system and value sensitively in the society.<sup>1</sup>

##### **2. Time and Place of Research**

The researcher collected the English borrowing words are used in daily conversation of Javanese people in Tawangharjo sub-district in September 2017-2018. The data analyzed in

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<sup>1</sup> Muhammad, *Metode Penelitian Bahasa*. (Jogjakarta: Ar-Ruz Media, 2011), p.23

June-December 2018. This research is held in Tawangharjo sub-district. Furthermore, she has noted the information of the English borrowing words. Such the date the speaker told it.

## **B. Source of The Data**

The researcher became as observer participation, she takes apart directly in the process of language use. Furthermore, the researcher uses compatible theory related English borrowing word, namely Haugen's and Baugh's theory. The researcher also uses the eight editions of Oxford Dictionary, <https://www.oxfordlearnersdictionaries.com>, *Kamus Besar Bahasa Indonesia (KBBI)*, <https://kbbi.kemdikbud.go.id/> to support this research.

## **C. Focus of The Research**

Based on the identification of the problem, the researcher limits the focus as follows.

1. The study only focuses on analyzing English borrowing words used in Javanese daily conversation in substitution phonemic and the changes of meaning.
2. The English borrowing words will be analyzed by using Haugen's and Baugh's theory.
3. This research gives a contribution to English teacher in seventh grade of junior high school.

#### **D. Data Collection**

The researcher displays three data. The first is the classification of English borrowing words are used in daily conversation by Javanese people in Tawangharjo sub-district based on the Haugen's theory. The second is the change of meaning its English borrowing based on Baugh's theory. Both of the first and the second data are collected by using participatory observation method. Sudaryanto explained, observation method (*Simak method*) is a method of collecting data in research by direct observation from a language.<sup>2</sup> Furthermore, the data analyses by using the theories.

The researcher directly observes the use of English borrowing words in Tawangharjo sub-district. In this case, she uses participatory observation because she became the user of English borrowing words in her daily communication. Then, to find the classification and the meaning she used documentation method because she took the theory from the resources, namely journal, and book. Suharsimi defines documentary method means the data is collected from the note, book, newspaper, magazine, transcript, agenda, etc.<sup>3</sup> Third data is obtained from the documentation process to find the contribution of this research in the English teaching process.

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<sup>2</sup> Sudaryanto, *Metode dan Aneka Teknik Analisis Bahasa*, (Yogyakarta: Duta Wacana Press, 1993), p. 133

<sup>3</sup> Suharsimi Arikunto, *Metodologi Penelitian*, (Jakarta: PT Rineka Cipta, 2006), p. 231

## E. Instrument

An instrument is a tool that is used in collecting data. Arikunto revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy.<sup>4</sup> In the qualitative research, the instrument is the researcher herself. But to answer the research problem, the researcher used a table and certainty to make the analysis proses easier. To answer the first research problem the researcher uses the table below.

Date	Utterances	Borrowing words		English words		Substitution Phonemic (SP)		
		Word	P R	Word	PR	W	P	C

Table. 1.3 An instrument to analyze phonemic substitution

Note:

PR: Pronunciation

W: Without

P: Partial

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<sup>4</sup> Suharsimi, Arikunto. 2000. *Manajemen Penelitian*. Jakarta: PT Rineka Cipta, p. 134

C: Complete

Sign:

√: yes

-: no

Furthermore, to answer the second research question the researcher uses the table below.

Javanese		English		The change of meaning			
Word	Meaning	Word	Meaning	EX	NR	RG	DG

Table. 1.4 An instrument to analyze the change of meaning

Note:

Changes of meaning

Ex: Extension

NR: Narrowing

RG: Regeneration

DG: Degeneration

Sign:

√: yes

-: no

Then, to answer the third research problem the researcher arranges a stimulus material for a teacher in English teaching

process in 7<sup>th</sup> grade of Junior high school, the researcher finds the resources (book, journal, etc.) related to its topic.

## **F. Data Analysis Technique**

There are the steps of this research:

### **1. Preparing**

In this stage, the researcher read resources related to borrowing word, for example, the meaning, reason for borrowing words, the classification and so on. The researcher collects the information from the journal, thesis, and books, namely Language Borrowing and Language Diffusion by Hoffer L. Bates, Sociolinguistics: The Study of Societies' languages by Jendra, A History of the English Language by Baugh, The Analysis of Linguistic Borrowing by Haugen, etc. The researcher also

### **2. Collecting data**

The researcher held observation. The researcher carries out an observation of the Javanese daily conversation in Tawangharjo sub-district. In this stage, the researcher considers the resource of the data. It is really important to pay attention to the user and the usage of the data she found. Then, she takes note the sentences or phrase that contains English borrowing words.

### 3. Analyzing the data

In analyzing the data, the writer uses Haugen's theory to find out the types and Baugh's theory to get the changes of the meaning. To support the analysis, the researcher used Oxford Learner Dictionary 8<sup>th</sup> edition to find the meaning and used <https://www.oxfordlearnersdictionaries.com> to find the [pronunciation](#). The researcher also used *Kamus Besar Bahasa Indonesia (KBBI)* to find the meaning of borrowing words and used <https://kbbi.kemdikbud.go.id/> to find how to pronounce the word.

### 4. Finding the contribution of this research

English borrowing word used in Javanese daily conversation people in Tawangharjo sub-district is appropriate to be stimulus material in the learning process. The researcher arranges the way and technic of using its stimulus material in the English learning process.

## **G. The technique of The Data Verification**

In qualitative research, data can be categorized credible data if the data are valid. To get the validity of data, Creswell categorized the validity of data into eight strategies. Those are:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.

2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.
3. Use the rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.
5. Also, present negative or discrepant information that runs counter to the themes.
6. Spend a prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor to review the entire project.<sup>5</sup>

In this research, the researcher prefers to use a triangulation technique. Triangulation is an effort to check from various points of view to find the truth of data researcher found. The purpose of triangulation is to increase the credibility and validity of the findings. Further, this process is to avoid refraction and subjectivity in finding data process.

Denzin (1978) and Patton (1999) identified four types of Triangulation. Those are source triangulation, investigator triangulation, methodological triangulation, theoretical triangulation. First, source triangulation means the researcher uses more than one sources or participants to get the accuracy of data. Second, investigator triangulation refers to a technique that

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<sup>5</sup> Creswell, John W. *Research Design: Qualitative and Mixed Methods Approaches*. (Newbury Park: Sage Publication, 2009), p. 191

uses more than one researcher in collecting and analyzing data. It means based from some researcher's view in interpreting information and collecting the data, this technique makes the validity of data can be increased. Third, methodological triangulation refers to the researcher uses more than one method in collecting data. It means the researcher uses the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation is making a different method to get the validity of data. Fourth, theoretical triangulation means the researcher compares the data finding with a perspective theory that is relevant. Here, the researcher is demanded to have an expert judgment to compare the finding of research with a certain theory.<sup>6</sup>

Based on those types of triangulation, the researcher uses theoretical triangulation, the researcher compares and cross-check the data she found by using the Oxford Eight Edition dictionary and *Kamus Kata Serapan* written by Surawan Martinus.

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<sup>6</sup> Carter, et a., *The Use of Triangulation in Qualitative Research*, journal Oncology Nursing Forum, (vol. 41 Issue 5 Sep 2014), p. 545-547

## **CHAPTER IV**

### **FINDINGS AND DATA ANALYSIS**

This chapter, the researcher presents the findings and data analysis. In the finding, the researcher explains the data generally including the number and the status of English borrowing words researcher had taken from observation participatory process.

In the data analysis, the researcher presents three points. The first is the classifications of English borrowing words used by Javanese people in Tawangharjo sub-district Grobogan regency based on the substitution phonemic by Haugen's theory. The second is the change of its meaning analyzed based on Baugh's theory. The third is the contribution of this research for the teacher at seventh grade of junior high school.

#### **A. Findings**

The researcher noted the English borrowing words are used in daily conversation of Javanese people in Tawangharjo sub-district without checking the origin of its word (because English also borrowed vocabulary from several languages). The researcher only makes a list of the words adopted in English, it means the words that can be found in the Oxford dictionary.

The origin of some words it can be assumed from the Netherlands because as we know, this country has colonized

Indonesia earlier than England. But in this research, the researcher only focuses on English words. The researcher also found a fact, when Netherland colonized Indonesia, they didn't use Netherland language, but they used Melayu. This opinion is approved by Benedict Anderson, he explained that Indonesia is the only colony in the world ruled not by European. Proven, the candidates of colonial employees learned *het Maleis* or Melayu.<sup>1</sup> It can be concluded, globalization is the dominant reason in borrowed process. Society has taken English words from hearing the other society, from television and mass media.

The researcher found 102 words are usually used in daily conversation of Javanese people in Tawangharjo sub-district. The words are *kredit, bos, karpet, film, cek, gol, jaket, fit, krim, mini, pen, press, sedel, daster, dres, edit, eror, flek, piknik, manajer, laundry, korset, hunting, hepi, group, grogy, stress, boking, botol, baterai, bebi sitter, cas, sumer, tato, bor, bank, bir, alarm, dynamo, donat, salon, dekorasi, es, proyek, engsel, gossip, skor, kanopi, satin, liun, kes, ketel, gaun, laser, komen, mug, onder, garansi, rol, sampo, kaset, seng, kamera sound, novel, sukses, kelas, souvenir, brokoli, presidhen, gelas, amplop, babon, sedan, blender, pinisilin, brokat, diskon, brosur, borak, full, palsu, kafe, poker, remot, snack, vaksin, solar, serbet, vitamin, stok, bodi, selip, sensus, drem,*

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<sup>1</sup> <https://gatholotjo.com/2017/10/07/bahasa-indonesia-pernahkah-didjadjah-oleh-joss-wibisono/> accessed on December 21<sup>st</sup>, 10.00 am

*sales, kubis, sport, handle, sachet, traktor and tisu.* The researcher will explain the data below.

## **B. Data Analysis**

The researcher found 102 English borrowing words that are usually used by Javanese people in their daily conversation. The researcher analyzed 27 words are categorized into without phonemic substitution. Namely *kredit, bos, karpet, film, cek, gol, jaket, fit, krim, mini, pen, press, sedel, daster, dres, edit, eror, flek, piknik, manajer, laundry, korset, hunting, hepi, group, groy, and stress.* 75 words are categorized into partial phonemic substitution. Namely *boking, botol, baterai, bebi sitter, cas, sumer, tato, bor, bank, bir, alarm, dynamo, donat, salon, dekorasi, es, proyek, engsel, gossip, skor, kanopi, satin, liun, kes, ketel, gaun, laser, komen, mug, onder, garansi, rol, sampo, kaset, seng, kamera sound, novel, sukses, kelas, souvenir, brokoli, presidhen, gelas, amplop, babon, sedan, blender, pinisilin, brokat, diskon, brosur, borak, full, palsu, kafe, poker, remot, snack, vaksin, solar, serbet, vitamin, stok, bodi, selip, sensus, drem, sales, kubis, sport, handle, sachet, traktor and tisu.*

Some of the words are also categorized into international borrowing word, meaning that the words are used by people or society around the world, for example, word bank, boss, shampoo, camera, happy, etc.

## 1. The Classifications of English Borrowing Words Used by Javanese People in Tawangharjo sub-District Based on the Substitution Phonemic by Haugen's Theory

The data is analyzed by Haugen's theory to see the substitution phonemic. The substitution phonemic is divided into three kinds, as explained as follows.

### a. Without Phonemic Substitution

27 words are categorized into without phonemic substitution. It means English borrowing word pronounces based on the source language although the writing system is already changed. Usually, the changed is by omitting consonant. One of the characteristics of Indonesian language is avoiding too many of consonant. Generally, in the Indonesian language one consonant is followed by minimally one vocal in a syllable, for example, *hari, kata, meja, makan, etc.* Here the word boss based on the source language uses double "s", Javanese people or Indonesian people pronounced this word in the same way as the source language. This word is adopted in KBBI into "bos" (omitting one of consonant "s"). It also happens to the other English borrowing words, they are dress into *dres*, press into *pres*, stress into *stress*, etc.

In the same case, word "film" is pronounced based on the source language. But, sometimes, there are people who have pronounced this word into "*filem*" (*with clear vocal*

“e”) or “*pilem*”. They are added vocal “e” into the second syllable.

