ENGLISH LANGUAGE BORROWING IN SASAK LANGUAGE PERFORMED BY TEACHERS ON WHAT'S APP GROUP

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Abstract

This research purposed to identify English words borrowing in Sasak language and classified their phonological processes. This research implied documentary research method. In which, the researcher only captured, observed, collected, copied, and gave codes to the gained data thence analyzed them using descriptive qualitative research method, the technique used was in accordance to Fasold, Hoffer, and Katamba theories in keeping with the four categories of words borrowing such as loanword, loanshift, calque, and loanblend. He further adopted the claimed concepts by Fromkin, Crystal, Aor in relation with the phonological processes particularly in terms of supra-segmental phonology. They classified the processes of supra-segmental phonology into assimilation, dissimilation, elision, epenthesis, metathesis, spoonerism, nasalization, palatilisation. To respond the first focus of this research, the researcher found that thirty words belonged to loanwords, only one judged as loanshift, three words claimed as calque, and the rest one of the whole found words was distinguished as loanblend. The further analysis result was responding the second focus of this research. In which, the researcher classified the phonological processes of English words borrowing in Sasak language. He gained seven borrowed words which distinguished by way of assimilation process, four borrowed words were included to dissimilation, six were implied to elision, eleven of them grouped to epenthesis, he further found only one belonged to metathesis, and he greatly obtained updated process of supra-segmental phonology due to the rest quantity of the borrowed words were not included to any processes of supra-segmental phonology. Those findings were significantly clarified valuable contribution in relation to provide updated knowledge of borrowing linguistic items from one language into another language particularly, English words in Sasak language performed by teachers on what's app group namely, YPP. NURUL ISLAH BELEKA.

Keywords *: Language Borrowing, Categories of Language Borrowing, Phonology*

INTRODUCTION

In this modern period, two, three or even all languages are possibly related each other due to news or information spread quickly. In a sense, a language is probably affected others or let's say, one language is properly able to adopt lexical words of other languages. This commonly happened when a language does not have words which another language possesses. That way, language users may take

borrowing in order to express or represent unavailable words in their language. To give you an idea, the word *laptop, printer, motor,* and etc. constitute English words but they are also used in Sasak language or by Lombok people with the same meaning as native speaker employed them. According to Hoffer, adopting one linguistic element of a linguistic system into another is the process of language borrowing which happened and separated any time.[1] We may say that everyone from any places are able to adopt a language of interest and also stop using it over period of time.

Relating to Lombok people which use Sasak language, they have adopted or borrowed numerous English words intentionally or even unintentionally such as *restaurant* as *restoran, apple* as *apel, invite* becomes *impit,* and many others. That occurred just because the wide spread of information beyond modern technology or even it was influenced due to lot of Indonesian especially in Lombok Island are directed to stay speaking English in fieldwork or even in daily routine by situation they are in. Thus, it becomes a phenomena just because different people, culture, regional, language with different linguistic items are able to be in contact. Besides, using the borrowing words constantly will definitely replace Sasak language, for instances, *barber shop* replaces *taok begunting, super market* replaces *warung belek,* and etc. Anyhow, Indonesian particularly Lombok people moreover teenagers tended to use *barber shop* as in this sentence *"ek lalo jok barber shop juluk"* which means that *"I want to go to barber shop"*. The next was *"mulenko melet bae lalo jok super market laguk endekko bedoe kepeng"* the meaning is *"I really need to go to super market but I don't have any money"*.

The explanation demonstrated the phenomena was significant matter to be analyzed due to the replacement of one language with another and on behalf of increasing knowledge towards English words borrowing in Sasak language which were analyzed phonologically. We may say, some of mother tongue or first language words could be loose or lack of using. Not only that but also many people especially Lombok people felt curious about the use of English language at insignificant area or in this context Lombok island that use Sasak language. Furthermore, the phenomena was also a vital thing to be well-known since there were some English words

[1] Hoffer, B.L. "Language Borrowing and Language Diffusion: an Overview." *Intellectual Communication Studies,* (2002,XI.4.1).

borrowing indicated the same spelling, but it has different sense. As your illustration, the word "nine" in English which means that number 9 but in Sasak language "nine" is a lady. Thereby, those phenomena inspired the researcher to conduct this research concerning to two focuses were identifying categories of English words borrowing and classifying the supra-segmental processes of English words borrowing in Sasak language expressed by teachers on what's app group namely; YPP. NURUL ISLAH BELEKA.

