



Originally Single Word Borrowing from English in *My Stupid Boss*: An Analysis of their Syntactical Position in Indonesian Language

Dalilan

Universitas Islam Negeri Raden Fatah Palembang

Corresponding email: putrada888@gmail.com

ABSTRACT

Borrowing words from other languages is a linguistic phenomenon. Word borrowing occurred as a result of contact between two languages or more. Words or a single word taken from a foreign language such as English can be found both in spoken and written forms of communication. English is the most important linguistic source from which its words are borrowed by Bahasa Indonesia (BI). This qualitative study aims at analyzing syntactical positions of originally single word borrowing from English. Data of the study are in the forms of originally English single word categories such as nouns, verbs, adjectives, and adverbs collected from a popular novel book entitled *My Stupid Boss 3 and 4* published by Gradien Mediatama. Purposive sampling technique was used to collect data involving the selection of those data that suit the purposes of the analysis. Data were analyzed by way of explaining purposively selected data. The results indicated that single parts of speech such as noun, adjective, verb, and adverb existing in the construction of BI follow the syntactical rules of the language. In conclusion, the process of borrowing these originally single word categories from English is governed by syntactical rules of the language.

Keywords: single word, word borrowing, syntactical position

First Receive: 08 November 2022	Revised: 01 December 2022	Accepted: 02 January 2023
Final Proof Received: 18 February 2023	Published: 1 March 2023	
How to cite (in APA style): Dalilan. (2023). Originally Single Word Borrowing from English in <i>My Stupid Boss</i> : An Analysis of their Syntactical Position in Indonesian Language. <i>ELITE Journal</i> , 5 (1), 85-92.		

INTRODUCTION

Borrowing a word deals with taking a word from one language and used in another language (Richards and Schmidt, 2010). One way bilinguals bring in their activated language is by borrowing a word or short expression from that language and adapting it morphologically (and often phonologically) into the base language. According to Grosjean (2010), borrowing is the integration of one language into another. There are two forms of borrowing. The most frequent borrowing is probably when both forms and content of a word are borrowed to produce a loanword or nonce borrowing (Taylor and Francis, 2016). Haugen, as cited in Romaine (1995) divides three forms of

borrowing: loanwords, loanblend and loanshift. But these forms may be processed in different ways in various languages. The integration of borrowing may occur in two levels: phonological and morphological level. Myers-Scotton (2006) makes two generalizations about borrowing of words: borrowing as a one-way street and borrowing as process of innovation and adoption. Borrowing is entirely one-way from the more prestigious language to the less prestigious one. In one way borrowing, a single word from the source language is taken phonologically and morphologically. Morphological adaption and innovation occur more often. Myers-Scotton (2006) states that borrowed words are almost always adapted to the recipient language morphological system..

Word borrowing (henceforth WB) as a linguistic phenomenon in a speech community is not only found in spoken communication, but it is also discovered in written communication. Speaking and writing are both areas of language use in which WB commonly occur. Many written texts now contain words from other languages, especially English. English is perhaps the single most important linguistic source for promotion of global bilingualism and linguistic creativity. Bhatia and Richie (2006) noted that English has official or special status in at least 75 countries with a total of over 2 billion. English is spoken as a first language by around 300 million and as second language or official language along with one or more other languages by around 375 million speakers in the world, and around 800 million people are believed to speak English as a foreign language (Crystal, 2011). English is also the main language of books, newspapers, international business, science, technology, diplomacy, advertisement, etc.

By these facts, English as a global language (Crystal, 2003) expands its contact with other languages and its use in books and other forms of communication. As a result, the contact between English and other languages, for example Indonesian language, unavoidably raises WB phenomenon. The result of this contact, accordingly, also influences the writers to use words or lexical items from English in their books. One of the books from which English lexical items are borrowed and written in it is the book entitled "MY STUPID BOSS" (MSB), published by Gradien Mediatama, Yogyakarta in 2011. This is actually not a book. This kind of written text can be regarded as a new *genre* in literature. MSB contains compilation of stories mediated by the Internet through blog program. Crystal (2011) names the mediation by internet as *digitally-mediated communication*.. The writer is anonymous and only uses a blogger name: **chaos@work**. This book has four series, 1 to 4, but for the purposes of the analysis this present writing uses only two series (3 and 4) from which data were collected. Compared to series 1 and 2, these series have more WB and more variations of WB.