Sometimes English words are borrowed by modifying the form and adapting its word into Indonesian or even Javanese spelling system. For example, by changing consonant “c” into “k” in word “picnic” borrowed and adopted into “*piknik*”. The other, by changing “y” into “i” that can be seen in the word “happy” borrowed into “*hepi*”, laundry is pronounced to be “*laundri*”.

But although some of the words that already mention above modified, the words pronounced based on the source language.

#### b. Partial Phonemic Substitution

75 words are categorized into partial phonemic substitution. The changing consonant “c” into “k” usually is found in this type for example word “comment” borrowed into “*komen*”, “class” into “*kelas*” (also adding vocal “e”), café into *kafe*, etc.

The researcher also found the other types of modifying the form and adapting for example by changing “x” into “k” in the word “borax”, this word is borrowed into “*borak*” (omitting the hissing sound).

The other characteristics of the user Indonesian language or even Javanese prefer to make the word easier to be pronounced. The way is by cutting the long word for

example word salesman is pronounced into “*sales*”, underwear into “*onder*”.

The researcher also found English borrowing words are used rarely, they are *pet/ liun* and *bor* because there is no representation for the word “petroleum”. Then the word “*bor*” is substituted into “*papan tulis*”, it means "board or black/ whiteboard".

Here, the researcher found the other modification in the word "handle" is pronounced to be “*handel*” (turn over the two last letters). The other form of this type, there is an indirect borrowing, means the words are adopted in the Javanese language, in this case, word "president" borrowed into “*presiden*” and modified based on the Javanese system to be “*presidhen*”. Based on the analysis of the researcher, generally, 75 words are categorized into this type is a noun. They are *tato*, *botol*, *baby sitter*, *bank*, *bir*, *alarm*, *satin*, *ketel*, *laser*, *mug*, etc.

#### c. Complete Phonemic Substitution

Based on the observation of the researcher, she didn't find English borrowing words are used by Javanese people that can be categorized into this type, because all of borrowing words always bring the smaller of the composer of its word. For example, although the word “petroleum” changed to be “pet” or “liun”, both of them bring even the

smaller of the source word ““petroleum”. In the same case the word “envelop” borrowed into “*amplop*”. Although is pronounced different from the source language, this word bring even the smaller of the source word.

For the detail analyzed about the phonemic substitution is explained on the appendix.

## **2. The Change of Meaning of English Borrowing Words Used by Javanese People in Tawangharjo sub-District based on Baugh's Theory**

Totally 102 words are analyzed based on the Baugh's theory. There are four categories namely Extension, Narrowing, Regeneration and Degeneration meaning. The meaning of 72 words are generally still same as the source language *bebitter, bir, blender, boking, borak, bos, botol, brokat, brokoli, brosur, cancel, cas, cash, diskon, donat, dinamo, edit, error, es, film, fit, fleck, full, garasi, gosip, grogi, group, handle, hepi, hunting, jaket, kamera, kanopi, karpet, kaset, komen, kelas, kredit, kubis., laundry, liun, manager, mini, mug, novel, onder, palsu, piknik, pinisilin, poker, presiden, press, proyek, remot, sales, sachet, sampo, satin, sedan, seng, sensus, serbet, slip, skor, snack, solar, souvenir, stock, sponsor, sukses, tisu, traktor, vaksin, and vitamin.*

As many as 15 words are categorized into Extension meaning, they are *alarm, bank, babon, baterai, bodi, cek, engsel,*

*gaun, gol, ketel, krim, pen, rol, sedel, tato.* 15 words are categorized into Narrowing meaning because it produces specialization meaning they are *amplop, bor, daster, dekorasi, drem, dres, gelas, kafe, korset, laser, salon, sound, stress, sport, and sumer.*

In this point, the meaning English borrowing words that are adopted in the national language of Indonesia analyzed based on *the Kamus Besar Bahasa Indonesia* (KBBI). Then, the words that are not adopted are *analyzed* based on the point of view and the context of the sentence or phrase in the communication of Javanese people in Tawangharjo sub-district. The researcher explains it in detail below.

a. Extension Meaning

As many as 15 words are categorized into this type, means the word can be identified produces more than one meaning or general meaning from the source language.

1) *Alarm* is borrowed from alarm

In KBBI alarm is such as signals, sounds, rays, and so on. Mechanical devices designed to warn of danger or damage. In the Oxford dictionary this word means Fear and anxiety that somebody feels when something dangerous or unpleasant might happen. This word is categorized into extension meaning because the meaning

of alarm in KBBI is more complex than the meaning from Oxford dictionary.

2) Bank is borrowed from bank

In KBBI bank is an attractive financial entity and spending money in the community, primarily providing credit and services in traffic payments and money circulation. In the Oxford dictionary, this word means an organization that provides various financial services, for example, keeping and lending money. This word is categorized into extension meaning because, word bank becomes general meaning because bank not only provides various financial services, for example, keeping and lending money but also providing credit service, etc.

3) *Babon* is borrowed from baboon

In KBBI *babon* means hens or original manuscript. In the Oxford dictionary this word means a large African or Asian monkey with a long face like a dog's. This word is categorized into extension meaning because in KBBI this word produces two meaning.

4) Baterai is borrowed from battery

In KBBI *baterai* means Tools to collect and generate electricity or Flashlight. In Oxford dictionary, this word means a device that is placed inside a car engine, clock, radio, etc. and that produces the electricity that makes it work. This word is categorized into extension meaning

because it produces general meaning. Not only to produces electricity but also means flashlight.

5) *Bodi* is borrowed from body

In KBBI *bodi* means the shape of the body, the vehicle of a car and soon. In Oxford dictionary, this word means the whole physical structure of a human or an animal, the main part of a body not including the head, or not including the head, arms, and legs. This word is categorized into extension meaning because the body is not only the physical structure of human or animal but also to explain the vehicle of the car and soon.

6) *Cek* is borrowed from check

In KBBI *cek* means Commands in written form from bill owner to bank and so on to pay some money, or activity to investigate something. In the Oxford dictionary, this word means to examine something to see if it is correct, safe or acceptable. This word is categorized into extension meaning because produces general meaning from the source language.

7) *Engsel* is borrowed from ankle

In KBBI *engsel* means joints are usually made of iron that connects the door (window) with the frame or that connect the lid of the coffin with his casket and so on. Or money orders on the rail (railroad). In Oxford dictionary, this word means the join connection the foot

to the leg. This word is categorized into extension meaning because it produces more general meaning.

8) *Gaun* is borrowed from gown

In KBBI *gaun* means women's clothes. In the Oxford dictionary, this word means a women's dress, especially a long one for special occasions. The meaning of *gaun* in KBBI has extension meaning, it means woman's clothes generally but, in Oxford dictionary, this kind of cloth is used into a special occasion and has the characteristics.

9) *Gol* is borrowed from goal

In KBBI *gol* means a frame in football or when the ball enters the frame with a net, achieved the purpose. In the Oxford dictionary, this word means a frame with a net into which players must kick or hit the ball in order to score a point. This word produces new meaning, it is "achieved the purpose", this word can be categorized into this type.

10) *Ketel* is borrowed kettle

*Ketel* means iron cauldron to cook rice, tanks on ships, locomotives, and so on to heat the steam-powered water used to drive the engine in KBBI. Kettle means a container with a lid, handle and spout, used for boiling water: an electric kettle. Based on those meanings word

*Ketel* produces general meaning. *Ketel* is not only for boiling water but also means a tool on a ship, etc.

11) *Krim* is borrowed from cream

In KBBI *krım* means kinds of liquid milk, a kind of beauty equipment for skin treatment. In Oxford dictionary, this word means the thick pale yellowish-white fatty liquid that rises to the top of milk, used in cooking or as a type of. Based on the meaning above, this word is categorized into this type. Because of the meaning of its word not only a kind of food but also a kind of beauty equipment for skin treatment.

12) *Pen* is borrowed from pen

Pen means an instrument made of plastic or metal used for writer, copper or anything else to buttress a broken bone. Pen in source language means an instrument made of plastic or metal used for writing with ink. This word is categorized into this type because *pen* not only means an instrument for writing but also can assist tool in medicine.

13) *Rol* is borrowed from roll

In KBBI *Rol* means a character, coil of film, a tool is made from wood, iron, etc. to press something, a tool scroll hair, a tool to paint the wall. In the Oxford dictionary, this word means a long piece of paper, cloth, film, etc. This word categorized into this type because in

the borrower language this word produces more than two functions.

14) *Sedel* is borrowed from saddle

*Sedel* means a leather seat for a rider, usually in a bicycle. In Oxford dictionary, saddle means a leather seat for a rider on a horse. This word is categorized into this type because the word "usually" indicated *sedel* not only A leather seat for a rider in bicycle but also it can be in a horse and so on.

15) *Tato* is borrowed from tattoo

*Tato* means picture (painting) on body skin. In Oxford dictionary, his word means picture or design that is marked permanently on a person's skin by making a small hole in the skin with a needle and filling them with colored ink. This word categorized into this type because *it* is not only permanent but also there is a temporary tattoo and Javanese people especially in Tawangharjo sub-district called permanent or even temporary tattoo called by "tattoo".

b. Narrowing Meaning

1) *Amplop* is borrowed from envelope

In KBBI *amplop* means cover of a letter. In the Oxford dictionary, this word means a flat paper container is used for sending letters in, a flat container is made of plastic for keeping papers in. This word is categorized

into narrowing meaning because the meaning of this word in Oxford dictionary wider than on the KBBI. *Envelope* not only uses to cover a letter but also to keep the paper in.

2) *Bor* is borrowed from the board

Javanese people in Tawangharjo sometimes called blackboard to be “*bor*”, it means a piece of wood used for writing. In the Oxford dictionary, this word means a piece of wood, a long thin piece of strong hard material, especially wood, used, for example, for making floors, building walls. This word is categorized into narrowing meaning because this word from donor language has a general meaning.

3) *Daster* is borrowed from duster

In KBBI *daster* means kind of dress that deliberately made loose that it wears at home. In Oxford dictionary, this word means a cloth for removing dust from furniture, a piece of clothing that you wear over your other clothes when you are cleaning the house, a long coat that was worn by cowboys. This word is categorized into narrowing meaning because in the borrower language this word produces specialization meaning.

4) *Dekorasi* is borrowed from decoration

In KBBI *dekorasi* means any piece of theater stage decorating fixtures, ornaments or jewelry while from the

room, building, street and the rest. In the Oxford dictionary, this word means a thing that makes something looks more attractive on a special occasion. This word categorized is into narrowing meaning because the meaning of decoration in Oxford more general, it means not only refers to stage decorating, ornament, room etc. but also to make something looks more attractive.

5) *Drem* is borrowed from drum

This word means a container to keep kinds of liquid. In the Oxford dictionary, this word means a musical instrument made of a hollow round frame with plastic or skin stretched tightly across one or both ends. This word is categorized into narrowing meaning because it produces special meaning.

6) *Dres* is borrowed from dress

*Dres* means woman's clothes in KBBI. In Oxford dictionary, this word means a piece of women's clothing that is made in one piece and covers the body down to the legs, sometimes reaching to below the knees, or to the ankles, clothes for either men or women. This word is categorized into narrowing meaning because it produces special meaning. Based on the donor language dress can be used by women or even man.

7) *Gelas* is borrowed from glass

*Gelas* means Place to drink, tubular made from glass and soon, a device to see the liquid form. In Oxford dictionary glass means a hard, usually transparent, substance used, for example, for making windows and bottles, a container made of glass, used for drinking out of, the contents of a glass, objects made of glass, a protecting cover made of glass on a watch, picture or photograph frame, fire alarm, etc. This word is categorized into narrowing meaning because it produces special meaning in borrower language.

8) *Kafe* is borrowed from café

In KBBI *Kafe* means a place that you can buy coffee and the visitor are entertained with music or drinking place that the visitor can order or drinks, such as coffee, tea, beer, and cakes, or coffee shop. In the Oxford dictionary, this word means a place where you can buy drinks and simple meals. Alcohol is not usually served in British or American cafes or a small shop/store that sells sweets, newspapers, food, etc. and usually stays open later than other shops/stores. This word is categorized into narrowing, in the donor Language, this word has more than three meaning, café it can be a place to sell a newspaper.