In relation to respond the first focus, the researcher was guided by Fasold, Hoffer, Katamba, F. theories which classified borrowing into four categories. The first category is *loanwords* which in line to fully adopting a word without doing any modification or it could be an insignificant modification. The second category is *loanshift* constitute a term that means native words are modified into a different meaning. The further category is *calque* that in lines with adopting meaning or translation word per word of native words to gain or create a new lexeme in the target language. The last category is *Loanblend* considered as the last category pursuant to the combination of languages between donor and recipient language.[2] [3] [4]

Henceforth, on behalf of responding the second focus of this research, he was directed by Fromkin, crystal, and Aor theories which classified the processes of supra-segmental phonology becomes *assimilation.* In which, this cycle is when a sound becomes comparable, *dissimilation* is when a sound becomes unique, *elision* means the deduction of a letter, *epenthesis* is expansion of a letter, *metathesis* deals with trade of a letter, *nasalization* talks about creation of sound through the nose, *palatalization* is about hard sense of taste, etc.[5] [6] [7] This research harps on Assimilation, dissimilation, epenthesis, elision, and metathesis.

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[2] Fasold, R.M. *Introduction to Language and Linguistics.* (New York:Cambridge University Press., 2006), p. 278.

[3] Hoffer, B.L. "Language Borrowing and the Indices of Adaptability and Receptivity." *Intercultural Communication Studies,* (2005,XIV.4.53).

[4] Katamba, F. *English Words. (*Canada: Routledge., 1994), p. 134-141.

[5] Fromkin, V. et al. *An Introduction to Language Seventh Edition.* (US: Wadsworth., 2003), p. 301-316.

[6] Crystal, C. *A Dictionary of Linguistics and Phonetics Sixth Edition.* (Oxford: Blackwell., 2008), p. 166.

[7] Aor, T. "Phonological Effects and Functions of English Loan-words on Tiv Grammar". *African Social Science and Humanities Journal (ASSHJ).* (2021,2:1:137-144), https://journals.jfppublishers.com/asshj

Overall, this research was intended to have valuable contribution in relation to provide updated knowledge of borrowing linguistic items from one language into another language particularly, English words in Sasak language and its phonological processes all at once.

LITERATURE RIVIEW

Borrowing constitutes a concept which probably induced by language relation. As claimed By Fasold, economic and culture relation between two languages resulted the concept of borrowing.[8] That claim leads us to assume that all languages possibly adopt each other as long as their culture and economic are in contact. To support the concept, reported by Hoffer that when two cultures have relation in certain time, borrowing process will be happened.[9] Another assumption is obtaining or adopting language from donor to recipient language is called borrowing. In keeping with those concepts, Bahumaid commented the same perception that borrowing is confided as the incorporation between one languages into another.[10] It could be specified that each language are truly related each other so that the process of borrowing could definitely be happened in all areas.

Furthermore, in proportion to Fasold and Hoffer, Katamba, language borrowing is divided becoming four categories. Those are *Loanwords* which in accordance to borrow a word fully without having any modification or it could be insignificant modification. To give you an idea, take a look to these words; *HP, headset, brother, and etc.* these are also used in Sasak language. The further category is *Loanshift* is in assent with modifying words adoption into new sense. To illustrate you, pay your in-depth attention to these words, *nine, no, tie, and etc.* these words are also employed to express things in Sasak language but in terms of different sense. Next is *Calque* which is new lexeme is built by translating word per word and it has the same meaning. This phenomena are also appeared in sasak language such as the

[8] Fasold, R.M. *(Introduction to Language and Linguistics.* (New York:Cambridge University Press., 2006), p. 278.
[9] Hoffer, B.L. Lot.cit.
[10] Bahumaid, S. "Lexical Borrowing: the Case of English Loanwords in Hadhrami Arabic." *International Journal Of Language And Linguistic,* (2015,2:6:15).

word *superman* becomes *manusie super, spiderman is* as manusie laba-laba in Sasak language and so on. *Loanblend* is the last category pursuant to the combination of languages between donor and recipient language. As an illustration, the word primitive is used in Sasak language as in the sentence *"keprimipe nok"* which means *"you are too primitive."* [11] [12] [13]