Various parts of speech or categories such as noun, verbs, adjective, and adverbs borrowed from English are found in MSB. The borrowing process of these parts of speech influences the way how they place position in Indonesian phrases and sentence. This process also affects how they are combined with the Indonesian lexical items and how they integrate and adapt in the borrowing. Focusing on this process, this study aims at analyzing the borrowing process of English proper words in the forms of parts of speech in MSB and their possible implication for the possible position of the words in the syntactical construction of Indonesian language.

METHOD

This is a descriptive qualitative study. Descriptive study is the sort of study to determine and describe the way things are (Dornyei, 2007). Because it is also a qualitative study its data involved non-numerical data. The whole data collected are in the form of words. The data of this study were gathered from the book *My Stupid Boss* 3 and 4. The data which are in the forms of word categories were picked out from the written utterances in the dialogues among the characters in the book where these data existed. The technique used to collect the data was the purposive sampling technique. This technique involves the selection of the data that suit the purposes of the analysis.

The technical steps of collecting data consisted of: (1) reading the whole pages of MSB, (2) recording or noting down the whole sentences containing WB, and (3) grouping words based on their categories in order to be able to examine their WB process.

The next phase is analyzing the purposively selected data of word categories. The technique used to analyze such data was qualitative data analysis. Qualitative data analysis is a language-based analysis (Dornyei, 2007). In this study the data were analyzed by ways of identifying their position in the sentence construction of BI in the written utterances and identifying how they syntactically change in the construction and in the process of borrowing.

FINDINGS AND DISCUSSION

All WB data that were analyzed in this study are the English words noted down from both books. Each example of the words in the sentence construction is provided together with the page and the book series where it can be found.

The results of data analysis show some morphological features identified from their position in each construction. In terms of English word categories, noun is borrowed more rather than the other categories, followed by verbs, adjectives, and adverbs. This is in line with what has been stated by Grosjean (2010) that the parts of speech that are borrowed the most are noun.

Noun borrowings

This part deals with analysis concerning English noun borrowings. The data show many same noun are borrowed, for example the word *meeting* as demonstrated below.

- 1) ke ruang *meeting* ya, kita makan (MSB 3, p. 79)
- 2) Jalan lagi ke ruang *meeting*, ngasi potokopian ke dia (MSB 4, p. 103)
- 3) Tebar di ruangan *meeting* supaya wangi (MSB 4, p. 195)
- 4) Rupanya si Boss ada *meeting* sama satu perusahaan (MSB, p. 83)
- 5) Gak ingat kalo ada *meeting* (MSB 4, p. 206)
- 6) Ya kalo orang itu yang minta *meeting* sama kita (MSB 4, p.205)
- 7) Dia minta diaturin *meeting* sama orang (MSB 4, p. 295)

In English the word *meeting* is the *ing*-formed noun. It can be understood why this word is often borrowed. Meeting is a very popular word used by individuals who work in private companies or offices who so called ‘white collar employees’ and “the executives”, especially in big cities. Meeting is a routine activity where the forum discusses agenda. The use of the word *meeting* in the above examples show certain morphological features. In (1), (2), (3), and (4) this word is preceded by prepositional phrase *ke ruang*. In IL this phrase *usually* followed by both concrete and abstract noun, for examples *ke ruang dapur*, *ke ruang penyimpanan*, *ke ruang dokumen*, *ke ruang praktikum*. In case of (5), the existence word *ada* is also usually followed by both abstract and concrete noun in Indonesian Language (henceforth IL), for examples *ada kemauan*, *ada berita*, *ada buku*, *ada gedung*, *ada mobil*, etc. In (6) and (7), *meeting* is preceded by transitive verb *minta* and colloquial passive verb *diaturin*. In IL this construction is commonly used. As in English, the verb *minta* needs two arguments, one argument places the object slot. The passive construction using “diaturin” or the formal one *diaturin* needs a noun to complete the construction. The case is different for constructions (8) to (9). The following data show the verbal function the word *meeting*:

- (8) Pas gue lagi *meeting*, Boss sms (MSB 3, p. 39)
- (9) Ke kantor juga datang, duduk di ruangnya dan kerja, *meeting* teratur (MSB 3, p. 275)
- (10) Bapak masih *stuck meeting* sama McDonald (MSB 4, p. 205)