9) *Korset* is borrowed from crochet

In KBBI *korset* means the bandage of stomach shaped like breast cloth that has a button to the abdomen (in women) looks smaller. Long, tight braids from chest to the hips used to make woman's body look slim. Crochet means a piece of women's underwear, fitting the body tightly, worn especially in the past to make the waist look smaller, a piece of clothing that fits the body tightly, worn to support a weak or injured back. This word is categorized into narrowing meaning because in English this word also means "worn to support a weak or injured back".

10) *Laser* is borrowed from laser

*Laser* means an acronym for light amplification by stimulated emission of radiation; an optical device that produces an intense monochromatic beam of coherent light in KBBI. This word means a device that gives out light in which all the waves oscillate (change direction and strength) together, typically producing a powerful beam of light that can be used for cutting metal, in a medical operation, etc. in Oxford dictionary. This word categorized into narrowing meaning because the meaning of laser in Oxford dictionary more general and also explain the functions.

11) *Salon* is borrowed from salon

*Salon* means a shop/ store that gives customers hair or beauty treatment. In Oxford dictionary salon means a shop/ store that gives customers hair or beauty treatment or that sells expensive clothes. This word is categorized into narrowing meaning because in the donor language salon not only gives customers hair or beauty treatment but also sells expensive clothes.

12) *The sound* is borrowed from a sound

*Sound* means a box that can produce a louder sound, usually used in the big ceremony. In the Oxford dictionary, this word means something you can hear. This word is categorized on narrowing because produces new meaning that is more specific. It is different from the Oxford dictionary that has a general meaning.

13) *Stres* is borrowed from stress

*Stres* means mental and emotional disorders or disorders caused by external factors; tension. This word means pressure or worry caused by the problems in somebody's life, the pressure put on something that can damage it or make it lose its shape, special importance given to something, an extra force used when pronouncing a particular word or syllable, illness caused by difficult physical conditions in Oxford dictionary. This word is categorized on narrowing

because of the meaning in donor language more general than in the borrower language.

14) *Sport* is borrowed from sport

Javanese people in Tawangharjo sub-district are used word *sporot* for a sleeveless shirt to absorb sweat. This word is borrowed from the sport, it means an activity that you do for pleasure and that needs physical effort or skill, usually done in a special area and according to fixed rules. This word get narrowing meaning, *sporot* refer to a kind of cloth. Then, the meaning of the word 'sport' in the Oxford dictionary refers to an activity.

15) *Sumer* is borrowed from summer

Javanese people in Tawangharjo sub-district are used word *summer* to express when someone in an unhealthy situation or under the weather. This word is borrowed from summer, it means the warmest season of the year, coming between spring and autumn/fall. *Sumer* categorized into narrowing meaning because produces limited meaning.

c. Regeneration Meaning

Based on the analysis process, the researcher didn't find English borrowing words are used by Javanese people in Tawangharjo sub-district that can be categorized into this type. English borrowing words can be categorized into this

type if the word produces better interpretation than the source language. All of the data already analyzed and the result shows, the words only produced specialization or general meaning.

d. Degeneration Meaning

No one English borrowing words used by Javanese people in Tawangharjo sub-district is categorized on this type because the use of English borrowing word in Tawangharjo sub-district is only to express their feeling, fulfill their need of vocabularies, and for prestige.

**3. The Contribution of English Borrowing Words Used by Javanese People in Tawangharjo Sub District for English Teacher in 7<sup>th</sup> Grade of Junior High School**

According to Biggs, students are only motivated to learn things that are important and meaningful to them.<sup>2</sup> A teacher is a vital aspect of the learning process. In this case, the teacher should operate learning process interestingly. So, the teacher should conduct effective learning.

One of teacher assignment based on the national education system (Sisdiknas) law number 20 released in 2003 is arranging

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<sup>2</sup> Kim Cheung. 2001. The Use of Popular Culture as a Stimulus to Motivate Secondary Students' English Learning in Hong Kong. *ELT Journal Volume 55/1 January*. Oxford University Press. English, p. 55

lesson plan and doing the teaching. In arranging lesson plan, the teacher should feel responsible for the formula. The teacher can use discovery learning system. There are three activities must be emphasized in the lesson plan, namely opening, core activity, and closing. There are five stages in the core activity. According to Syah, they are stimulus, problem statement, data collection, verification, and generalization.

Stimulus is the first stages of core activity. Giving stimulus in the learning process is important. In the leaning process, a stimulus is a stimulation or prickling given from the teacher to the student to the occurrence of activities and interaction. This theory is adopted based on physics verdict. It is happened when objects are given energy will produce a reaction. Meanwhile the response is someone's activity after getting stimulus.

There are many ways in giving stimulus in the learning process, they are by using pictures, music or video, a fictional and object around the students. English borrowing word is used by Javanese people in Tawangharjo sub-district can be a way to give stimulus in the English learning process. Here teacher can produce interesting material from it, for example, by displaying English borrowing words in a table or by packing it using pictures, etc.

Here the researcher will present a stimulus material by using English borrowing words are used by Javanese people in Tawangharjo sub-district for example by displaying a table that contains English borrowing word used by them in their daily conversation.

The concept is implemented in a lesson plan. Teacher in seventh grade of junior school in can implement this stimulus material in the learning process of this basic competences, it is about thing around students in basic competence number 3.4 and 4.4.

In this basic competence, students learn about giving and asking information related the names and the number of animals, objects, and public buildings which is closed from the daily life of the students. Generally, English borrowing word which is used in their daily conversation consists of words closer from the daily life of the students. It will be appropriate to connect both of them. Here, the researcher will explain the technique for implementing the stimulus material compiled from its words in the learning process.

English is closer around them because usually they are used English borrowing words in their daily communication. Borrowing word often preserves the linguistic information of or

original language. English borrowing word can be used to support and facilitate in teaching English. It means, by using its material students will get additional knowledge.

It can be concluded, a stimulus influences the result of learning. If a stimulus is emphasized in the first stage of core activity in the learning process, it has an impact to prepare the psychological readiness of students before starting the lesson. So, the learning process will be ongoing maximally.

But, as the same concept, is there any strength ness and weakness, this concept too. The weakness is, sometimes by implementing this stimulus materials, students take their interesting to the stimulus material, not the goal of learning. Despite, by using this stimulus material the student will get additional knowledge, it means about English borrowing words. By giving this stimulus in the learning process is expected student known English is around them because every day they are used in their daily conversation. This situation will increase their motivation in learning English.

This concept appropriate implemented in school who are the students is the user of Javanese, especially in Tawangharjo sub-district, Grobogan reGENCY and the user of Yogyakarta dialect in the west region ex residency of Semarang (Semarang, Salatiga,

Grobogan and a part of Magelang regency). Furthermore, the researcher arranges a lesson plan based on the revised 2013 curriculum. This lesson plan design for students in seventh grade of Junior High School. The lesson plan can be seen in appendix III.

## CHAPTER V

### CONCLUSION

In this chapter, the researcher presents the conclusion, implication and the recommendation of this research.

#### A. Conclusions

Based on the finding and data analysis, it can be concluded the using of English borrowing words in the daily conversation of Javanese people in Tawangharjo sub district are often happened. The researcher found 102 words are usually used by society there.

According to Haugen one characteristic of borrowing words should be adopted. But from totally 7 102 words, 11 words are not adopted, namely *bebisitter*, *boking*, *bok*, *bor*, *drem*, *liun*, *onder*, *son*, *sporot*, *sumer*, and *pen*. Then, 91 words are adopted in the national language of Indonesia, so we can see it on *Kamus Besar Bahasa Indonesia (KBBI)*.

Totally 102 words are analyzed by Haugen's theory to find the phonological change. There are 17 words can be categorized on without phonemic substitution, 55 words can be categorized to with partial phonemic and the researcher did not find English borrowing words that can be categorized on complete phonemic substitution.

Furthermore, the data is analyzed by Baugh's theory. From totally 102 words, the meaning of 72 words generally still same with the donor

language. As much as 15 words are categorized on extension meaning, 15 words is categorized on narrowing meaning.

In arranging lesson planning, teacher should emphasized three stages. Namely opening, core activity and closing. In the stage of core activity, teacher should giving stimulus before starting lesson. This research gives contribution in English learning process by arranging stimulus material. Teacher can implement this material when they are teaching the core activity number 3.2 and 4.2 about “Thing Around Us”. Teacher also can modified the material by using English borrowing word they are want because the important thing here is, how to motivate students English in around them. Furthermore the stimulus material will be appropriate to be implemented in the school in Tawangharjo sub district or around Grobogan regency.

## **B. Implication**

This research can make a reference for other researcher to conduct the English borrowing word. Furthermore, this study also can help teacher who teach in Javanese district especially in Tawangharjo sub district to give a stimulus in English learning process.

## **C. Recommendation**

The result of this analysis provides some useful suggestion as presented below:

1. There are some other English borrowing word are used by Javanese people in Javanese society, the other researcher can find and analyzed it.
2. Another researcher can conduct the research related to the English borrowing word in writing or in spoken form. In writing form they can analyze novel, daily news, magazine, etc. In spoken, they can observe the other dialect, not only in Javanese but also in Sundanese, Balinese etc. Furthermore, another researcher also can conduct an experiment method in English teaching by using English borrowing word.
3. The teacher who teach in Javanese society especially in Tawangharjo sub district or even Grobogan regency can implement this stimulus material in learning process because the using of stimulus in learning English is very useable to enrich the motivation of the student, so the learning process ongoing maximally. The student also will be easiest to study English by some of words that they are usually in their daily communication.

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## Appendix 1

The classifications of English borrowing words are used by Javanese people in Tawangharjo sub district based on the substitution phonemic by Haugen's theory.

Date	Utterances	Borrowing words		English words		(SP)		
		Word	PR	Word	PR	W	P	C
September 22 <sup>nd</sup> 2017	"Wongge kredit motor anyar"	kredit	/krèdit/	Credit	BrE or NAmE /'kredit/.	√		
September 22 <sup>nd</sup> 2017	"Anake saiki dadi bos proyek"	Bos	/bos/	Boss	BrE or NAmE /bo:s/		√	
September 22 <sup>nd</sup> 2017	"HP ne baterai'ne enthek"	Baterai	/batêrai/	Battery	BrE /'bætri/ NAmE /'bætəri/.		√	
September 22 <sup>nd</sup> 2017	"Nggone wis diboking"	Boking	/boking/	Boking	BrE and NAmE /'bɒkɪŋ/.		√	
September 23 <sup>rd</sup> 2017	"Wongge kerjo dadi bebi sitter"	Bebi sitter	/bèbisitter/	Baby sitter	BrE /'beɪbɪsɪtə(r)/ NAmE /'beɪbɪsɪtər.		√	

September 23 <sup>rd</sup> 2017	“ <i>Tulung, dijeregnoko karpet!</i> ”	Karpet	/karpèt/	Carpet	BrE /'kɑ:p it/ or NAme /'k ɑ:rpi:t/.	√		
September 23 <sup>rd</sup> 2017	“ <i>Ono filmopo?</i> ”	Film	/film/	Film	BrE or NAme /film/.	√		
September 23 <sup>rd</sup> 2017	“ <i>Wes dicekopo durung</i> ”	Cek	/cèk/	Check	BrE or NAme /tʃek/.	√		
September 24 <sup>th</sup> 2017	“ <i>Wis golpira?</i> ”	Gol	/gol/	Goal	BrE or NAme /go ʊl/	√		
September 25 <sup>th</sup> 2017	“ <i>Anyep, jaketan!</i> ”	Jaket	/jakè/	Jacket	BrE or NAme /'d ʒækɪt/.	√		
September 27 <sup>th</sup> 2017	“ <i>Awake kudu ora fit</i> ”	Fit	/fit/	Fit	BrE or NAme /fit /.	√		
September 27 <sup>th</sup> 2017	“ <i>Hamdanah nggowo krim malam</i> ”	Krim	/krim/	Cream	BrE or NAme /kr i:m/.	√		
September 27 <sup>th</sup> 2017	“ <i>La kok rotine mini-mini</i> ”	Mini	/mini/	Mini	BrE or NAme /' mni		√	