Besides, Borrowing is significantly related with phonology whereby phonology is the discussion of language sounds. In consistent with Fasold, McMahon, Ladefoged, Crystal, Fromkin they stipulates that phonology is the inspection of sounds and sound systems of languages.[14] [15] [16] [17] [18]English phonology is agglomerated as two portions, those are segmental phonology that regards with the inspection of consonants and vowels of segments. Segmental phonology manages the investigation of fragments (vowels and consonants). English phonology has 44 sounds, that is, twenty vowels and 24 consonants. It also has twenty vowels which are isolated into twelve monophthongs and eight diphthongs vowels. Monophthongs are partitioned into long and short vowels. There are seven short vowels which include:/ɪ/,/æ/,/e/,/ɒ/,/ʊ/,/ʌ/,/ə/and long vowels are five in number and they incorporate/ɪ:/,/a:/,/ɔ:/,/u:/and/ɜ:/.

Furthermore, Consonant sounds show full and incomplete impediment to the vocal strings. Consonants are classed dependent on the way explanation, spot of verbalization, condition of the glottis, backup and sort of airstream instrument. Way of enunciation is the manner by which the airstream is altered during the explanation of a consonant. Spot of enunciation manages the organs that are answerable for the creation of discourse sounds. The condition of the glottis alludes to voiced and voiceless sound. Supra-segmental depicts the phonological elements and supra the morphological elements (portions) of an expression Veenendaal insists that a

[11] Fasold, R.M. Loc.cit.
[12] Hoffer, B.L. Lot.cit.
[13] Katamba, F. Lot.cit.
[14] Fasold, R.M. Op.cit. p. 38.
[15] McMahon, A. *An Introduction to English Phonology.* (Edinburgh:Edinburgh University Press., 2002), p. 1.
[16] Ladefoged, P. & Johnson, K. *A course in phonetics Sixth Edition.* (Wadsworth: Cengage Learning., 2010), p. 309.
[17] Crystal, C. Op.cit. p. 365.
[18] Fromkin, V. et al. (2003). *An Introduction to Language Seventh Edition.* (US: Wadsworth., 2003), p. 273.

component of pitch reaching out past the phoneme is what we call as supra-segmental.[19] An advance assertion from Lehiste reports that supra-segmental as phonetic elements like pressure, tone, and pitch which isn't property of single consonant or vowel. Its elements include syllables, stress, cadence, pitch, and tone, phonological expression. It also possess cycles or processes like *assimilation.* In which, this cycle is when a sound becomes comparable, *dissimilation* is when a sound becomes unique, *elision* means the deduction of a letter, *epenthesis* is expansion of a letter, *metathesis* deals with trade of a letter, *nasalization* talks about creation of sound through the nose, *palatalization* deals with hard sense of taste, etc.[20]

METHOD

This research employed a documentary research method on behalf of collecting the data. According to McCulloh, newspaper, articles, social media, and documents are few sources of gaining documentary research data. Which means that a research is not only obtaining data through a fieldwork but it could be just having a documentation of any phenomena.[21] Thereby, the researcher only captured teachers' written speech on what's app group namely, YPP. NURUL ISLAH BELEKA in proportion to English language borrowing particularly words borrowing gained in Sasak language as the object of the data. Afterward, he observed and collected the English words borrowing performed on what's app group then copied them, gave them a code as well. Thence, the gained data were analyzed using descriptive qualitative research method, the technique used was in accordance to Fasold, Hoffer, and Katamba theories in relation with English words borrowing categories such as *loanword, loanshift, calque*, and *loanblend*[22] [23] [24]in Sasak Language performed by teachers on what's app group namely, YPP. NURUL ISLAH BELEKA. He secondly analyzed the processes of supra-segmental phonology such as *assimilation, dissimilation,*

[19] Veenendaal, N. J. et al. "The Contribution of Segmental and Suprasegmental to Reading Comprehension." *HHS Public Access,* (2016, 51:1:2), https://www.ncbi.nih.gov/pubmed
[20] Lehiste, I. *Suprasegmentals.* (London: THE M.I.T. PRESS., 1970), p. 1.
[21] McCulloh, G. *Documentary Research in Education, History and the Social Sciences.* (Canada: RoutledgeFalmer., 2004), p. 10.
[22] Fasold, R.M. Lot.cit.
[23] Hoffer, B.L. Lot.cit.
[24] Katamba, F. Lot.cit.

elision, epenthesis, metathesis, spoonerism, nasalisation, and etc.[25] [26] [27]toward the English words borrowing in Sasak language performed by teachers on what's app group namely, YPP. NURUL ISLAH BELEKA.

