Language Contact between Javanese and Bahasa Indonesia among university students in Yogyakarta, with a focus on language borrowing

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1. Abstract

This research examines the language contact phenomenon between Javanese and Indonesian among university students in Yogyakarta, Central Java, with a specific focus on lexical borrowing. With the aim of understanding the impact of Indonesian on Javanese language, 12 university students participated in group discussions conducted in Javanese. The hypothesis posited lexical borrowing from Indonesian and the incorporation into Javanese among the younger generations. Through transcription and glossing of the participants' responses, we categorized the borrowed words and explored the motivations behind this phenomenon. Surprisingly, our findings indicate that 11.5% of borrowed words originated from Indonesian, while 2.5% were from English and 0.1% from Old Javanese. Notably, interjections, nouns, and adjectives emerged as the most affected lexical categories. Additionally, we discovered that social prestige played a significant role in lexical borrowing in Javanese from Indonesian. These insights contribute to the preservation of Javanese and underline the importance of understanding language contact dynamics.

2. Introduction

Javanese and Bahasa Indonesian are important members of the Malayo-Polynesian language family, a subgroup of the Austronesian family. Their language contact can be traced back to the era of Dutch colonial rule in Indonesia starting in the 17th century. During this period, Bahasa Indonesian began to expand throughout the archipelago as a lingua franca of commerce and administration. At the time of deciding which language to be the national language before the Independence, although Javanese is the most widely spoken language in the largest ethnic group in the nation, accounting for 47.8% of Indonesia's population, the difficulty to learn different lexicons for different social registers in Javanese by the outsiders causes a challenge to unify the Indonesian population (Paauw, 2009). Therefore, after the Declaration of Independence of Indonesia, Bahasa Indonesian, which has been known by only 5% population in Indonesia throughout centuries, becomes the official national language (Paauw, 2009; Setiawan, 2020). The exposure to Bahasa Indonesia by national people rapidly increases through the mass media, governmental and educational institutions, courts, and formal public forums (Setiawan, 2020). As a result, Javanese speakers were exposed to the language and began to adopt it. At the same time, from the perspective of Bahasa Indonesia, Javanese also influences it a lot in the standardization of the language, since Javanese has political, cultural, and literary power throughout much of the Indonesian archipelago (Poedjosoedarmo, 1982). Therefore, Bahasa Indonesia and Javanese are mutually influencing each other.

As time goes by, when the dominant language of them has changed to Bahasa Indonesia, but not the mother tongue anymore, the cohabitation of Bahasa Indonesia and Javanese can become a concern in the preservation of the Javanese language (Wahyunianto, 2021). Even if Javanese now is far from becoming extinct, it may be increasingly

influenced by language borrowing, which is one of the outcomes of language contact. (Robson & Wibisono, 2002). According to Haspelmath's (2009) citation from Thomason and Kaufman's paper in 1988, the term 'borrowing' can be utilized in two ways: (1) as the most common usage of borrowing, it is to refer to all types of transfer or replicating processes. It can occur whether native speakers adopt elements from additional languages into the recipient languages or non-native speakers put features from their native language into the recipient language. (2) with a more restricted sense, it means the incorporation of additional elements into the native language of the speakers, i.e., 'adoption'. Language borrowing can be divided into three big groups, lexical borrowing, phonological borrowing, morphological borrowing, and grammatical borrowing (Yaron, 2020).

When discussing language contact, most people refer to the phenomena of lexical borrowing, which is one of the most obvious and possibly most prevalent kinds of language change via contact (Villerius, 2019). Lexical borrowing, which can be simple-word or compound-word borrowing, consists of loanwords (words borrowed directly without changing the meaning), loan blends (new terms built partly borrowed from the original language and partly from additional languages), loan shifts (having new meanings in the recipient language on the basis of the original language), and loan-translations (terms in the recipient language translated parallel to the original words) (Poedjosoedarmo, 1982). Any level of sound structure can be impacted by phonological borrowing, including the articulation of individual phonemes or words, length and gemination, stress and tone, prosody, and intonation, rather than simply requiring 'copying', but open to modifications, adaptations, and changes (Yaron, 2020). Morphological borrowing involves 'backwards diffusion', which is 'the replication of borrowed morphemes in connection with pre-existing, inherited lexicon', and 'forwards diffusion', 'the productive use of borrowed morphemes with newly acquired vocabulary' (Yaron, 2020). Grammatical borrowing may

have influences which (1) have new types of syntactic constructions from the additional languages, (2) have different word order in some constructions, (3) replace the constructions having the same functions in the original languages by the new constructions from recipient languages, and (4) increase the use of the original constructions similar to the constructions in the additional languages.