	<i>ngono, opo maregi?"</i>							
September 27 <sup>nd</sup> 2017	<i>"Nyileh penmu sik"</i>	Pen	/pèn/	Pen	BrE or NAmE /pen/.	√		
September 27 <sup>nd</sup> 2017	<i>"Plastike dipres dhisik"</i>	Pres	/près/	Press	BrE or NAmE /pres/.	√		
September 28 <sup>nd</sup> 2017	<i>"Sedel pite uwis diganti"</i>	Sedel	/sèdèl/	Saddle	BrE and NAmE /'sædl/.	√		
July 2018	<i>"Wonge dodolan daster"</i>	Daster	/dastêr/	Daster	BrE /'dʌstə(r); NAmE /'dʌstər/.	√		
July 2018	<i>"Ning kono dresse apik-apik"</i>	Dres	/drès/	Dress	BrE and NAmE /dres/.	√		
July 2018	<i>"„,Keri ngeditke kok"</i>	Edit	/èdit/	Edit	BrE and /'edɪt/.	√		
July 2018	<i>"Hapene lagi eror"</i>	Error	/èror/	Error	BrE /'erə(r); NAmE	√		

					/ˈerər/. .			
July 2018	“ <i>Anake keno flek paru-paru</i> ”	Flek	/flèk/	Fleck	BrE or NAMe /fl ek/.	√		
July 2018	“ <i>Piknik neng Jogja</i> ”	Piknik	/piknik/	Picnic	BrE and N AmE /ˈpɪk nɪk/.	√		
August2 nd 2018	“ <i>Saiki wonge dadi manajer</i> ” “ <i>Klambiku iseh neng laundrinan</i> ”	Manaje r	/manajèr /	Manag er	BrE or NAMe /ˈ mænɪdʒər/ .	√		
August2 nd 2018	“ <i>Dikorseti, makane gak ketok.</i> ”	Korset	/korsèt/	Corset	BrE /ˈkɔːsɪ t/; NAMe /ˈkɔːrsɪt/.	√		
August2 nd 2018	“ <i>Wonge lagi do hunting foto</i> ”	Huntin g	/hantɪŋ /	Huntin g	BrE and NAM E /ˈhʌntɪŋ/ .	√		
August2 nd 2018	“ <i>Wonge happy-happy wae</i> ”	Happy	/hèpi/	Happy	BrE and NAM E /ˈhæpi/.	√		

August 4 <sup>th</sup> 2018	<i>Diundangke group rebanane Pak Atiq</i>	Grup	/grup/	Group	BrE and NAmE /gru:p/.	√		
August 4 <sup>th</sup> 2018	<i>“Wis, aja grogi!”</i>	Groggi	/groggi/	Groggy	BrE /'grɒg i/; NAmE /'grɑ:gi/.	√		
August 4 <sup>th</sup> 2018	<i>“Koyok wong stress”</i>	Stress	/strès/	Stress	BrE or NAmE /stres/.	√		
Septemb er 22 <sup>nd</sup> 2017	<i>“Nek sekolah nggowo botol ngombe” “Hp ne baterai ne enthek”</i>	Botol	/botol/	Bottle	BrE /'bɒtl/ Name /'b ɑ:tl/.		√	
Septemb er 22 <sup>nd</sup> 2017	<i>“Hp ne tulung dicas sik!”</i>	Cas	/cas/	Charge	BrE /tʃɑ:d ʒ/ Name /tʃɑ :rdʒ/.		√	
Septemb er 22 <sup>nd</sup> 2017	<i>“Awake lagi sumer”</i>	Sumer	/sumêr/	Summe r	BrE /'sʌm ə(r)/ Name /'sʌ		√	

					mər/.			
September 24 <sup>th</sup> 2017	“ <i>Bojone duwe tato ning sikil kiwa</i> ”	Tato	/tato/	Tattoo	BrE /tə'tu: / NamE /tæ'tu/.		√	
September 24 <sup>th</sup> 2017	“ <i>Ndek kae nulis ning bor rupane ireng</i> ”	Bor	/bor/	Board	BrE /bɔ:d/ NamE /bɔ:rd/.		√	
September 24 <sup>th</sup> 2017	“ <i>Pak De mangkat neng bank</i> ”	Bank	/bank/	Bank	BrE or NamE /bæŋk/.		√	
September 24 <sup>th</sup> 2017	“ <i>Bojone tahu ngombe bir</i> ”	Bir	/bir/	Bir	BrE /bɪə(r) / NamE /bɪr/.		√	
September 24 <sup>th</sup> 2017	“ <i>Ojo lali masang alarm</i> ”	Alarm	/alarm/	Alarm	BrE or NamE /ə'la:rm		√	
September 24 <sup>th</sup> 2017	“ <i>Adimu kae lo dolalan motor dynamo</i> ”	Dynamo	/dinamo/	Dynamo	BrE /'dæm əməʊ/ NamE /'daɪ			

					nəmoʊ			
September 25 <sup>th</sup> 2017	“ <i>Donate regane sewu rupiah</i> ”	Donat	/donat/	Doughnut	BrE /'dəʊnʌt/ NamE /'dooʊnʌt		√	
September 25 <sup>th</sup> 2017	“... <i>neng salon Jono</i> ”	Salon	/salon/	Salon	BrE /'sælɒn/ NAMe /sə'li:n/.		√	
September 25 <sup>th</sup> 2017	“ <i>Dekorasine wis dipasang kok.</i> ”	Dekoras	/dèkorasi/	Decorate	BrE or NamE /,de kə'reɪʃn/.		√	
September 25 <sup>th</sup> 2017	“ <i>Panas, kono lo tuku es!</i> ”	Es	/ès/	Ice	BrE or NamE /aɪs		√	
September 25 <sup>th</sup> 2017	“ <i>Melu proyekke sopo?</i> ”	Proyek	/proyèk/	Project	BrE /'prɒdʒekt/ NamE /'prɑ:dʒekt.	√		
September 25 <sup>th</sup> 2017	“ <i>Engsel lawange ucul</i> ”	Engsel	/èngsəl/	Ankle	BrE or NamE /'æŋkl/.		√	
September	“ <i>Aja nggosip wae tah Yu!</i> ”	Gosip	/gosip/	Gossip	BrE /'gɒsɪp/		√	

er 26 <sup>th</sup> 2017					NamE /'g ɑ:sɪp/.			
Septemb er 26 <sup>th</sup> 2017	“ <i>Skore piro?</i> ”	Skor	/skor/	Score	BrE or NamE /sk ɔ:r/.		√	
Septemb er 26 <sup>th</sup> 2017	“ <i>Kaine satin, ...</i> ”	Satin	/satin/	Satin	BrE or NamE /'s ætn/.		√	
Septemb er 26 <sup>th</sup> 2017	“ <i>Ndek biyen nyumet dimar nganngo liun</i> ”	Liun	/liun/	Petroli un	BrE /pə'tr əʊliəm/ NamE /pə' trouliəm		√	
Septemb er 26 <sup>th</sup> 2017	“ <i>Motore anyar, dibayar cash</i> ”	Cash	/kèsh/	Cash	BrE or NamE /kæ ʃ/.		√	
Septemb er 26 <sup>th</sup> 2017	“ <i>Nggodok banyu ning ketel</i> ”	Ketel	/kêtèl/	Kettle	BrE or NamE /'ke tl/.		√	

September 27 <sup>th</sup> 2017	“ <i>Pas ulang tahun dheweke gowo gaun apik.</i> ”	Gaun	/gaun/	Gown	BrE or NameE /ga ʊn/.		√	
September 27 <sup>th</sup> 2017	“ <i>Jarene awake dilaser ning rumah sakit</i> ”	Laser	/lasêr/	Laser	BrE /'leɪzə (r)/ NameE /'le ɪzər/		√	
September 27 <sup>th</sup> 2017	“ <i>Ra usah kakean komen!</i> ”	Komen	/komèn/	Comm ent	BrE /'kɒm ent/ NameE /'k ɑːment/.		√	
September 28 <sup>th</sup> 2017	“ <i>Neng mug ana teh</i> ” “ <i>Dienggoni onder ben ga nyrawang</i> ”	Mug	/mug/	Mug	BrE or NameE /mʌ g/.		√	
September 28 <sup>th</sup> 2017	“ <i>Garansine setahunan mbak</i> ”	Garansi	/garansi/	Guaran tee	BrE or NameE /,g ærən'tiː/.			
September 28 <sup>th</sup> 2017	“ <i>Lik, nyileh kabel rolmu</i> ”	rol	/rol/	roll	BrE /rəʊl/ NameE /ro ʊl/.		√	

September 28 <sup>th</sup> 2017	“ <i>Samponan ben wangi rambute</i> ”	Sampo	/sampo/	Shampoo	/ʃæm'puː/		√	
September 28 <sup>th</sup> 2017	“ <i>Wonge tuku kaset anyar</i> ”	Kaset	/kasèt/	Cassette	/kə'set/		√	
September 28 <sup>th</sup> 2017	“ <i>Ajang piring seng wae ben ora pecah</i> ”	Seng	/sèng/	Zink	BrE or NamE /zɪŋk/.		√	
September 28 <sup>th</sup> 2017	“ <i>HP ne kamerane apik.</i> ”	Kamera	/kamèra/	Camera	BrE or NamE /'kæməɹə/.		√	
September 28 <sup>th</sup> 2017	“ <i>Sound ne bantere ngasi tekan kene</i> ”	Sound	/sound/	Sound	BrE or NamE /saʊnd/.		√	
September 28 <sup>th</sup> 2017	“ <i>Dikado novel</i> ” “ <i>Saiki wis dadi wong sukses neng kota</i> ”	Novel	/novèl/	Novel	BrE /'nɒvl/; NamE /'nɑːvl/		√	
September 28 <sup>th</sup>	“ <i>Saiki Riyana kelas</i> ”	Kelas	/kêlas/	Class	BrE /klaːs/		√	

2017	3”				NaME /klæʃ/.			
September 29 <sup>th</sup> 2017	“ <i>Koh Jeporo, tuku souvenir akeh banget</i> ”	Souvenir	/suvêniʀ/	Souvenir	BrE /,su:və'nɪə(r)/ NaME /,su:və'nɪr/.			
September 29 <sup>th</sup> 2017	“ <i>Ngesop diki brokoli</i> ”	<i>brokoli</i>	/brokoli/	Broccoli	BrE /'brɒkəli/ NaME /'brɑ:kəli/.		√	
September 28 <sup>th</sup> 2017	<i>Paling Jokowi meneh presidhene</i> ”.	Presiden	/prèsidèn/	President	BrE or NA ME /prezɪdnt/.		√	
November 18 <sup>th</sup> 2018	“ <i>Oleh hadiah gelas setengah lusin</i> ”	Gelas	/gêlas/	Glass	BrE /glɑ:s/; NA ME /glæs/.		√	
June 4 <sup>th</sup> 2018	“ <i>Duite diamplopi</i> ”	Amplop	/amplop/	Envelope	BrE /'envələʊp/ ; NA ME /'envəloʊp/.		√	
June 4 <sup>th</sup>	<i>Babone wis</i>	Babon	/babon/	Bamboo	BrE /bə'b		√	

2018	<i>dibeleh</i> ”			n	u:n/; NAmE /bæ'bu:n/.			
June 5 <sup>th</sup> 2018	<i>Numpak sedan</i> ”	Sedan	/sèdan/	Sedan	BrE and NAmE /sɪ'dæn/.		√	
June 5 <sup>th</sup> 2018	<i>Blender anyar?</i> ”	Blender	/blènder/	Blender	BrE /'blendə(r)/; NAmE /'blendər		√	
June 5 <sup>th</sup> 2018	<i>Wis dikei pinisilin</i> ”	Pinisilin	/pinisilin/	Penicillin	BrE and NAmE /,penɪ'sɪlɪn/		√	
June 5 <sup>th</sup> 2018	<i>Ana brokate</i> ”	Brokat	/brokat/	Brocade	BrE and NAmE /brə'keɪd/		√	
June 5 <sup>th</sup> 2018	<i>“Lagi ana diskon</i> ”	Diskon	/diskon/	Discount	BrE and NAmE /'dɪskaʊnt/.		√	
July 10 <sup>th</sup> 2018	<i>Brosure wis di sebar</i> ”	Brosur	/brosur/	Brochure	BrE /'brəʊʃə(r)/; NAmE /broʊ'ʃʊr/.		√	
July 13 <sup>th</sup>	<i>jare ana borake</i> ”	Borak	/borak/	Borax	BrE and NAmE		√	