FINDINGS

This research provided two kinds data findings dwelled with the identification of the categories of the borrowed English words in Sasak language performed by teachers on what's app group namely YPP. NURUL ISLAH BELEKA and classified the process of supra-segmental phonology towards the found English words borrowing in Sasak language. During the analysis processes, the researcher obtained thirty five (35) borrowed words which were he mostly obtained *loanwords* with thirty (30) number, only one (1) word included to *loanshift,* three (3) words belonged to *calque*, and the rest one of them included to *loanblend.* The further findings, the researcher classified borrowed words through phonological process. He classified that there were seven (7) borrowed words were included to assimilation, four (4) belonged to dissimilation, six (6) were implied to elision, eleven (11) of them grouped to epenthesis, he further found only one (1) belonged to metathesis, and he greatly obtained updated process of supra-segmental phonology due to the rest quantity of the borrowed words were not included to any processes of supra-segmental phonology. To further direct the understanding towards these data findings, it's significant to take a look to the following interpretation stage.

DISCUSSION

In this space, The researcher firstly interpreted the data findings in relation with the identification of English words borrowing categories in Sasak language performed by the teachers on what's app group namely, YPP. NURUL ISLAH NW BELEKA in accordance to Fasold, Hoffer, and Katamba theories such as printed below:

[25] Fromkin, V. et al. Lot.cit.
[26] Crystal, C. Lot.cit.
[27] Aor, T. Lot.cit.

Loanword

Loanword constitute a word that is adopted beyond insignificant modification or even it could be fully adopted without any modifications from donor language into recipient language or in this context, from English language into Sasak language. The concept above, directed the researcher to determine that there were thirty one (30) of sasak language words agglomerated as loanwords. They were ***komen*** was the modification of the word *comment*. The transcription or the phonetic symbol of the word *comment* and *komen* changed from sound **ɑ**: became **ɒ** sound and the word *comment* ended with sound **t** while the word *komen* not. ***Pelem*** was the modification of the word *film*, the word ***posting*** was fully adopted from the word *posting*. The word ***poto*** was the modification of the word *photo,* ***impit*** was gained from the word *invite,* ***nomer*** was modified from the word *number,* ***sekolahan*** was gained from the word *school,* ***pael*** replaces the word *file,* ***pul*** changed the word *full,* ***gelas*** removed the word *glass,* ***ser*** was employed to say *share,* ***boton*** was used to say *bottle,* ***impo*** was expressed to say *info,* ***selow*** was performed to replace the word *slow,* ***selfie*** was the same employed as in English language, ***apedet*** was used to say *update,* ***kontinyu*** was modified from the word *continue,* ***soping*** changed the word *shopping,* ***resepon*** came from the word *respond,* ***online*** and ***offline*** were employed without any modification, ***perepom*** was used to say *perform*, **pidio** was the modification from the word *video*, ***beroder*** replaced the word *brother*, ***komitemen*** changed the word *commitment,* ***naes*** was modified from the word *nice,* ***sepeker*** was adopted from the word *speaker,* ***monitoring*** was used to express the word *monitoring,* ***miseter*** to say *mister,* ***viral*** was used for saying *viral.*

Loanshift

Loanshift is in proportion to adopting words from donor language into new sense in recipient language. On the other word, it could be we borrowed a word to create new meaning. In this research, the researcher found only one a word which belonged to the *loanshift,* it was the word ***abesen*** which means *daftar dengan dateng* or in English (attendance list), that word is loanshift from the word ***absent*** which means *not attend.*

Calque

Calque is another term of loan translation which constitute a type of borrowing that notices item per item of words to create new lexeme in recipient language but it still possesses the same meaning. Here, the researcher obtained four calque or loan translation, they were ***baltendang*** which was adopted from the word *football*. Which is in Sasak language, *foot* means *tending* and *ball* means *bal,* so Sasak people tried to adopt the word football by translating word per word and combined them to be one as *baltendang*. The next calque was ***pegaweanbale***, it was the modification from the word *homework*. Which is in Sasak language, *home* means *bale* and *work* means *pegawean* so Sasak people tried to adopt the word *homework* by translating word per word and combined them to be one as *pegaweanbale*. The further gained calque was the word ***balpoli*** which was adopted from the word *volleyball*. Which is in Sasak language, *volley* means *poli* and *ball* means *bal,* so Sasak people adopted it by translating word per word and combined them to be one as *balpoli*.