Many studies are often evinced that Bahasa Indonesia has influenced by Javanese with lexical (Poedjosoedarmo, 1982), grammatical (Tadmor, 2007; (Poedjosoedarmo, 1982), morphological (Poedjosoedarmo, 1982) and phonological borrowing (Adisasmito-Smith, 2004; Poedjosoedarmo, 1982). On the other hand, no studies explored the language borrowing of Bahasa Indonesia on Javanese. To investigate how the preservation of Javanese is influenced by Bahasa Indonesia, this paper aims to focus on lexical borrowing, one of the four types of borrowing, which is one of the phenomena of language contact between Javanese and Bahasa Indonesia.

Would lexical borrowing occur in the young generation? Kerswill's paper (1996) argued that since they were frequently at the vanguard of the adoption and dissemination of new linguistic forms, such as words and phrases that may have been adapted from other languages or invented via processes of semantic innovation or change, young people were particularly essential in language change, in which, borrowings were the easiest to adopt. Back to the focus on Javanese young people commonly using Bahasa Indonesia and Javanese in their daily lives, this paper aims to investigate whether lexical borrowing from Bahasa Indonesia to Javanese occurs in Javanese speakers in university students born and raised in the Special Region of Yogyakarta.

3. Theoretical Background

3.1 Language Contact

Language contact, according to Thomason and Kaufman (2001), happens when speakers of two or more languages or dialects regularly interact, causing their linguistic systems to come into contact and affect each other. This may occur in several circumstances, including migration, colonialism, commerce, and marriages. In this case, Javanese and Bahasa Indonesia has language contact since the era of Dutch colonial rule in Indonesia and the Declaration of Independence of Indonesia, as mentioned.

A variety of linguistic outcomes can result from language contact, including the borrowing of words or grammatical structures from one language to another, the convergence or mixing of linguistic features from different languages, and even the creation of new languages or dialects through pidginization, creolization, or other processes (Thomason & Kaufman, 2001). The results of language contact vary depending on many variables, including the social, historical, and linguistic background of the contact situation as well as the attitudes of the speakers involved (Thomason & Kaufman, 2001).

3.2 Javanese and Indonesian Borrowing

Javanese and Bahasa Indonesia, two of the most extensively spoken languages in Indonesia, have had a substantial influence on each other since the era of Dutch colonial rule in Indonesia starting in the 17th century., resulting in the borrowing of words from each other.

Borrowing from Bahasa Indonesia into Javanese can be seen by the adoption of Indonesian vocabulary for modern technology, politics and government into Javanese due to the standardization and nationalization of Bahasa Indonesia (Robson & Wibisono, 2002),

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for example, an Indonesian word related to modern technology 'komputer', computer in English, is borrowed to Javanese and become 'komputèr'. One more Indonesian word related to politics and government 'pemerintah', government in English, has borrowed and become 'pamrintah' in Javanese. These can reflect the needs and modern changing of Javanese speakers and indicate the influence of language contact between

Meanwhile, Javanese has also influenced a lot on the lexicons, syntax and morphology of Bahasa Indonesia. Several verb affixes of Javanese are borrowed into Bahasa Indonesia. One example is that there are many types of meanings of the suffix '-an' in Javanese has been borrowed into Bahasa Indonesia in the categories of verb, noun, and adjective (Poedjosoedarmo, 1982).