In (8) *meeting* is preceded by progressive marker *lagi*. This marker suggests an activity being done or a state happening in IL. The borrowing of *meeting* seems to be influenced by the use of present progressive tense in English. It also seems that the borrowing of *meeting* is sufficiently representative of the expression “to hold a meeting” in English. In (1\9) the word *meeting* is seemingly confusing whether it is a noun or a verb in terms of meaning. In this position, *meeting* can be both noun and verb in IL. The position of this word is parallel to the following phrase: *pernafasan teratur, pembinaan teratur, makan teratur, tidur teratur*, etc. In (10), the position of *meeting* in IL must be a verb. The adverb *masih* in IL is usually followed by a verb and also by an adjective as well. And, the word *meeting* here is perceived as a verb. The word *meeting* in this context is seen as a verb as will be explained later. The other words that are very often borrowed are *supplier* and *cheque*. Data from the books shows the following construction:

- (11) Satu *cheque* saja pak, atas nama Pejabat Pos malaysia
- (12) Kasian *suppliers* dan pekerja-pekerja, mandeg semua ntar (MSB 4, p161)
- (13) Nulis satu *cheque* saja bapak makan waktu setengah jam (MSB 3, p. 99)
- (14) Satu *cheque* saja pak, atas nama Pejabat Pos Malaysia (MSB 3, p. 185)
- (15) Harganya sama ama *supplier* yanag lama (MSB 3, p.200)
- (16) Bapak ada nyari *supplier* apa gak sih MSB 3. 201)
- (17) Siapa tau dapat *supplier* yang murah (MSB 4, p.134)

Borrowing the word *cheque* and *supplier* seems to be influenced by the common use of that word in banking industry and in commerce. The different feature is in (11). *Cheque* is a countable noun in English, for plural it must be attached by *-s* at the end of it. *Cheque* in this construction must be plural because there is the cardinal number 3 showing plural that proceeds the word *cheque*; it must be *cheques*. The different case is also shown in (12). The borrowing of plural *suppliers* is probably meant to show many suppliers marked by *-s*. The other feature dealing with plurality is also found in the examples below,

- (18) Dia bawa 2 *sample* aja uda penuh (MSB 3, p. 72)
- (19) ngambil beberapa *sampel* dan penawaram harga (MSB 3, p. 199)
- (20) mungkin terlalu banyak *efforts* untuk bikin perusahaan (MSB 3, p. 206)
- (21) karena *efforts* atau usaha-usaha untuk (MSB 3, p. 188)

Sample is also a countable noun in English and the end of this word must be attached by *-s* to make plural. In (18) and (19) the number 2 and the Indonesian plural marker *beberapa* serve plurality. The use of these plural markers is perhaps considered “enough” to just indicate the plurality of *sample* in English. The borrowing in (2) is exaggerated. It is a doubled plurality. *banyak* in IL is the other plural marker. Thus, adding *-s* to the end of Indonesian countable nouns can be made without doubt, for examples, *kursis, mejas, bukus, rumahs, mobils*, and many many others. Of course, the Indonesian linguists will be “stifling” and come up with a bulk of linguistic theories. Probably, the attachment of *-s* in the word *effort* is intended to emphasize information based on the context of the word or it is really meant to show many efforts. The same intention is also for the word *effors* in (21) in which *-s* as the English plural marker is let there and information is again stressed by the existence of Indonesian plurality markers *usaha-usaha*. The use of plurality of this kind is perhaps meant to merely indicate the plural amount of something in which *-s* as the English plurality marker is very often attached to countable noun as shown in the following example,

(22) besoknya dia ngajak gue beli *equipments* itu (MSB 3, p. 275)

With regard to noun, there is one example from the data that shows a uniqueness. Derivative process occurs to the word *ke-stupid-an* (Mbak, andai anak-anak Pak Boss baca buku-buku mba tentang *ke-stupid-an* bapak, MSB 3, p. 185). Stupid is an adjective in English. The word receiving IL prefix *ke-* and IL suffix *-an* becomes a noun *kestupidan*. The derivational processes change the meaning of the word. The precise process can be seen in IL derivation for the same case. For example, adjective *sombong* receiving prefix *ke-* and suffix *-an* becomes a noun *kesombongan*. It is obvious that the borrowing of *stupid* in the construction follows the rule. In other words, this derivational or affixationall rule occuring in *ke-stupid-an* influences the application of the word in the construction..