Loanblend

Loanblend is the last category pursuant to the combination of languages between donor and recipient language. The researcher found only one loanblend, it was the word ***apskul,*** it was taken from the word *after school*.[28] [29] [30]

The researcher then secondly interpreted the phonological process of those gained English words borrowing in Sasak language performed by teachers on what's app group namely, YPP. NURUL ISLAH BELEKA based on Fromkin, Crystal, and Aor theories. To lead you more on behalf of understanding the phonological processes, notice the interpretation below:

Assimilation

Assimilation is the process of phoneme consonant or vowel are alternated into nearby consonant or vowel which has similar sound. This concept directed the researcher to classify that there were seven (7) English words borrowing in Sasak language included to the term of assimilation. They were ***invite*** (/ɪnˈvaɪt/). It was

[28] Fasold, R.M. Lot.cit.
[29] Hoffer, B.L. Lot.cit.
[30] Katamba, F. Lot.cit.

also borrowed in Sasak language as ***impit*** (/ɪmpɪt/)**.** The word *impit* belonged to phonological process in terms of assimilation due to phoneme /ɪn/ was alternated into phoneme /im/ and /vaɪt/ became /pɪt/, meaning that they brought to become similar factored by the nearby consonant or vowel. The next was the word ***full*** (/fʊl/). It could also be found in Sasak language as ***pul*** (/pʊl/)**.** The word *pul* was related to phonological process in terms of assimilation due to phoneme /fʊl/ was alternated into phoneme /pʊl/. Showing that they were brought to become similar factored by the nearby consonant or vowel. Further word was ***info*** (/ˈɪn.foʊ/). It could also be found in Sasak language as ***impo*** (/ɪmpɔː/)**.** The word *impo* was related to phonological process in terms of assimilation due to phoneme /ɪn/ was alternated into phoneme /ɪm/ and /foʊ/ as /pɔː/. Showing that they were brought to become similar factored by the nearby consonant or vowel. Next was an English word ***video*** (/ˈvɪd.i.əʊ/). It was performed in Sasak language as ***pidio*** (/pɪdɪ.ɔː/)**.** The word *pidio* went through the phonological process in terms of assimilation due to phoneme /vɪd/ was alternated into phoneme /pɪd/ and /əʊ/ as /ɔː/. It indicated that they were included similar factored by the nearby consonant or vowel. More was an English word ***nice*** (/naɪs/). It was performed in Sasak language as ***naes*** (/nʌes/)**.** The word *naes* was through the phonological process in terms of assimilation due to phoneme /naɪs/ was alternated into phoneme /nʌes/. It indicated that they were included similar factored by the nearby consonant or vowel. More was an English word ***bank*** (/bæŋk/). It was performed in Sasak language as ***bang*** (/bʌŋg/)**.** The word *bang* was through the phonological process in terms of assimilation due to phoneme /æŋk/ was alternated into phoneme /ʌŋg/. It was indicated that they were included similar factored by the nearby consonant or vowel. The last assimilation was the word ***guys*** /gaɪz/. It was also used in sasak language with new modification as ***gaes*** /gʌes/. The word *bang* was through the phonological process in terms of assimilation due to phoneme /aɪz/ changed to /ʌes/.

Dissimilation

A segment or a proportion of word alternates to be lack similar to other proportion is called various supra-segmental phonological processes in terms of *dissimilation*. Let us say, the original spelling of words are difference with the borrowed words. As an illustration, pay attention to the interpretations of the four dissimilation of English words borrowing in Sasak language found by the researcher such as ***School*** (/skuːl/). It was borrowed in Sasak language as ***sekolahan*** (/sɜːkɒlʌhʌn/). It could be compared that the both words are totally dissimilar. It could be seen from their transcriptions "/skuːl/ and /sɜːkɒlʌhʌn/" so that the borrowed word (*sekolahan)* passed through phonological process in terms of dissimilation. The next word was ***bottle*** /ˈbɒt.l̩/ which was adopted in Sasak language as ***boton*** /bɒtɒn/. The word *boton was included into dissimilation due to the phoneme* /t.l/ alternated to become less similar as /tɒn/. Further words were between ***football*** /ˈfʊt.bɔːl/ and ***baltendang*** /bʌltɜːndʌŋ/, ***homework*** /ˈhəʊm.wɜːk/ and ***pegaweanbale*** /pɜːgʌwəʌnbʌlə/, ***volleyball*** /ˈvɒl.i.bɔːl/ and ***banpoli*** /bʌnpɒli/ were identified as English words borrowed in Sasak language beyond phonological process in terms of dissimilation since they became dissimilar or could be assumed that they formed with totally different forms or sounds.