3.3 Significance of Previous Findings

Although none of the papers was working on lexical borrowing of Bahasa Indonesia into Javanese, we can see some papers investigating another phenomenon of language contact between these languages, which is Bahasa Indonesia's interference with Javanese. As a result of linguistic contact or personal assimilation of a non-native language, interference is the interaction of linguistic systems in bilingual situations. It manifests as deviations from the norm and the second language's system under the influence of the native. (Kuzmina (2008), cited in Dmitrienko & Vlavatskaya, 2021)

Wahyunianto's paper (2021) examined the interference of Bahasa Indonesia in the speech of Javanese children. She used the book 'Frog, Where Are You?' as a stimulus to ask for a retelling of the story by 8 Javanese children. The results show that in phonic, morphological, syntactic, lexical, and even semantic aspects, the interference of Bahasa Indonesia in Javanese occurred. Focusing on lexical interference, the most

frequently borrowed from Bahasa Indonesia are nouns, such as the name of animals and plants. Compound word interference has also occurred in the categories of verbs and adjectives. The second part was to explain why interference happened in both sociolinguistics and psycholinguistics perspectives. For the sociolinguistics aspect, Wahyunianto claimed that language policy played a big role in language shifting and interference with the fact that 8 participants had at least 6 to 7 hours exposing to Bahasa Indonesia because of school time. However, the explanation is far-fetched. The small sample size cannot evince that the language policy affects the language shift to a big or small extent. It is unclear if the results apply to youngsters throughout Indonesia or if this sample is representative of all Javanese kids.

Speaking of causes or motivations, in Yaron's book (2020), there are three motivations mentioned to use different lexical words borrowed from other languages. The first one is that speakers want to fill 'gaps' and always utilize entire forms of expression. It is assumed that the structures from the well-acquired language would be replicated and borrowed to use in the weaker language. The second motivation is to transmit (or avoid) certain social connotations connected to particular terms. It can be said to gain "prestige". Speakers are having parallel expressions in both recipient and original languages. However, when it comes to certain settings, speakers try to 'activate association with the elements' to gain approval and increase their social status. The third is that bilinguals are under pressure to simplify the selection mechanism by minimizing the degree of separation between the repertoire's subsets, allowing the two 'languages' to converge. Although these statements make reasonable sense, they may be not true for all bilinguals. These motivations may neglect the creativity of bilingual speakers in different language contact situations, but not just passively filling gaps or gaining prestige.

With the theoretical background of language interference, we understand language interference could be one of the language contact phenomena between Bahasa Indonesia. In lexical interference, we can see many borrowing lexicons and words are involved in Wahyunianto's paper (2021). Since research paper about lexical borrowing of Bahasa Indonesia into Javanese is very limited, or even not detailed investigated, in this paper, we would like to fill in this research gap by focusing on it, discussing which of the lexical categories in Javanese is the most influenced by Bahasa Indonesia, and the motivations behind.

4. Methodology

4.1 Research Questions

Considering the past literature and its findings, this paper will be focused on and examined the following research questions:

- which of the lexical categories in Javanese is/are influenced the most by Bahasa Indonesia, and,

- what motivates the borrowing of the lexicons

4.2 Participants

In this experiment, 12 Javanese native speakers in Sanata Dharma University (6 males and 6 females) born and raised in the Special Region of Yogyakarta were invited to participate in. Among the 12 Javanese, 5 of them are aged 20, 6 are aged 21, and 1 participant is aged 22. The mean age of them is 20.6. 11 participants had self-declared their ethnicity as at least half Javanese, while the remaining one declared he/she is half Batak, half Chinese. Among the 11 participants, 1 declared half Chinese, while 1 declared half Moluccan.

In terms of educational background, all of them were studying for their bachelor's degree. They were all majoring in English Literature, except 2 participants majoring in Linguistics. The majority are in Year 3, expect 1 studying English Literature in Year 4. All of them can at least speak Javanese, Bahasa Indonesia, and English. Other languages some of them can speak are Sulawesi, Batak, Sundanese, and Ambonese. For ranking the proficiency among all the languages they can speak,10 participants mentioned the easiest to speak is Bahasa Indonesia. 7 of them ranked Javanese as the second easiest, English as the third, while 3 of them ranked English as the second easiest, Javanese as the third. 1 said Javanese and Bahasa Indonesia were equally fluent for him/her, followed by English,

while only 1 ranked Javanese the easiest, followed by Bahasa Indonesia and then English.

In the domain inside a family, all participants would speak Bahasa Indonesia to at least 2 family members. In the case of most of the family members coming from regions originally speaking native Javanese, among 12 participants, of which each participant had at least 2 family members able to speak native Javanese, 8 participants spoke Javanese to at least 2 family members. Obviously, Bahasa Indonesia is more common in family domains.