2018					/'bɔ:ræks/			
July 13 <sup>th</sup> 2018	“Ngecese wis full?”	Full	/ful/	Full	BrE or NAmE /fʊl/.		√	
July 13 <sup>th</sup> 2018	“Barang palsu”	Palsu	/palsu/	False	BrE and NAmE /fɔ:ls/		√	
July 13 <sup>th</sup> 2018	“Ketemu ning kafe ngendi?”	Kafe	/kafè/	Caffe	BrE /'kæf eɪ/; NAmE /kæ'feɪ/.		√	
July 13 <sup>th</sup> 2018	“Remote ning ngendi?”	Remote	/rèmot/	Remote	BrE /rɪ'məʊt/; NAmE /rɪ'mout/.		√	
July 15 <sup>th</sup> 2018	“Oleh snack kok”	Snack	/snèk/	Snack	BrE or NAmE /snæk/.		√	
July 15 <sup>th</sup> 2018	Tukokke solar!”	Solar	/solar/	Solar	BrE /'səʊl ə(r)/; NAmE /'soul ər/.		√	
July 15 <sup>th</sup> 2018	“Dilapi karo serbet”	Serbet	/sèrbèt/	Sherbet	BrE and NAmE /'ʃɜ:rbət/.		√	

July 15 <sup>th</sup> 2018	“ <i>Stoke iseh?</i> ”	Stok	/stok/	Stock	BrE /stɒk/ ; NAmE /s tɑ:k/.		√	
July 16 <sup>th</sup> 2018	“ <i>Bodine apik...,</i> ”	Bodi	/bodi/	Body	BrE /'bɒdi /; NAmE / 'bɑ:di/.		√	
July 16 <sup>th</sup> 2018	“ <i>Keselip neng buku nek?</i> ”	Selip	/sêlip/	Slip			√	
August 2 <sup>nd</sup> 2018	“ <i>Pegawai sensus pertanian</i> ”	Sensus	/sênsus/	Census	BrE or NAmE /'s ensəs/.		√	
August 2 <sup>nd</sup> 2018	“ <i>Lengone diwadahi drem gedhe.</i> ”	Drem	/drêm/	Drum	BrE or NAmE /dr ʌm/.		√	
August 2 <sup>nd</sup> 2018	“ <i>Wonge dadi sales</i> ”	Sales	/salês/	Salesm an	BrE and NAmE /'s eɪlzmən/.		√	
August 2 <sup>nd</sup> 2018	“ <i>Aja lali kubise</i> ”	Kubis	/kubis/	Cabbag e	BrE or NAmE /'k æbɪdʒ/.		√	
August 2 <sup>nd</sup> 2018	“ <i>Kaos sportan sik!</i> ”	Sport	/sporot/	Sport	BrE /spɔ:t/ NAmE /sp		√	

					ɔ:rt/.			
August 2 <sup>nd</sup> 2018	<i>Wis dihandle wonge”</i>	Handle	/hèndêl/	Handle	BrE and N AmE /'hæ ndl/.		√	
August 4 2018	<i>“Tuku sing sachetan wae”</i>	Sachet	/sasèt/	Sachet	BrE and NAmE /s æ'feɪ/.		√	
August 4 2018	<i>“Sawahe durung ditraktor”</i>	Traktor	/traktor/	Tractor	BrE and NAmE /'træktər/.		√	
August 4 <sup>th</sup> 2018	<i>“Nggowo tisu ga?”</i>	Tisu	/tisu/	Tissue	BrE /'tɪʃu:/ also/'tɪsju: /or NAmE /'tɪʃu:./.		√	

## *Appendix II*

### **The Analysis of Phonemic Substitution English Borrowing are Used by Javanese People in Tawangharjo sub-District**

#### A. Without Phonemic Substitution

##### 1. *kredit* > credit

*Kredit* /krèdit/ is borrowed from credit BrE or NAmE /'kredit/. By changing the word c into k but this word is pronounced through the source language.

##### 2. *Bos* > boss

*Bos* /bos/ is borrowed from boss BrE or NAmE /bɔ:s/. Although the “s” letter is omitted this word already pronounced based on the source language.

##### 3. *Karpet* > carpet

*Karpet* /karpèt/ is borrowed from carpet BrE /'ka:pɪt/ or NAmE /'ka:rpi:t/. By changing word c into k, this word still pronounce based on the source language.

##### 4. *Film* > film

*Film* /film/ is borrowed from film BrE or NAmE /film/. Usually Javanese people are pronounced this word based on the source language. But sometimes they change the letter f into p, or put sound “e” after the word l (*filem*).

5. *Cek* < check

*Cek* /cèk/ is borrowed from check BrE or NAmE /tʃek/. Javanese avoiding to use consonant, in this word omitting the letter h and c, but this word is pronounced based on the source language.

6. *Gol* < goal

*Gol* /gol/ is borrowed from goal BrE or NAmE /goul. Although omitted the last letter (l), this word is pronounced based on the source language.

7. *Jaket* < jacket

*Jaket* /Jakèt/ is borrowed from jacket BrE or NAmE /'dʒækit/. Although omitted the letter c this word is pronounced based on the source language.

8. *Fit* < fit

*Fit* /fit/ is borrowed from fit BrE or NAmE /fit/. This word is pronounced based on the source language.

9. *Krim* < cream

*Krim* /krim/ is borrowed from cream BrE or NAmE /kri:m/. Letter “c” substitute into “k” and letter “ea” substitute into i. but the pronunciation still same through the source language.

10. *Mini* < mini

*Mini* /*mini*/ is borrowed from mini BrE or NAmE /'mini/. Based on the how to write and how to pronounce this word it doesn't any changed.

11. *Pen* < pen

*Pen* /*pèn*/ is borrowed from pen BrE or NAmE /pen/. This word is pronounced based on the source language.

12. *Pres* < press

*Pres* /*près*/ is borrowed from press BrE or NAmE /pres/. By omitting the letter s, this word is pronounced through the source language.

13. *Sedel* < saddle

*Sedel* /*sèdel*/ is borrowed from saddle BrE and NAmE /'sædl/. Letter "a" substitute into "è", omitted one letter d and le changed into el. But this word is pronounced through the source language.

14. *Daster* < duster

*Daster* /*dastêr*/ is borrowed from duster BrE /'dʌstə(r)/; NAmE /'dʌstər/. This word categorized into without phonemic substitution because is pronounced based on the source language.

15. *Dres* < dress

*Dres* /drès/ is borrowed from dress BrE and NAmE /dres/. This word categorized into without phonemic substitution because is pronounced based on the source language.

16. *Edit* < edit

*Edit* /èdit/ is borrowed from edit BrE and /'edit/. This word is pronounced based on the source language, this word categorized into without phonemic substitution.

17. *Error* < error

*Error* /èrot/ is borrowed from error BrE /'erə(r); NAmE /'erər/. This word categorized into without phonemic substitution because is pronounced based on the source language.

18. *Flek* < fleck

*Flek* /flèk/ is borrowed from fleck BrE or NAmE /flek/. This word categorized into without phonemic substitution because the sound is pronounced based on the source language.

19. *Piknik* < picnic

*Piknik* /piknik/ is borrowed from picnic BrE and NAmE /'pɪknɪk/. Letter “c” pronounced “k” in English, so this word categorized into without phonemic substitution because the sound is pronounced based on the source language.

20. *Manajer* < manager

*Manajer* is borrowed from *manager* BrE or NAmE /'mæɪndʒər/. This word is pronounced based on the source language.

21. *Laundry* < laundry

*Laundry* /'laʊdri/ is borrowed from *laundry* BrE or NAmE /'lɔːndri/. This word is categorized into without phonemic substitution because the pronunciation is based on the source language.

22. *Korset* < corset

*Korset* /'kɔrsèt/ is borrowed from *corset* BrE /'kɔːsɪt/; NAmE /'kɔːrsɪt/. There is no sound substitution, this word is pronounced based on the source language. It can be categorized into without phonemic substitution.

23. *Hunting* < hunting

*Hunting* /'hʌntɪŋ/ is borrowed from *hunting* BrE and NAmE /'hʌntɪŋ/. People in Tawangharjo regency or even Javanese people are pronounced this word based on the source language. This word is categorized into without phonemic substitution.

24. *Happy* < happy

*Happy* /hèpi/ is borrowed from *happy* BrE and NAmE /'hæpi/. People in Tawangharjo sub district are pronounced this word based on

the source language. This word is categorized into without phonemic substitution.

#### 25. *Grup* < group

*Grup* /grup/ is borrowed from group BrE and NAmE /gru:p/. People in Tawangharjo sub district are pronounced this word based on the source language. This word is categorized into without phonemic substitution.

#### 26. *Groggi* < groggy

*Groggi* /groggi / is borrowed from groggy BrE /'grɒgi/; NAmE /'grɑ:gi/. This word can be categorized into without phonemic substitution because is pronounced based on the source language.

#### 27. *Stres* < stress

*Stres* /strès/ is borrowed from stress BrE or NAmE /stres/. This word can be categorized into without phonemic substitution because is pronounced based on the source language. But sometimes people in Tawangharjo sub district or even Javanese people are pronounced this word to be “sêtrès”.

### b. With Partial Phonemic Substitution

#### 1. *Boking* < booking

*Boking* /boking/ is borrowed from booking BrE and NAmE /'bʊkɪŋ/. This word is categorized into partial substitution

phonemic *because* the sound “o” replaced to “o”. This word sound different from the source language.

## 2. *Botol* < bottle

*Botol* /*botol*/ is borrowed from bottle BrE /'bɒtl/ NamE /'bɑ:təl/. This word is categorized into partial substitution phonemic, in the first syllable sound “ba:” is replaced into “bo” and in the second syllable sound “təl” is replaced into “tol” with stressing.

## 3. *Baterai* < battery

*Baterai* /*batêrai*/ is borrowed from battery BrE /'bætri/ NamE /'bætəri/. This word is not only replaced based on the how to write but also the sound, it is different from the source language.

## 4. *Bebi sitter* < baby sister

*Bebi sitter* /*Bèbisitter*/ is borrowed from baby sister BrE /'beɪbɪsɪtə(r)/ NamE /'beɪbɪsɪtər/. By changing the sound “er” into “e”, the sound of this word is replaced from the source language.

## 5. *Cas* < charge

*Cas* /*cas*/ is borrowed from charge BrE /tʃɑ:dʒ/ NamE /tʃɑ:rdʒ/. This word sounds different from the source language.

6. *Sumer* < summer

*Sumer* /sumêr/ is borrowed from summer BrE /'sʌmə(r)/ NamE /'sʌmə/, by changing the sound “ʌmə” into “ume” this word pronounced different from English.

7. *Tato* < tattoo

*Tato* /tato/ is borrowed from tattoo BrE /tə'tu:/ NamE /tæ'tu/. Sound “tə” or “tæ” replaces into “ta” it makes this word pronounced different from the source language.

8. *Bor* < board

*Bor* /bor/ is borrowed from board BrE /bɔ:d/ NamE /bɔ:rd/. By omitting the letter “d” this word is pronounced different from the source language.

9. *Bank* < bank

*Bank* /bank/ is borrowed from bank BrE or NamE /bæŋk/. The sound is replaced from the source language. By changing the sound “æ” into “a”, this word is pronounced different from the source language.

10. *Bir* < beer

*Bir* /bir/ is borrowed from beer BrE /bɪə(r)/ NamE /bɪr/. This word is categorized into partial substitution phonemic because it pronounced different from the source language.

#### 11. *Alarm* < alarm

*Alarm* /alarm/ is borrowed from alarm BrE or NAmE /ə'la:rm. The sound is replaced from the source language. Sometimes Javanese people also pronounce this word to “*alarem*”.

#### 12. *Dinamo* < dynamo

*Dinamo* /dinamo/ is borrowed from dynamo BrE /'daɪnəməʊ/ NAmE /'daɪnəmoʊ/. By Javanese people this word sound /dinamo/ without “o” in the last letter of this word. The sound of this word is different from the source language.

#### 13. *Donat* < doughnut

*Donat* /donat/ is borrowed from doughnut BrE /'dəʊnʌt/ NAmE /'doʊnʌt/. This word categorized into partial phonemic substitutions because in the first syllable sound “əʊ” or “oʊ” replace into “o”. It means the pronunciation is different from the source English.