Elision

When an initial word is deleted, omission of meddle syllables or letters, the omission of final letter or syllables, and deletion of the same or similar syllables. The processes are called *elision*. In relation with the concept, the researcher obtained six English words borrowing in Sasak language, they were ***comment*** /ˈkɑː.ment/ adopted as ***komen*** /kɒmen/ in Sasak language. The movement from the English word *comment* to *komen* in Sasak language goes through phonological process which is called Elision or deletion. It could be seen from the transcription of the both words whereby, there was an omission of middle letter, it's letter **m** and the deletion of final letter. It is letter **t.** The further word was ***photo*** /ˈfəʊ.təʊ/ adopted as ***poto*** /ˈpəʊ.təʊ/ in Sasak language. The movement from the English word *photo* to *poto* in Sasak language goes through phonological process too which is called Elision or

deletion. It could be seen from the transcription of the both words whereby, there was an omission of middle letter, it is letter **h.** The next was the word ***number*** /ˈnʌm.bər/ adopted as ***nomer*** /nɒmɝːr/ in Sasak language. The movement from the English word *number* to *nomer* in Sasak language is keeping with the elision. In which, there was a deletion of middle syllable **ʌm** and the omission of the last syllable ər. The word ***share*** /ʃeər/ was also modified through phonological process in terms of elision became ***ser*** /ser/ in Sasak language. In which, there was a deletion of middle syllable **eə.** Another word was ***shopping*** /ˈʃɑː.pɪŋ/ adopted became ***soping*** /sɔːpɪŋ/ in Sasak language. It is clear that there was an omission of letter **h** in the middle of the word. Thence, the last found word was ***viral*** /ˈvaɪərəl/ borrowed as ***viral*** /vɪrʌl/ in Sasak language. In which, the omission of syllable **a *ə* rə** in the middle of the word and the word ***after school*** /ˈɑːf.tə r / /skuːl/ as ***apskul*** /ʌpskuːl/ was identified as elision doe to there was an omission of syllable/tə r/

Epenthesis

The insertion of a sound in between sounds, at the beginning of word or we can say a sound is added in initial position, one or more than one sound is added in the middle of a word, it could also be the insertion of consonant or vowel between other consonants, and it is inserted mostly vowel in the last position constitute the *epenthesis* processes. There were eleven borrowed words included to epenthesis. They were ***film*** /fɪlm/ borrowed as ***pelem*** /pelɝːm/. It could be noticed clearly that there was an insertion of sound **/ɝː/** between other consonant. The word ***glass*** /glɑːs/ was adopted as ***gelas*** /gɝːlʌs/. In which, sound **/ɝː/** was inserted between consonants. The word ***slow***/sloʊ/ was also adopted in Sasak language as ***selo*** /sɝːlɔː/. It was the same case as the previous one. In which, sound **/ɝː/** was added between two consonants. Another word was ***update*** /ʌpˈdeɪt/ which was borrowed in Sasak language as well by adding sound **/ɝː/** such as ***apedet*** /ʌpɝːdet/. What more is that the word ***respond*** /rɪˈspɒnd/ was changed into the word ***resepon*** /resəpɔːn/ in Sasak language. Sound **/ə/** was inserted between two consonant. Furthermore, the researcher gained the word ***perform*** /pəˈfɔːm/ which used in Sasak language became ***perepom*** /pɝːrɝːpɒm/. That word was inserted sound **/ɝː/**