In the domains outside the family in school settings, 11 participants used both Bahasa Indonesia and Javanese, in which 3 of them used English as the third language. 1 only used Bahasa Indonesia. In church settings, 6 participants used both Bahasa Indonesia and Javanese, in which 1 of them used English as the third language. 5 participants only used Bahasa Indonesia, while 1 only used Javanese.

To look at the details of each participant, see Appendix Table 1.

4.3 Rationale

We had chosen participants born and raised in the Special Region of Yogyakarta since many dialects of Javanese have existed in Central Java, East Java, and West Java. Yogyakarta is our target region to make sure that the participants are speaking the same dialect.

We adopt two qualitative research approaches: (1) interviews with no time constraint, to gain an in-depth understanding of their linguistic and family background, as well as their

language usage, which we would collect self-reported data. For reason we did not use an online questionnaire, we did not want the responses from the participants to be restricted by limited descriptions due to the rush when filling in. Their rush can be caused by getting tired or losing patience when reading words in the questionnaire. On the other hand, interviews without time constraints can allow us to ask follow-up questions immediately for clarifying and adding more information. Also, since the behaviors and mental processes of one person can only be understood thoroughly by oneself, rather than doing time-consuming longitudinal observations, a self-report interview would be the best approach; and (2) focus group discussion, to collect data of the actual usage of Javanese by recording. Instead of doing one-by-one interviews, which were more in an experimental setting and caused the fact that participants may be formally responding, a casual conversation between familiar people can be a more accurate data indicating the actual use of Javanese in the mode of group discussion.

After collecting data, we would do a quantitative analysis on the proportion of each lexical category of borrowing Bahasa Indonesia in casual conversations using Javanese, to see whether Indonesian people speaking Javanese is interfered by Bahasa Indonesia. The percentage of different proportions based on categories can be evidence of which lexical categories of Javanese are mostly influenced by Bahasa Indonesia. The higher percentage of the lexicons borrowing from Bahasa Indonesia, the more influence Bahasa Indonesia to Javanese.

4.4 Procedures

We have received consent from each of the participants to allow filming using a mobile phone during the interviews and focus group discussions.

We separated 12 participants into 4 groups, 2 groups of 3 males and 2 groups of 3 females. We conducted the experiments in a group based. For the first part of the interviews, we conducted one-by-one interviews with 3 participants of a group, asking 19 questions (See Table 1). without any time constraints. After finishing the first part, 3 participants gathered and sat in a U-shaped setting. We then gave them a discussion topic: 'What is the most unforgettable experience in your university life?' and started filming in 10 minutes. We did not tell the participants that we had a 10-minute time constraint.

In total, we had 12 one-by-one self-report interview videos. It took around 2-3 minutes to go through 19 questions about their linguistics background, family background, and the language usage in their daily life. We also had 4 focus group discussion videos.

4.5 Materials

First, for the data collection of the linguistics background, family background, and language use of 12 participants, we had prepared 19 questions to conduct one-by-one interviews:

No. of Questions	Questions
1.	What is your full name? (We won't expose your name throughout the whole study)
2.	How old are you?
3.	What is your year of study?
4.	What is your major?
5.	What is your highest educational level?
6.	Where do you come from?
7.	What is your self-declared ethnicity?
8.	Where does your mother come from?
9.	Where does your father come from?
10.	What languages do you speak?
11.	Rank the proficiency among all the languages you can speak.
12.	Which language do you speak with your mother?

13.	Which language do you speak with your father?
14.	Which language do you speak with your grandmother?
15.	Which language do you speak with your grandfather?
16.	Which language do you speak with your sister?
17.	Which language do you speak with your brothers?
18.	Which language do you speak at school?
19.	Which language do you speak in church?

Table 1. Questions for interviews about linguistics background, family background, and language usage in the daily life

Next, for the topics of the focus group discussion, we had prepared three topics as stimuli, which are casual and highly related to university students' life:

No. of Topic	Topic
1. (the only one topic we used)	What is the most unforgettable experience in your university life?
2.	What do you think about the pandemic? What did you experience?
3.	What do you think about online learning? What did you experience?