#### 14. *Salon* < salo

*Salon* /salon/ is borrowed from salon BrE /'sælɒn/; NAmE /sə'la:n/. Based on the British accent there is no replaced but through American, sound “sə” is replaced into “sa”. This word is categorized into partial phonemic substitution.

#### 15. *Dekorasi* < decoration

*Dekorasi* /dèkorasi/ is borrowed from decoration BrE or NamE /,deko'reɪʃn/. By changing the sound “e” into “a” and omitting the sound “ɪʃn” this word pronounce different from the source language. But sometimes people there are pronounced this word into “*dekor*”.

16. *Es* < ice

*Es* /ès/ is borrowed from ice BrE or NamE /aɪs/. By changing the sound “aɪ” into “è”. This word sounds different from the source language.

17. *Proyek* < project

*Proyek* /proyèk/ is borrowed from project BrE /'prɒdʒekt/ NamE /'pra:dʒekt. This word is categorized into partial phonemic substitution because sound “dʒekt” is replaced into “yèk”.

18. *Engsel* < ankle

*Engsel* /èngsèl/ is borrowed from ankle BrE or NamE /'æŋkl/. This word is categorized into partial phonemic substitution because Javanese people in Tawangharjo sub district are pronounced this word to be /Èngsèl/. It means changing “kl” into “sèl”.

19. *Gossip* < gossip

*Gossip* /Gosip/ is borrowed from gossip BrE /'gɒsɪp/ NamE /'gɑ:sɪp/. This word is categorized into partial substitution phonemic because sound “gɒ” or “gɑ:” replaced into “so”.

20. *Skor* < score

*Skor* /*skor*/ is borrowed from score BrE or NamE /skɔ:t/. This word is categorized into partial substitution phonemic because sound of consonant “c” in English system is little bit different to “k” in this word.

21. *Kanopi* < canopy

*Kanopi* /*kanopi*/ is borrowed from canopy BrE /'kænəpi/ NamE /'kænəpi/. By replacing the sound “æ” into “a” this word is categorized into partial substitution phonemic.

22. *Satin* < satin

*Satin* /*satin*/ is borrowed from satin BrE or NamE /'sætn/. This word categorized into partial substitution phonemic because sound “æ” replace into “a” and Javanese people put sound “i” in the second syllable.

23. *Liun* < petroleum

*Liun* /*liun*/ is borrowed from petroleum BrE /pə'trəʊliəm/ NamE /pə'trəʊliəm. This word categorized into partial substitution phonemic because sound “pə'trəʊ” or “pə'trəʊ” is omitted, the sound “liəm” changed into “liun”. Sometimes Javanese people especially in some district also called petroleum to be “(*minyak*) *pet*”.

24. *Cash* < cash

*Cash* /kès/ is borrowed from cash BrE or NamE /kæʃ/. This word categorized into partial substitution phonemic because sound “æʃ” replaced into “ès”.

25. *Ketel* < kettle

*Ketel* /kètel/ is borrowed from kettle BrE or NamE /'ketl/. By omitting sound “e” in second syllable this word is pronounced different from the source language.

26. *Gaun* < gown

*Gaun* /gaun/ is borrowed from gown BrE or NamE /gaʊn/. This word is categorized into partial substitution phonemic because Javanese people especially in Tawangharjo sub district are pronounced this word little bit different from the source language. In English “gown” stand for one syllable, it pronounced to be “ga.un” (two syllables).

27. *Laser* < laser

*Laser* /lasêr/ is borrowed from laser BrE /'leɪzə(r)/ NamE /'leɪzər/. Sound “er” is replaced into “a” and “zə(r)” or “zər” into “ser”.

28. *Komen* < comment

*Komen* /komèn/ is borrowed from comment BrE /'kɒment/ NamE /'kɑ:ment/. This word is categorized into partial phonemic

substitution because the sound “kɒ” or “kɑ:” is replaced into “ko”. This word sounds different from the source language.

### 29. *Mug* < mug

*Mug* /mʊg/ is borrowed from mug BrE or NamE /mʌg/. This word is categorized into partial phonemic substitution because the sound “ʌ” is replaced into “u”. It means little bit different from the source language.

### 30. *Onder* < underwear

*Onder* /ɒndêr/ is borrowed from underwear BrE /'ʌndəweə(r)/ NamE /'ʌndərwɛr/. This word is categorized into partial phonemic substitution because sound “ʌ” replace into “o” and sound “weə(r)” or “wɛr” are removed.

### 31. *Garansi* < guarantee

*Garansi* /garansi/ is borrowed from guarantee BrE or NamE /,gærən'ti:/. Javanese people n Tawangharjo sub district are pronounced this word /garansi/. By changing the sound “'ti” into “si” this word is pronounced different from the source language.

### 32. *Rol* < roll

*Rol* /rol/ is borrowed from roll BrE /rɒl/ NamE /roʊl/. This word is categorized into partial phonemic substitution because sound “əʊl” or “oʊl” is replaced into “o”.

### 33. *Sampo* < shampoo

*Sampo* /sampo/ is borrowed from shampoo BrE /ʃæm'pu:/ NamE /ʃæm'pu:/. By changing sound “æ” into “a” and “pu:” into “po” this word is categorized into partial phonemic substitution.

34. *Kaset* < cassette

*Kaset* /kasèt/ is borrowed from cassette BrE /kə'set/ NamE /kə'set/. By changing the sound “ə” into “a” this word categorized into partial phonemic substitution.

35. *Seng* < zink

*Seng* /sèng/ is borrowed from zink BrE or NamE /zɪŋk/. By changing the sound “ɪ” into “e” this word is categorized into partial phonemic substitution.

36. *Kamera* < camera

*Kamera* /kamèra/ is borrowed from camera BrE or NamE /'kæmərə/. This word is categorized into partial phonemic substitution because sound “'kæ” replaced to be “ka”, “

37. *Sound* < sound

*Sound* /son/ is borrowed from sound BrE or NamE /saund/. By changing the sound “sau” in to “so” this word pronounced different from the source language, it can be categorized into partial phonemic substitution.

38. *Novel* < novel

*Novel* /novèl/ is borrowed from novel BrE /'nɒvl/; NAmE /'nɑ:vəl/. The sound in the second syllable “vl” is replaced to be “vèl”. This word categorized into partial phonemic substitution.

39. *Sukses* < success

*Sukses* /suksès/ is borrowed from success BrE /sək'ses/ NAmE /sək'ses/. By changing the sound “ə” into “u”, this word categorized into partial phonemic substitution.

40. *Kelas* < class

*Kelas* /kêlas/ is borrowed from class BrE /kla:s/ NAmE /klæs/. This word is categorized into partial phonemic substitution by putting sound “e” in the first syllable.

41. *Suvenir* < souvenir

*Suvenir* /suvênir/ is borrowed from souvenir BrE /,su:və'nɪə(r)/ NAmE /,su:və'nɪr/. By replacing the sound “,su:” into “su”, “'nɪə(r)” or “nɪr” to be “nir” this word is categorized into partial phonemic substitution.

42. *Brokoli* < broccoli

*Brokoli* /brokoli/ is borrowed from broccoli BrE /'brɒkəli/ NAmE /'brɑ:kəli/. This word is categorized into partial phonemic

substitution phonemic because sound “brɒ” or “bra:” replaced to be “bro” and “kəli” pronounced “koli”.

43. *Presidhen* < *presiden* < president

*Presidhen* /prèsidhèn/ is borrowed from president BrE or NAmE /prezIdənt/. By changing the sound “dent” into “den” than into “dhen” this word is categorized into partial phonemic substitution phonemic

44. *Gelas* < glass

*Gelas* /gêlas/ is borrowed from glass BrE /glɑ:s/; NAmE /glæs/. This word is categorized into partial phonemic substitution because, in English this word consist of one syllable and by people in Tawangharjo or even Indonesian language this word are pronounced to be two syllables /ge.las/ there is additional sound “ê” after letter “g”.

45. *Amplop* < envelope

*Amplop* /amplop/ is borrowed from envelope BrE /'envələʊp ; NAmE /'envəloʊp/. This word is categorized into partial phonemic substitution. The three syllables replace into two syllables, sound “en” replaced into “am” and “ləʊp” or “loʊp” into “lop”.

46. *Babon* < baboon

*Babon* /babon/ is borrowed from baboon BrE /bə'bu:n/; NAmE /bæ'bu:n/. Sound “bə” or “bæ” is replaced into “ba” and in the second syllable sound “bu:n” replace into

“bon”. This word is categorized into partial phonemic substitution.

47. *Sedan* < sedan

*Sedan* /sèdan/ is borrowed from sedan BrE and NAmE /sɪ'dæn/. The sound “sɪ” is replaced into “se”. This word is categorized into partial phonemic substitution.

48. *Blender* < blender

*Blender* /blèndèr/ is borrowed from blender BrE /'blendə(r); NAmE /'blendər/. This word is categorized into partial phonemic substitution because in BrE sound “r” pronounced not clearly and in NAmE the sound “dər” pronounced into “der” with clear “r”.

49. *Pinisilin* < penicillin

*Pinisilin* /pinisilin/ is borrowed from penicillin BrE and NAmE /,penɪ'sɪlɪn/, this word is categorized into partial phonemic substitution because the sound because the sound “,pe” is replaces into “pi”.

50. *Brokat* < brocade

*Brokat* /brokat/ is borrowed from brocade BrE and NAmE /brə'keɪd/. By replacing the sound “'keɪd” in the second syllable, this word is categorized into partial phonemic substitution.

51. *Diskon* < discount

*Diskon* /*diskon*/ is borrowed from discount BrE and NAmE /'dɪskaʊnt/. This word is categorized into partial phonemic substitution because the sound “kaʊnt” replaced into “kon”.

52. *Brosur* < brochure

*Brosur* /*brosur*/ is borrowed from brochure BrE /'brəʊʃə(r)/; NAmE /brɒʊ'ʃɔːr/. By replacing the sound “brəʊ” or “broʊ” into “bro” (without “ʊ”), this word is categorized into partial phonemic substitution

53. *Borak* < borax

*Borak* /*borak*/ is borrowed from borax BrE and NAmE /'bɔːræks/. By omitting the sound “s” in the end of the word. This word is categorized into partial phonemic substitution.

54. *Ful* < full

*Ful* /*ful*/ is borrowed from full BrE or NAmE /fʊl/. This word is categorized into partial phonemic substitution because the sound “ʊ” is replaced into “o”.

55. *Palsu* < false

*Palsu* /*palsu*/ is borrowed from false BrE and NAmE /fɔːls/. By changing the sound “fɔːl” into “pal”, and “s” into “su”, this word is categorized into partial phonemic substitution.

56. *Kafe* < café

*Kafe* /kafè/ is borrowed from café BrE /'kæfeɪ/; NAmE /kæ'feɪ/. Javanese people, especially in Tawangharjo sub district even Indonesian people are pronounced this word without “i” in the end of this word. This word is categorized into partial phonemic substitution.

57. *Poker* < poker

*Poker* /pokêr/ is borrowed from poker BrE /'pəʊkə(r)/ sama; NAmE /'poukər/ BrE /'pəʊkə(r)/. The sound “'pou” is replaced into “po”, this word is categorized into partial phonemic substitution.

58. *Remot* < remote

*Remot* /rèmot/ is borrowed from remote BrE /rɪ'məʊt/; NAmE /rɪ'moʊt/. By replacing the sound “ri” into “re” and “məʊt” or “moʊt” into “mot” this word is categorized into partial phonemic substitution

59. *Snack* < snack

*Snack* /snæk/ is borrowed from snack BrE or NAmE /snæk/. Javanese people in Tawangharjo sub district or even Javanese people are pronounced this word to be “senek”, it means one syllable into two syllables. This word is categorized into partial phonemic substitution.

60. *Vaksin* < vaccine

*Vaksin* /vaksin/ is borrowed from vaccine BrE /'væksi:n/ ; NAmE /væk'si:n/. By replacing sound “væk” into “vak”, this is categorized into partial phonemic substitution.

61. *Solar* < solar

*Solar* /solar/ is borrowed from solar BrE /'səʊlə(r)/; NAmE /'soʊlər/. This word is categorized into partial phonemic substitution because sound “'səʊ” or “'soʊ” is replaced into “so”.