Adjective borrowings

There are many adjectives *full* borrowed in the language use in both books. *Full* places various positions in the borrowing as demonstrated in the following written utterances:.

(23) Dia tetap *full* senyum (MSB 3, p. 133)

(24) Harus *full* konsentrasi (MSB 4, p. 93)

(25) Mbak Kerani sudah dibayar *full* belum? (MSB 3, p. 166)

(26) Perutnya *full* nempel di meja (MSB 3, p. 264)

(27) Jumlah gaji gue yang belum bayar ditulis di sini, *full* (MSB 3. p. 279)

(28) Koper anak istrinya akan *full* dengan barang sampel (MSB 3, p 170)

In English *full* is always an adjective but In IL *full* *penuh* can be treated as both adjective and a verb. *Full* in (23) and (24) are adjectives, its position as a modifier is always before noun in English (modifier-modified) while in IL adjective is usually put after noun (modified-modifier) (Fitria, 2019). This feature influences the position of *full* to be put before IL nouns *senyum* and *konsentrasi*. *Full* as an adjective in English is also put after IL passive *dibayar*. It is parallel to *dibayar murah*, *dibayar mahal*, *dibayar tinggi*, *dibayar rendah*, *dibayar penuh*. This construction influences the placement of *full* in (25). In (26) *full* means “kenyang”, an adjective in IL. The IL parallel constructions such as *perutnya lapar*, *istrinya marah*, *datangnya terlambat*, *giginya rontok*, *rumahnya mewah* affect the placement of *full* in (26). The same influence is probably on the placement of *full* in (27). Now, the case is different for (28). *Full* in this construction actually fulfills the slot of *penuh* functioning as a verb in IL. In IL we have *ruangan itu akan penuh oleh barang-barang*, *balon itu akan penuh dengan udara*, *ember ini akan penuh terisi art*, etc. So the borrowing of *full* to be placed in that position is influenced by the the IL *penuh* as in the examples above.

Verb borrowings

Some verbs from English as the donor language are borrowed by IL as the recipient language. The following is the data taken from the two books.

(29) Sudah dicoba gak ada satupun yang *connect* (MSB 3, p. 15)

(30) Gue *follow* dia dari ac asli gue (MSB 3, p. 122)

(31) Berat badan mah gue *maintain* doooooong (MSB 3, p.176)

(32) Bukan begitu pak, Brosurnya jelek, Bapak *complain* (MSB 3, p.263)

(33) Kan gue *protect* pakai password (MSB 4, 125)

- (34) Kalo iya, mending gak usah *publish* deh (MSB 4, p.253)
- (35) Jadi gue tinggal *enriched* and *edited* saja (MSB 4, p. 123)
- (36) Emang Sebastian mesti *sparing*, nih? (MSB 4, p. 139)
- (37) Biasalah, *shopping* di sana sini (MSB 4, p. 147)
- (38) Gak peduli *landing* di rumput apa di pagar kawat (MSB 3, p. 78)

The italic English verbs in (29), (30), (31), (32), (33), and (35) are purely borrowed from English. English and Indonesian are the languages which have SVO word order (Fauzia and Kwary, 2017). The positions of the verbs in those construction are the same. They are placed before Subject. In case of (36) to 39), the change of verbs seems to be integrated to IL construction. In (35) the borrowed *enriched* and *edited* actually have passive construction –*di*. There is a regularity here in which prefix –*di* is not attached to the past participles *enriched* and *edited* because it has been represented in English past prefix –*ed* attached. *di-enriched* and *di-edited* are the exaggerated forms. In (36) to (38), the verbs with –*ing* forms are borrowed. Very often we hear Indonesian people say *sparing* in boxing, *shopping* in mall or supermarket, and *landing* in flight. The words are registers in their area respectively. The frequent use of these words in the area probably influences the borrowings. Some unique features are also found in verb borrowings, namely verbal affixation. For examples,

- (39) Gue keluarin ayam yang sudah *difrost* (MSB 3, p. 60)
- (40) Masaoloh *difollow* (MSB 3, p.118)
- (41) Anda Bossman bisa *dicopypaste* jadi jamak gitu (MSB 3, p. 164)
- (42) Soalnya dia lebih kreatif *mengguide* seseorang (MSB 3, p, 122)