Table 2. Topics for casual focus group discussion.

4.6 Data Collection

Both one-by-one interviews and focus group discussions were filmed and recorded by the camera of the iPhone SE3, with a resolution of 1080p HD at 30 fps, in the format of MOV. The place for executing the interviews and discussions was in a quiet classroom and a resting area at Sanata Dharma University, to make sure the recordings were clear enough for listening.

4.7 Application for Analysis

12 videos of one-by-one interviews were rewatched and Table 1 was made to be easily reviewed the linguistics and family background, and the language use of the 12 participants.

4 videos of focus group discussions in Javanese were transcribed and translated by the students of Sanata Dharma University who are native Javanese speakers. Therefore, we glossed each sentence in the videos with some help from native Javanese speakers from Sanata Dharma University and with dictionaries, such as "Javanese-English Dictionary" written by Robson and Wibisono (2002), "English-Javanese dictionary" written by Egner (1920). "Javanese Grammar for Student" written by Robson (1992), "A descriptive study of Javanese' by Suharno (1982), 'Comprehensive Indonesian-English Dictionary' (Stevens & Schmidgall-Tellings, 2004), and numerous of Javanese-English ('Educalingo', 'Translate.com', 'In Different Languages', 'Glosbe') and Bahasa Indonesia-English dictionary ('Sederet.com', 'bab.la', 'dict.com', 'KAMUS') respectively.

After glossing, we calculated the proportion of the borrowing words of Bahasa Indonesia of each lexical category in Javanese. The percentage of borrowed Bahasa Indonesia words can illustrate the way how Bahasa Indonesia influence Javanese through the phenomenon of lexical borrowing. Specifically, in addition to the three lines of traditional glossings, a row has been added to classify each of the words into distinct lexical categories for the purpose of facilitating calculation. By examining the analyzed data, it is possible to determine if the younger generation in Yogyakarta, which speaks both Indonesian and Javanese, borrows words from Indonesian when required to speak Javanese. Additionally, the affected lexical categories can be identified. Importantly, the data

would reveal the affected lexical categories, providing a clearer picture of the extent of Indonesian's influence on the Javanese language through lexical borrowing, i.e., whether the influence is specific to a single lexical category or distributed across multiple lexical categories.

5. Results

The analysis of the data collected from the 12 university participants confirms the hypothesis that Indonesian has a significant influence on Javanese, particularly in terms of lexical borrowing, demonstrating the language contact between the two languages. Even though all participants were required to discuss the topic in Javanese, the frequent use of Indonesian loanwords in Javanese demonstrates that Indonesian has indeed integrated into Javanese.

Combining the four groups' transcriptions, there are a total of 897 words across all languages. As stated, Javanese speakers frequently incorporated Indonesian words into their speech. In addition to Indonesian, participants also incorporated English and Old Javanese into their speech. The conversation contained a total of four languages, including Javanese, the required language, Indonesian, the expected language, and English and Old Javanese, which were not anticipated. Referring to Table 3 shown below,103 borrowed words (11.5%) are Indonesian, 22 borrowed words (2.5%) are English, and 1 borrowed word (0.1%) is Old Javanese. The subsequent sections will discuss each word class in each language individually.

Table 3. Statistics of lexical categories among all the languages

Lexical Category	Number of Words among the 4 languages	% of Indonesian	% of English	% of Old Javanese
Interjections	17	29.4	/	/
Nouns	187	26.7	8.6	/

Adjectives	57	15.8	3.5	/
Prepositions	62	12.9	/	/
Numerals	8	12.5	/	12.5
Adverbs	185	10.3	1.6	/
Conjunctions	41	7.3	/	/
Particles	35	5.7	/	/
Verbs	134	3.7	0.7	/
Pronouns	125	0.8	/	/
Determiners	35	/	/	/
Modals	12	/	/	/
Total	898	11.5	2.5	0.1

