

**THE IMPLEMENTATION OF LOANWORDS SPEECH SOUND
IN THE DAILY COMMUNICATION OF INDONESIAN
CHILDREN**

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ABSTRACT

Sound of words is not only related with the problems of pronunciation but be in the context of bilingualism and multilingualism. Contact between languages and dialect can deepen one's understanding of language areas, change and nature of phonological systems. Adoption of English as a second language gives impact to phonologies of the language, especially Indonesia.

Loanwords or borrowing of a word from one language (English) into another language (Indonesia) will be involving loanword phonology since both languages have different phonologies. In this study nativization process in particular words found for familiar words by without necessarily being fluent speakers of the language, depending on degree of changing, phonological characteristic of words of those languages and status.

Key words: loanword, phonological system, phonological characteristic

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1. Introduction

Recently, globalization and technology impact Indonesian speakers to borrow words from media such as: television, video games and handphone which is the widespread connection including use of internet. Besides, interaction of phonologies of languages with English as one of the International language has an important role to influence their daily life communication including the product of translation. Jun Xing and Pak-sheung Ng (2015) reviewed studies that identified brain region for the phonological processing in visual word recognition which is the reflection of globalization, education and culture. So, process of words is mostly concern and involving those three aspects of the language.

The phonological effects of a particular language such as English is concerned with the speakers or writers or translators felt when they incorporate lexical items from their first language into the second language on a relatively large scale and short period of time. According to Pennington, Martha C. (2007) that borrowing words from another language will not change the phonology but will be adapted to fit the phonological patterns of the receiving language. A large scale of lexical borrowing mainly takes place in the situation of cultural dominance. He said that this will involve *loanword phonology* in case the two languages have different phonologies. However, if there are a great number of loanwords it can cause lasting changes in the phonological system of the language being borrowed.

In this study, loanwords can be found in the daily conversation of Indonesian children observed in terms of their phonological implementation of English loanwords usage and those found in the product of translation. The different types of loanwords in the corpus were compared for the transliteration and lexical diffusion within its areal of influence. A translator can use the technique of borrowing to transfer the language from the source text into the target text if he or she could not find the equivalent words to be used. Specific terms and culture differences between the first language and second language is the main reason to adopt the loanwords previously used in the source text eventhough paraphrasing can be conducted as one of the solution. A child who is familiar with specific terms used in playing football can be called as translator. His or her understanding of the words can be adopted from his surrounding who had given him some knowledge of the technical terms and meanings but the position is L2 (second language learner) who adopted the language of L1 (first language). Paterson and Labov (2001) mentioned that earlier stylistic uses of variants followed by the use of variation in terms

of patterns, specific linguistics, social groups and discourse conditions. Children can be part of those who can be the one who have these variants. However, these were further discussed in the following discussion based on result of findings.

2. Problems

There were problems found in the daily life conversation and translation of children, as of:

1. What are the set of loanwords used in the speech of Indonesian children and give effect to their translation?
2. How do the acoustics of words speech sound in the level of phonetic implementation?

Problems of language change can be found in Indonesian for special use in particular events by adopting or mixing language of Indonesia as their first language (L1) with English as their second language (L2).

3. Methods

Children who have a hobby to play football were analyzed in terms of his loanwords used in the activity of conversation. The conversation observed through their activity when playing football game with PS3 (play station 3) and a child was recorded with Elan program to know loanwords that he had used in his play. Moreover, descriptively these were also analyzed in the use of translation through observation and note taking.

4. Result and Discussion

Indonesian children, especially Balinese are those of second learners of English language (L2) since majorly they have been studying it from kindergarten. A contact phonology is currently interested in the widespread bilingualism and English adoption as the second language which giving impact to the phonologies of language such as Indonesian or Balinese as part of the nation. Martha C. Pennington (2007) mentioned some linguistics contact within types of situation as of: loanword phonology, areal influence, dialect mixing and “simplification” due to pidginization/creolization. Loanword phonology concerned with phonological strategies of the speakers felt when speakers in a short period of time incorporate lexical items from a language into another in a large scale of borrowing. In this case, it takes place in situation of cultural dominance with adoption as the way of life and language of the dominating culture.

The translation understanding of English language into their visualization of lexical items is completely related to their continual interest to the games inserted in the program of PS3. They have memorized meanings of the word(s) related to football from adults who gave them sets of phonological terms into their speech of sounds as in the following discussion.

4.1. Loanwords Use in speech perception

Simple and complex words of English related to technical terms used in football were realized by the two children in grade 5 and 7. However, the forms of words borrowed can be adapted to fit in the phonological perception of the receiving language and changed to some degree, depending on the number of words involved and characteristics of both languages. There were 14 words able to be mentioned and described into their meanings in translation as in the following table.

Table 1. English speech sound and translation

No.	Words	Phonological Pattern of L1	Phonological Pattern of L2	Translation in the Target Language
1.	speed	/spɪ d/	/spid/	Kecepatan
2.	tackling	/'tæklin/	/teklin/	pelanggaran terhadap pemain lawan
3.	passing	/'pɑ :sɪn/	/'pɑ :sɪn/	Mengumpan
4.	penalty	/'penlti/	/'pinalti/	tendangan di kotak penalti (dua belas pas)
5.	free kick	/fri:/ /kik/	/fri kik/	tendangan bebas
6.	goal	/go:l/	/go:l/	bola masuk gawang
7.	corner kick	/'kɔ :r(ɪ)/ /kik/	/kɔrner/ /kik/	tendangan sudut
8.	ball position	/bo:l/ /pə 'zɪʃ n/	/bol/ /posisiə n/	penguasaan bola
9.	off side	/ɔ f/ /said/	/of/ /said/	pemain berada di belakang pemain lawan
10.	shoot	/ʃ u:t/	/ʃ ut/	Menendang
11.	shoot on target	/ʃ u:t/ /on/ /'tɑ :gɪ t/	/ʃ ut/ /on/ /target/	tendangan ke arah gawang (hampir gol)
12.	card	/kɑ :d/	/kad/	Kartu
13.	extra time	/'ekstrə / /taim/	/ekstra/ /taim/	tambahan waktu
14.	out	/aʊ t/	/aut/	bola keluar