62. *Serbet* < sherbet

*Serbet* /sêrbèt/ is borrowed from sherbet BrE and NAmE /'ʃɜ:rbət/. By replacing the sound “'ʃɜ:r” into “ser”, this word is categorized into partial phonemic substitution.

63. *Vitamin* < vitamin

*Vitamin* /vitamin/ is borrowed from vitamin BrE /'vitəmin/; NAmE /'vaɪtəmin/. This word is categorized into partial phonemic substitution because the sound “vai” in American accent replace into “vi” and sound “təmin” in British accent is replaced into “tamin”. Sometimes Javanese people in Tawangharjo sub district replace sound “vi” to be “pi”, it will be sounds /pitamin/.

64. *Stok* < stock

*Stok* /*stok*/ is borrowed from stock BrE /*stɒk*/; NAmE /*stɑ:k*/. This word is categorized in this type because sound “sto or sta:” pronounced into “sto” (has clear o in Indonesian vowel system).

65. *Bodi* < body

*Bodi* /*bodi*/ is borrowed from body BrE /*bɒdi*/; NAmE /*'ba:di*/. Sound “'bɒ” or “'ba:” replace into “bo”. This word is categorized into partial phonemic substitution.

66. *Selip* < slip

*Selip* /*sêlip*/ is borrowed from slip. Javanese people in Tawangharjo sub district or even Javanese people are pronounced this word to be two syllables “/sè.lip/, there is addition “e”. This word is categorized into partial phonemic substitution.

67. *Sensus* < census

*Sensus* /*sènsus*/ is borrowed from census BrE or NAmE /*'sensəs*/. The sound “səs” in the second syllable is replaced into “sus”, this word is categorized into partial phonemic substitution.

68. *Drem* < drum

*Drem* /*drêm*/ is borrowed from drum BrE or NAmE /*drʌm*/. Javanese people especially in Tawangharjo pronounce this word to be /*Drêm*/ it is different from the source language.

69. *Sales* < salesman

*Sales* /salês/ is borrowed from salesman BrE and NAmE /'seɪlzmən/. The sound "seɪlz" is replaced into "sa" and the sound "mən" is omitted. This word is categorized into partial phonemic substitution.

70. *Kubis* < cabbage

*Kubis* /kubis/ is borrowed from cabbage BrE or NAmE /'kæbɪdʒ/. This word is categorized into partial phonemic substitution because sound "kæ" is replaced into "ku" and "bɪdʒ" into "bis".

71. *Sport* < sport

*Sport* /sporot/ is borrowed from sport BrE /spɔ:t/ NAmE /spɔ:rt/. This word is categorized into partial phonemic substitution. In English is pronounced in one syllable but Javanese people in Tawangharjo sub district are pronounced this word to be "/spo.rot/. By putting "o" in second syllable this word is pronounced different from the source language.

72. *Handle* < handle

*Handle* /hendèl/ is borrowed from handle BrE and NAmE /'hændl/. This word is categorized into partial phonemic substitution because sound "hæn" is replaced into "hen".

73. *Sachet* < sachet

*Sachet* /sachèt/ is borrowed from sachet BrE and NAmE /sæ'ʃeɪ/. This word is categorized into partial phonemic substitution because the sound "ʃeɪ" is replaced into "chet".

74. *Traktor* < tractor

*Traktor* /traktor/ is borrowed from word tractor BrE and NAmE /'træktər/. This word is categorized into partial phonemic substitution because sound "tər" substituted into sound "tor".

75. *Tisu* < tissue

*Tisu* /tisu/ is borrowed from word tissue BrE /'tɪʃu:/ also /'tɪsju:/ or NAmE /'tɪʃu:/. This word is categorized into partial phonemic substitution because sound "sju:" or "ʃu:" changed into "su".

### APPENDIX III

The Change of Meaning of English Borrowing Words Used by Javanese People in Tawangharjo sub District Based on Baugh's Theory.

Javanese		English		The change of meaning			
Word	Meaning	Word	Meaning	E X	N R	R G	D G
<i>Alarm</i>	Such as signals, sounds, rays, and so on. Mechanical devices designed to warn of danger or damage.	Alarm	Fear and anxiety that somebody feels when something dangerous or unpleasant might happen.	√			
<i>Amplop</i>	Cover of letter	Envelope	A flat paper container used for sending letters in a flat container made of plastic for keeping papers in		√		
<i>Babon</i>	Hen, original manuscript.	Baboon	A large African or Asian monkey with a	√			

			long face like a dog's.				
<i>Bank</i>	an attractive financial entity and spending money in the community, primarily providing credit and services in traffic payments and money circulation	Bank	An organization that provides various financial services, for example keeping and lending money.	√			
<i>Baterai</i>	Tools to collect and generate electricity or Flashlight.	Battery	Device that is placed inside a car engine, clock, radio, etc. and that produces the electricity that makes it work.	√			
<i>Bodi</i>	Shape of the body, the vehicle of car and soon.	Body	The whole physical structure of a human or an animal the main part of a body not including	√			

			the head, or not including the head, arms and legs				
<i>Bor</i>	Piece of wood used for writing.	Board	A piece of wood ETC. (C,U) a long thin piece of strong hard material, especially wood, used, for example, for making floors, building walls and roofs and making boats.		√		
<i>Cek</i>	Commands in written form from bill owner to bank and so on to pay some money. Or activity to investigation something.	Check	To examine something to see if it is correct, safe or acceptable.		√		
<i>Daster</i>	Dressed that are deliberately made	Duster	A cloth for removing dust from furniture, a		√		

	loose that it wears at home		piece of clothing that you wear over your other clothes when you are cleaning the house, etc. A long coat that was worn by cowboys.				
<i>Dekora si</i>	Any piece of theater stage decorating fixtures, ornaments or jewelry while from the room, building, street and the rest.	Decoratio n	A thing that makes something looks more attractive on special occasion		√		
<i>Drem</i>	A container to keep kinds of liquid.	Drum	A thing that makes something looks more attractive on special occasion		√		
<i>Dress</i>	Woman's clothes	Dress	A piece of women's clothing that is made in one piece and		√		

			covers the body down to the legs, sometimes reaching to below the knees, or to the ankles, clothes for either men or women.				
<i>Engsel</i>	Joints usually made of iron that connect the door (window) with the frame or that connect the lid of the coffin with his casket and so on. Or money orders on rail (railroad).	Ankle	The join connection the foot to the leg.	√			
<i>Gaun</i>	Women's cloth	Gown	A women's dress, especially a long one for special occasions	√			
<i>Gelas</i>	Place to drink, tubular made from glass and soon, a	Glass	A hard, usually transparent, substance used, for example, for		√		

	device to see the liquid from		making windows and bottles. A container made of glass, used for drinking out of the contents of a glass objects made of glass. A protecting cover made of glass on a watch, picture or photograph frame, fire alarm, etc.				
<i>Gol</i>	A frame in football or when the ball enter the frame with a net, achieved the purpose.	Goal	A frame with a net into which players must kick or hit the ball in order to score a point	√			
<i>Kafe</i>	A place that you can buy coffee and the visitor are entertained with music or drinking place that the	Café	A place where you can buy drinks and simple meals. Alcohol is not usually served in British or American cafes or a		√		

	visitor can order or drinks, such as coffee, tea, beer, and cakes, or coffee shop.		small shop/store that sells sweets, newspapers, food, etc. and usually stays open later than other shops/stores.				
<i>Ketel</i>	iron cauldron to cook rice, tanks on ships, locomotives, and so on to heat the steam-powered water used to drive the engine	Kettle	a container with a lid, handle and spout, used for boiling water: an electric kettle.	√			
<i>Korset</i>	The bandage of stomach shaped like breast cloth that has button to abdomen (in women) looks smaller. Long, tight braids from	Crochet	A piece of women's underwear, fitting the body tightly, worn especially in the past to make the waist look smaller. A piece of clothing that fits the body tightly,	√			

	chest to the hips used to make woman's body look slim.		worn to support a weak or injured back				
<i>Krim</i>	Kinds of liquid milk, a kind of beauty equipment for skin treatment.	Cream	The thick pale yellowish-white fatty liquid that rises to the top of milk, used in cooking or as a type of sauce to put on fruit, etc.	√			
<i>Laser</i>	An acronym for light amplification by stimulated emission of radiation; an optical device that produces an intense monochromatic beam of coherent light.	Laser	device that gives out light in which all the waves oscillate (change direction and strength) together, typically producing a powerful beam of light that can be used for cutting metal, in medical operation, etc.		√		
<i>Pen</i>	Instrument made	Pen	An instrument made	√			

	of plastic or metal used for writer, copper or anything else to buttress a broken bone.		of plastic or metal used for writing with ink.				
<i>Rol</i>	A character, coil of film, a tool made from wood, iron, etc. to press something, a tool scroll hair, a tool to pain the wall.	Roll	A long piece of paper, cloth, film, etc.	√			
<i>Salon</i>	A shop/store that gives customers hair or beauty treatment	salon	A shop/store that gives customers hair or beauty treatment or that sells expensive clothes.		√		
<i>Sedel</i>	A leather seat for a rider, usually in bicycle. In Oxford dictionary saddle	Saddle	A leather seat for a rider on a horse.	√			

	means a leather seat for a rider on a horse.					
<i>Serbet</i>	A piece of cloth ( a kind of handkerchief) to clean (wipe) the hand or mouth after eating, eating cloth.	Sherbet	a powder that tastes of fruit and fizzes when you put it in your mouth, eaten as a sweet/candy sweet and dessert			
<i>Sound</i>	A box that can produce louder sound, usually used in big ceremony.	Sound	something you can hear			
<i>Stress</i>	Mental and emotional disorders or disorders caused by external factors; tension.	Stress	Pressure or worry caused by the problems in somebody's life. Pressure put on something that can damage it or make it lose its shape, special	√		

			importance given to something, an extra force used when pronouncing a particular word or syllable, extra force used when making a particular sound in music, illness caused by difficult physical conditions.				
<i>Sport</i>	A sleeveless shirt to absorb sweat.	Sport	Activity that you do for pleasure and that needs physical effort or skill, usually done in a special area and according to fixed rules.		√		
<i>Sumer</i>	when someone in unhealthy situation or under the weather	Summer	The warmest season of the year, coming between spring and autumn/fall.		√		

<i>Tato</i>	picture (painting) on body skin	Tattoo	Picture or design that is marked permanently on a person's skin by making a small hole in the skin with a needle and filling them with colored ink.	√			
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*Appendix IV*

**LESSON PLAN  
(REVISED 2013 CURRICULUM)**

Educational Unit	: Junior High School
Class/ Semester	: VII/I
Subject	: English
Main Material	: Thing around us
Time Allocation	: 3x 45 minutes (3 meetings)

A. Core Competence and Basic Competence

1. Core Competence

CC 1: Respect and appreciate followed religion.

CC 2: Appreciate and apply honest, discipline, responsibility, care (share work, corporation) good manners, confident on effective interaction in the social environment and natural area in world association and existence.

CC 3: Understanding factual knowledge and procedural based on the curiosity about science, technology, art, culture and civilization related causes of phenomena and visible event.

CC4: Experimenting, associating and communicating in the concrete realm (utilizing, explaining, connecting, modifying and establishing)

and abstract realm (writing, reading, counting, drawing and arranging) as material that learn in the school and other resources in the same point of view and theory.

## 2. Basic Competence

3.4. Identifying social functions, text structure, and linguistic element of text interaction transactional spoken and written that involves giving and asking information related the names and the number of animals, objects, and public buildings which is closer from the daily life of the students, based on contextual usage. (Notice the element linguistic and related to article a, an, and the, plural and singular)

4.4. Creating very short and simple interaction transactional text spoken and written which is involves giving and asking information related to the names and number of animals, objects, and public buildings which is closer from the daily life of the students, based on the social function, text structure based on contextual usage.

## B. Indicator

1. Students are able to understand the social function text structure and linguistic element related the names and the number of animals, objects, and public buildings which is closer from the daily life of the students, based on contextual usage.

2. Students are able to identify social functions, text structure, and linguistic element of related the names and the number of animals,

objects, and public buildings which is closer from the daily life of the students, based on contextual usage.