between sounds as well. The word ***brother*** /ˈbrʌð.ə r/ was also borrowed in Sasak language as ***berader*** /bɜ˞ːrʌdɜ˞ːr/ which is clearly appeared that there was an insertion of sound **/ɜ˞ː/** between consonants. Not only that, the word ***commitment*** /kəˈmɪt.mənt/ borrowed in Sasak too as ***komitemen*** /kɒmɪtɜ˞ːmɜ˞ːn/ which properly seen that sound **/ɜ˞ː/** was inserted between two consonants too. The next was ***Mister*** /ˈmɪs.tər/ alternated as ***miseter*** /mɪsɜ˞ːtɜ˞ːr/. It is absolutely appeared that sound **/ɜ˞ː/** was added. In addition, the word ***speaker*** /ˈspiː.kə r/ was borrowed as ***sepeker*** /sɜ˞ːpekɜ˞ːr/ which was again sound **/ɜ˞ː/** was inserted. Thence, welcome to the last found of English word borrowing in Sasak language. It was the word ***absent*** /ˈæb.sənt/ as ***abesen*** /abɜ˞ːsen/. There was an insertion of sound **/ɜ˞ː/** as well between two consonants.

Metathesis

As believed by the mentioned experts above, switching around segment or letters of a word is the process of *metathesis*. The assumption was as the foundation of taking a decision in identifying the borrowed words in Sasak Language. In which, the researcher only found one word that included to metathesis. It was the word ***file*** /faɪl/ which borrowed in Sasak language as ***pael*** /pʌel/. It was clearly appeared that the position between letter **l** and **e** was switched around became **e** and **l** in Sasak language.

Loan phonology

When there is no sound, letter, and/or form alternation between source language into recipient language means that word is keeping with the term loan phonology. This term was named by the researcher since there were six borrowed words that were not belonged to the phonological process which has postulated by some experts elaborated above. Thereby, these five words constitute the updated finding of the researcher. Those five words were ***Posting*** /ˈpoʊ.stɪŋ/ ***selfie*** /ˈsɛlfɪ/, ***continue*** /kənˈtɪn.juː/, ***online*** /ˈɒn.laɪn/, ***offline*** /ˌɒfˈlaɪn/, ***monitoring*** /ˈmɒn.ɪ.tərɪŋ /. Meaning that they were not relating to assimilation, dissimilation, elision, epenthesis, metathesis, and any other phonological processes especially on supra-segmental phonological processes. Therefore, the researcher clamed them as

modern process of phonological process especially on English words borrowing in Sasak language performed by teachers on what's app group namely, YPP. NURUL ISLAH BELEKA.[31] [32] [33]

CONCLUSION

Language borrowing is the process of adopting linguistic items from one language to another language. It is absolutely happened doe to one language with other languages may be in contact. In this context, culture and economic could be the factors of language contact so that the term language borrowing could be appeared. Since languages are probably in contact, Sasak people might adopt or loan English language particularly English words. Thus, this research was concentrated at identifying the categories of English words borrowing in Sasak language performed by teachers on what's app group namely, YPP. NURUL ISLAH BELEKA and the further focus was in relation with the phonological process of the gained English words borrowing in Sasak language. To respond the first focus of this research, the researcher was leaded by Fasold, Hoffer, and Katamba theories in keeping with the categorization of English words borrowing. In which, they claimed that there are four language borrowing categories such as *loadword, loanshift, calque,* and *loanblend.*[34] [35] [36] To further respond the second concentration of this research, he applied Fromkin, Crystal, Aor theories which related with the phonological processes of English words borrowing in Sasak language. In which, phonology particularly supra-segmental phonology has several processes such as *Assimilation, dissimilation, elision, epenthesis, metathesis, spoonerism, nasalization, palatilisation*.[37] [38] [39]

To collect the data, the researcher used documentary research method. In which, the researcher only captured teachers' written speech on what's app group

[31] Fromkin, V. et al. Lot.cit.
[32] Crystal, C. Lot.cit.
[33] Aor, T. Lot.cit.
[34] Fasold, R.M. Lot.cit.
[35] Hoffer, B.L. Lot.cit.
[36] Katamba, F. Lot.cit.
[3737] Fromkin, V. et al. Lot.cit.
[38] Crystal, C. Lot.cit.
[39] Aor, T. Lot.cit.

namely, YPP. NURUL ISLAH BELEKA in proportion to English language borrowing particularly words borrowing gained in Sasak language as the object of the data. Afterward, he observed and collected the English words borrowing, copied them, then gave them a code as well. Finally, the gained data were analyzed using descriptive qualitative research method, the technique used was the theories in accordance to the experts as elaborated in the previous pages.

Overall, the researcher was finally responded the first and second research focuses by the gained data as printed in the previous pages. That means, this research clarified the valuable contribution in relation to provide updated knowledge of borrowing linguistic items from one language into another language particularly, English words in Sasak language.

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