It showed that those children have adopted the English language into their speech and an understanding of the words meaning as listed into their direct translation. Eventhough, pattern of

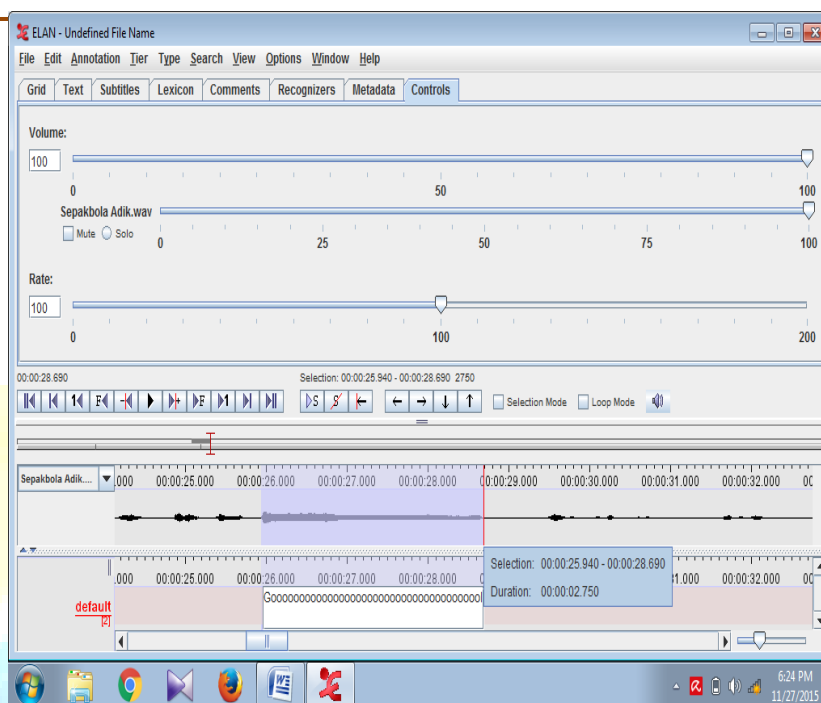
words were not fluently sounds the same as the English but closely recognize by those who are familiar with the terms of listener or have the same interest. The analysis found that only words such as: *goal*, *shoot*, *card*, and *passing* pronounce the same as English.

Peter Roach (1995) conveyed that the number of phonemic symbols must be the same as the number of phonemes in the language existed in order to know the characters of each word(s). This can be seen at the above table and the scale of borrowing from English into Indonesia has a major influence on the consonant and vowel systems. /ʃ / was not easy for a child who had not been learning the pronunciation of English word as in *shoot* because to be replaced by /s/ but in this study the children can pronounce it similar with the original language (English). In addition, this case can also be found in /g/,/k/, /p/ because they often heard them from various sources such as internet information and teachers. There were also familiar vowels as of: /□/, /I / familiar to the children for the reason of repeated words heard from others and information. Stress of words found in the borrowing of English loanwords by the children in /g/ sound for *goal*, the same result of pronunciation with the English since they are still using their own mother tongue (Indonesia language) in speech. This is considered due to the matter of degree and social status of language can cause the result of stressing and dialect influence.

Development constraints on language acquisition can be effecting to their ability in pronouncing similar words to the original language, observing to their knowledge stored into their memory and concern of the individual.

4.2. Acoustics variation

The complexity pattern of sound depends on the air pressure, travelling from sound source and striking to the ear causes series of neutral signals to be received in brain for true of speech, music and random noise (David Odden, 2007). Acoustic waveforms produce sound of words recorded in speech save in a file and display on screen with a program such as Elan. This program can be used as a supporting data to give evidence of study of language. It can measure the word(s) in speech to be analyzed. Below is the acoustic waveform of the word *goal* corresponding to the vowels and consonant sounds:



Display 1. Acoustic waveform

Duration of *goal* sound is 00:00:02.750 as presented on screen in acoustic waveform initially the word is block in blue and ended in red line from 00:00:025.940 up to 00:00:028.690. Peak sound was in commenced in /g/ as the velar consonant phoneme with continuously changing sound pattern, stronger amplitude of signal at a given time of frequency – where the sound of these peaks are constantly changing. The decrease of segments /o/ and /l/. Weaknesses and strengthness of sounds depend on the production of sound from organ of speech or mouth. /go:l/ showed an expression notice from the length of duration as one of the loanword. At the above spectrogram, points can be seen in a darker area in the lower rate quarter at the very left edge of the spectrogram which is followed by a light area, and then a pattern of closely spaced vertical striation. Acoustic energy of the initial consonant was [g] and continued with the long vowel [o] and ended with [l].

5. Conclusion

Loanwords were majorly found in the daily conversation of children especially when dealing to their interest or activities they enjoyed to do. Knowledge of the speakers is essentially notified through their ability to know number of vocabularies especially special terms. Children expression in pronouncing the word(s) can be specifically seen using Elan program in order to

know the characteristic of sounds and duration of time with the acoustic waveform. Dialect mixing of the Balinese and Indonesian languages gave a local effect with English for children as a second language learner (L2) who could not released from the contact among their surroundings.

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