There is an integration in (39) to (40). IL passive prefix –*di* is integrated to English verbs. There is also a regularity here. The English verbs *frost*, *follow*, and *copy-paste* are not attached by the IL suffix –*kan* and English passive marker –*ed* is not attached to the end of the verbs. It may be done to avoid exaggeration. In addition, the initial letter of the verbs are not deleted in order to *adapt* with the presence of IL –*di*. The interesting phenomon occurs in (41). This is a *great adaption*. Prefix *meng-* attached to the English verb *guide* follow the rule of affixation process of prefix *meng-* in IL. The rule is: the initial letter *g* in all IL verbs that are initiated by *g* letter is not deleted. Many examples can be presented here: goda “*menggoda*”, ganggu “*mengganggu*”, garuk “*menggaruk*”, gigit “*menggigit*”, gosok “*menggosok*”, geser “*menggeser*”, ganyang “*mengganyang*”, gapai “*menggapai*”, and many others. This rule is valid for English *guide* in (42).

Adverb borrowings

From the collected data, there are only 3 adverbs that are borrowed as shown in the following examples::

- (43) *Indirectly* kali ya Tuhan kasi gue kekuatan lebih (MSB 4, p. 167)
- (44) Whuahahahahaha! *Seriously*? Lu pada gak sebel sama dia. (MSB 4, p. 255)
- (45) (Nyindir bali *sarcastically*) rasa rasa sih iya (MSB 4, p.205)

English adverb is the least category borrowed and this proves the statement from Grosjean above. This is a pure borrowing. The location of adverb in English, also in IL, is usually in the beginning or in the end of a sentence (Radford,1998). If borrowed in IL, the position does not change as seen in the above examples. In case of *seriously* in (44), it can be translated into IL as *secara serius*, although it is an adverb in English but it remains meaning *serius* in IL.

-Nya Borrowing

There are so many examples in MSB 3 and 4 to which *-nya* is integrated in English as demonstrated by the following data examples:

- (46) Otaknya masih tokcer, *network*-nya juga luas (MSB 3, 205)
- (47) Pak, *meeting*-nya udahan dulu ya)MSB 3, p.217)
- (48) Kecuali kalau dia ada *clone*-nya (MSB 3, 238)
- (49) Mesti ngocok *catridge*-nya dulu... (MSB 3, p. 281)
- (50) Banyak *boasting*-nya ketimbang tanyanya (MSB 4, p. 87)
- (51) eehhmm...apa ya *password*-nya ya... (MSB 4, p. 125)
- (52) Internet di kantor.. ngalahin *speed*-nya jet sih (MSB 4, p.221)
- (53) Bahasapun *accent*-nya Amrik (MSB 4, p. 165)

Most of the English words borrow and then being attached by IL prefixes *-nya* are noun. The difference between this marker of possession in IL and in English is just a matter of position. The equivalent *-nya* in English to show non-human possession is *its* for singular noun and *their* for plural nouns. The position of *its* is in front of noun but the position *-nya* is in the back of noun. Because the position of *-nya* in IL must be in the end of English nouns, so the borrowed noun must also be attached *-nya* in the end of them in order to follow the rule of positioning *-nya* in IL. These replacement can be looked at (46) to (53).

CONCLUSION

The findings of this study have shown that borrowing can take place in four main categories. English nouns are borrowed the most followed by verbs, adjectives, and adverbs. The process of borrowing those four content words, as shown by the research data and the results of the data analysis, regularly obeys particular rules in IL. The integration and adaptation in the borrowing are also possible to be done linguistically. WB phenomenon occurring in written discourses is likely the mirror or reflection of WB taking place in spoken discourses. WB can not be avoided by bilinguals both as speakers or writers because they cannot escape from contact with English as the first global language. WB is not prohibited to do, but to which extent the importance of WB is and how it may implicate in the socially complex use and context of IL communication when contacting to the donor language will become the area of further research on related topics.

Implication can be traced from the regularity of some rules of borrowings. Borrowing a pure English words is fine and borrowing English words with applicable integration and adaptation is possible to do. But the borrowing patterns may not follow those direction for the other categories other than the four word classes examined in this study. For technical terms, total borrowing can be done just for nouns because cultural factors can separate the gap within which lexical items in the base language, in this case Indonesian language, may not possess the lexical elements coming from a new culture (Fauzia and Kwary, 2017). Furthermore, it is really not fair to keep borrowing lexical items partially from the donor language, in this case English, while the base language has the equivalent pairs to fill the gap.

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