3. Students are able to create statement related to the names and the number of animals, objects, and public buildings which is closer from the daily life of the students, based on contextual usage.

5. Students are able to create very short and simple interaction transactional text related the names and the number of animals, objects, and public buildings which is closer from the daily life of the students, based on contextual usage.

5. Students are able demonstrate very short and simple interaction transactional text related the names and the number of animals, objects, and public buildings which is closer from the daily life of the students, based on contextual usage.

### C. Learning Objective

1. After receiving stimulus, students are able to understand the social function text structure and linguistic element related the names and the number of animals, objects, and public buildings which is closer from the daily life of the students, based on contextual usage.

2. After discussion Students are able to identify social functions, text structure, and linguistic element of related the names and the number of animals, objects, and public buildings which is closer from the daily life of the students, based on contextual usage.

3. After peer discussion, Students are able to create statement related to the names and the number of animals, objects, and public buildings which is closer from the daily life of the students, based on contextual usage.

4. After discussion and accompanying by teacher students are able to create very short and simple interaction transactional text related the names and the number of animals, objects, and public buildings which is closer from the daily life of the students, based on contextual usage.

5. After arranging very short and simple interaction transactional text related the names and the number of animals, objects, and public buildings which is closer from the daily life of the students, based on contextual usage, students are able demonstrate it.

D. Learning Material, Resources, and Media

### **Things around us!**

What are they? Please mention things around us. English is also around us, because every day we are used English in our daily conversation. Anyone can give an example?

<b>Borrowing word</b>	<b>English Word</b>
Karpet	A carpet
Buku	A book
Botol	A bottle
Pedal	A pedal
Pen	A pen

## 1). Article

### a). The Definition of Articles

An **article** is a word used to modify a noun, which is a person, place, object, or idea. Technically, an article is an **adjective**, which is any word that modifies a noun. Usually adjectives modify nouns through description, but articles are used instead to point out or refer to nouns. There are two different types of articles that we use in writing and conversation to point out or refer to a noun or group of nouns: definite and indefinite articles.

### b). Kinds of Article

**Definite Article:** Let's begin by looking at the **definite article**. This article is the word 'the,' and it refers directly to a specific noun or groups of nouns. For example, the color of the curtain is red, the bottle is mine. Each noun or group of nouns being referred to - in these cases freckles, alligator, and breakfast burrito - is direct and

specific. **Indefinite Articles:**are the words 'a' and 'an'. Each of these articles is used to refer to a noun, but the noun being referred to is not a specific person, place, object, or idea. It can be any noun from a group of nouns. For example:An event in history, there is a bell in the house. In each case, the noun is not specific. The Mercedes could be any Mercedes car available for purchase, and the event could be any event in the history of the world.

2). Plural and singular

3). Using “there is” and “there are”

E. Learning Method

Approach : *Scientific approach*

Method : *Discovery Learning*

Technique : *Peer and small group discussion and Presentation*

F. Learning Activity

1). First meeting

Activity	The description of activity	Time Allocation
Opening	1. Students give greeting to the teacher. 2. Students prepare their psychological readiness before starting the lesson. 3. Students pray together before	5 minutes

	<p>starting the lesson</p> <ol style="list-style-type: none"> <li>4. Student accept motivation from the teacher</li> <li>5. Students are called for the teacher to fill in the attendance list.</li> <li>6. Accompanied by the teacher, student review the material in the previous meeting.</li> <li>7. Students accept explanation related to the material that they will learn today.</li> <li>8. Students know about basic competence they will learn.</li> </ol>	
Core Activity	<p><b>1. Stimulus</b></p> <ol style="list-style-type: none"> <li>a. Students observe slides stimulus material (it contains English borrowing word that are used by Javanese people in Tawangharjo sub district)</li> <li>b. b. Students find English borrowing words</li> <li>c. Students know English borrowing word with the article</li> <li>d. Students pay attention to teacher's explanation</li> </ol>	35 minutes

e. Guided by the teacher, student pronounces the words loudly, clearly, and correctly its word in English.

## **2. Problem Statement**

Teacher commands the students to find the things in the bag each their partner.

## **3. Data Collection**

- a. Students are divided into peer discussion.
- b. Students collect the things in the bag of each pair based on worksheet I.
- c. Students are arranging the statement based on the data they found based on the worksheet II.

## **4. (verification)**

The teacher and students discuss about the example.

## **5. Generalization**

- a. Students present their work in the class
- b. The other students give comment.

	c. Guided by the teacher students find their mistake and repair it.	
Closing	<ol style="list-style-type: none"> <li>1. Guided by the teacher, students summarize the material they have learned today.</li> <li>2. Students accept the Explanation from the teacher related to the material in the next meeting.</li> <li>3. Students pray together.</li> <li>4. Students giving thankfulness and greeting to the teacher.</li> </ol>	5 minutes

## 2). Second meeting

Activity	The description of activity	Time Allocation
	<ol style="list-style-type: none"> <li>1. Students giving greeting to the teacher.</li> <li>2. Students prepare their psychological before starting the lesson.</li> <li>3. Student pray together before starting the lesson</li> <li>4. Student accept motivation from the teacher</li> <li>4. Students are called by the teacher to</li> </ol>	5 minutes

	<p>fill in the attendance list.</p> <p>5. Guided by the teacher, student reviewing the material in the previous meeting.</p> <p>6. Students accept explanation related to the material that they will learn today.</p> <p>7. Students know about basic competence they will learn.</p>	
	<p><b>1. stimulus</b></p> <p>Teacher show picture about public building and very short conversation</p> <p><b>2. Problem Statement</b></p> <p>“People save, withdraw and transfer their money”</p> <p>What people usually do at those public places?</p> <p><b>3. Data Collection</b></p> <p>With their partner, students make some statements based on the information from the conversation.</p> <p><b>4. verification</b></p> <p>a. Students pay attention for the</p>	35 minutes

	<p>teacher's explanation</p> <p>b. The teacher and students discuss about it together.</p> <p><b>5. Generalization</b></p> <p>a. Students present their work in the class</p> <p>b. The other students give comment.</p> <p>c. Guided by the teacher students find their mistake and repair it.</p>	
<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Guided by the teacher, students summarize the material they have learned today.</li> <li>2. Students accept the explanation from the teacher related to the material in the next meeting.</li> <li>3. Students pray together.</li> <li>4. Students give thankfulness and greeting to the teacher.</li> </ol>	<b>5 minutes</b>

### 3). Third meeting

Activity	The description of activity	Time Allocation
	<ol style="list-style-type: none"><li>1. Students give greeting to the teacher.</li><li>2. Students prepare their psychological readiness before starting the lesson.</li><li>3. Student pray together before starting the lesson</li><li>4. Students accept motivation from the teacher</li><li>4. Students are called by the teacher to fill in the attendance list.</li><li>5. Guided by the teacher, student reviewing the material in the previous meeting.</li><li>6. Students accept explanation related to the material that they will learn today.</li><li>7. Students know about basic competence they will learn.</li></ol>	5 minutes
	<p><b>1. stimulus</b></p> <ol style="list-style-type: none"><li>a. The teacher shows the draft and picture about “future house”</li><li>b. Students make the final draft and</li></ol>	<b>35</b> minutes

draw it on a big poster.

## **2. Problem Statement**

- a. Students observe the teacher's future house and pay attention to the explanation.
- b. "That all my future house". What is your future house?

## **3. Data Collection**

- a. Students are divided into five groups, they are doing worksheet V.
- b. Every group arrange the final draft and draw it on a big poster

## **4. verification**

- a. Students put it on our wall magazine. They will answer the questions from people who ask.
- b. Guided by the teacher students find their mistake and repair it.

## **5. Generalization**

- a. Students present their work in the class
- b. Every group give 2 questions minimally about the future house.
- c. The presenter group answering the

	questions.	
<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Guided by the teacher, students summarize the material they have learned today.</li> <li>2. Students accept the explanation from the teacher related to the material in the next meeting.</li> <li>3. Students pray together.</li> <li>4. Students give thankfulness and greeting to the teacher.</li> </ol>	5 minutes

#### G. Media and Learning Resources

1) Media: Laptop, LCD, Whiteboard, board marker and Worksheet

2) Learning Resources: English borrowing words used by Javanese people in Tawangharjo sub district and Book: Bahasa Inggris; When English Rings a Bell (2016 Revised Edition)

## H. Assessment

### 1). Attitude

#### Scoring Rubric (First Meeting)

o.	Attitude	Description
.	Honest	4: Always Seriously 3: Often Seriously 2: Rarely Seriously 1: Never Seriously
.	Responsibility	4: Always Responsibility 3: Often Responsibility 2: Rarely Responsibility 1: Never Responsibility
.	Cooperation	4: Always Cooperation 3: Often Cooperation 2: Rarely Cooperation 1: Never Cooperation

### 2). Knowledge

Technique : written assessment

Form : essay

(First Meeting)

Aspect that are assessed	Score	Information
	4	Students are able to mention 5 things and statements
	3	Students are able to mention 4 things and statements
	2	Students are able to mention 3 things and statements
	1	Students are able to mention 2 things and statements

### 3. Skill

Scoring Rubric (Third Meeting)

Technique : Group activity

Form :

<b>Speaking Rubric</b>			
<b>No.</b>	<b>Aspect that are assessed</b>	<b>Criteria</b>	<b>Score</b>
1.	Communicative Purpose	Very understanding	5
		Understanding	4
		Quite Understand	3
		Less Understanding	2
		Do not Understanding	1

2.	The truth of the text	The structure of the text is true	5
		The structure of the text is correct	4
		The structure of the text is quite true	3
		The structure of the text is less true	2
		The structure of the text is not properly	1
3.	The choice of Vocabulary	Very varied and appropriate	5
		Varied and appropriate	4
		Quite varied and appropriate	3
		Less varied and appropriate	2
		Not varied and appropriate	1

## **H. Worksheet**

### **First meeting**

#### **Worksheet 1**

Here are what we will do. We will work in pairs. First, we will show the things in our bags to each other. Second, we will say the names of them and ask our partner about it.

<b>No.</b>	<b>Name of thing</b>	<b>Numbers of things in my bag</b>	<b>Numbers of things in my friend's bag</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			
<b>4.</b>			
<b>5.</b>			

## Worksheet 2

Now, I will make some statements based on the information on the table on page 69. Here are what we will do. **First**, we will copy the example on our notebook. **Then**, we will handwrite the statements on our notebook. **Finally**, we will say the statements in front of the class.

1. I have two erasers and my friend has three erasers.
- 2.
- 3.
- 4.
- 5.

## Second meeting

### Worksheet 3 Conversation!



Picture 1.1



Picture 1.2



Picture 1.3



Picture 1.4

Now, we will make some statements based on the information from the conversation.

<b>No.</b>	<b>Public Place</b>	<b>Activities</b>
1.	Bank	People save, withdraw and transfer their money
2.	Post Office	
3.	Tax Office	
4.	Hospital	
5.	Police Station	
6.	School	

## Worksheet 4



Then, we will handwrite the numbers of the things we see on our book in a neat handwriting. Finally, we will make and say the statements in the class

No.	Things	Number
1.	Pots	Some pots
2.		
3.		
4.		
5.		

## **Peer Assessment!**

Please make a short dialogue based on the information on your table!

1). Some pots

Example:

Shabila: How many pots are there in the pictures?

Riyana: There are some pots in the picture.

2).

3).

4).

5).

## Third meeting

### Worksheet 5

#### Group discussion

Here are what we will do. We will work in groups. **First**, we will discuss and decide the draft of our future house. **Then**, we will make the final draft and draw it on a big poster. **Finally**, we will put it on our wall magazine. We will answer the questions from people who ask.

Here the example!



## Curriculum Vitae

### A. Personal Data

1. Name : Fitri Ulya Dewi
2. Place and Date of Birth : Grobogan, Mei 23<sup>rd</sup>, 1996
3. Student Number : 1403046069
4. Address : Dusun Penjalinan, Desa Plosorejo RT 01 RW 07, Kecamatan Tawangharjo, Kabupaten Grobogan.
5. Phone Number : 088215326079

### B. Background of Education

1. TK DHARMA WANITA Plosorejo
2. SD N 1 Plosorejo
3. SMP N 1 Tawangharjo
4. MAN 1 Purwodadi
5. UIN Walisongo Semarang