5.1 Indonesian Interjections

Intejections are short words used to express inner emotions like surprise and sadness (Chaer, 2011, cited in Dewi & Djarwo, 2019). The results of this study indicate that 29.4% of all interjections used by the participants in the four discussion groups are Indonesian words, being the most affected lexical category, and they are the same word "kan" appeared five times for expressing exclamation. In fact, this word means "right" in Indonesian. According to how the participants employed this term, it was used for confirming or requesting confirmation. The paper also noted that there are two types of Indonesian interjections: short words like "wah" and "oh" and regular words like "aduh" and "gila" (Chaer, 2011, cited in Dewi & Djarwo, 2019). The two groups of words were classified according to their respective structures. Regarding the word "kan," it falls under the first category of short words. These types of words are commonly used to express a variety of emotions in Indonesian. The integration of the Indonesian word "kan" by different

participants into Javanese speech demonstrates the discourse-level influence of Indonesian on Javanese.

5.2 Indonesian Nouns

Nouns refer to people, places, or things ("Noun", n.d.). It is the second most affected lexical category according to the statistics. 26.7% of all nouns used in the discussion were Indonesian words, such as "contek-contek" (cheats), "samping" (side), and "tahun" (year), according to the findings of this study. These loanwords are commonly used in daily Indonesian conversation, and the participants did not limit their use to a particular theme. Taking the three examples mentioned previously, they can be used in various contexts. This suggests that Indonesian has influenced the Javanese language.

Table 4. The list of borrowed Indonesian nouns, with the respective English meanings and frequencies.

Javanese Word	English Meaning	Frequency
kampus	campus	9
Tugas/-e	Tasks/duty/homework	7
tahun	years	2
dosen	lecturer	2
motor	motorbike	2
kelompok	group	2
nilai	grade	2
Contek-contek	cheats	1
nyontek	cheating	1
Samping	side	1

Diskon-e	discount	1
kuis	quiz	1
presentasi	presentation	1
gerejo	church	1
kuliah	lecture	1
agenda	agenda	1
tampilane	appearance	1
Ka-ting	seniors	1
Tebak-tebakan	guesses	1
Suara-ne	sound	1
perhiasan	decorations	1
meja	table	1
sertifikat	certificate	1
sistém	system	1
kantin	canteen	1
donat	doughnut	1
kerdus	cardboard	1
objek	object	1
foto	photo	1
anak	Member	1
narasumber	interviewees	1

However, referring to the table above, it is observed that certain Indonesian words, such as "kampus" (campus) and "tugas" (task), are frequently used by multiple participants and are all related to university life. This is likely due to the participant's discussion

question, "What is the most unforgettable experience in your university life?" As stated

in the methodology, each participant was interviewed prior to the group discussion in

order to learn more about their linguistic background. When participants are on campus,

they all speak Indonesian and nearly all also speak Javanese. Although they use a com-

bination of Javanese and Indonesian on campus, when asked to do a group discussion

using Javanese in this study, some of the words they use to describe university life are

still Indonesian. Indonesian is in fact in close contact with Javanese, particularly in terms

of lexical borrowing, which is also the focus of our research.

Intriguingly, the participants not only borrowed Indonesian words and incorporated them

into their Javanese discourse, but also combined them with Javanese morphemes to

create new words. Using "Tugas" (task) and "diskon" (discount) as examples, they both

incorporate the definiteness-indicating Javanese morpheme "-e". They then become "tu-

gase" (the task) and "diskone" (the discount). In addition, the Indonesian word "suara"

(sound) has merged with the Javanese morpheme "-ne," which also denotes definiteness,

to form "suarane" (the sound). All of the examples demonstrated that the language con-

tact phenomenon between Indonesian and Javanese does not merely involve borrowing

a word and inserting it into a sentence; rather, the borrowed word is also combined with

Javanese morphemes to form a new word, demonstrating the strong influence of Indo-

nesian on the Javanese language.

5.3 Indonesian Adjectives

The definition of an adjective is a word that describes or modifies people and things

("Adjective", n.d.). The results indicated that 15.8% of the adjectives used by the Java-

nese group discussion participants were borrowed from Indonesian. This demonstrates

the language contact phenomenon between Javanese and Indonesian through lexical

borrowings by demonstrating the presence of Indonesian adjectives in everyday Javanese speech. Below is a list of the eight Indonesian adjectives utilized by the participants.

Table 5. The list of borrowed Indonesian adjectives, with the respective English meanings and frequencies.

Indonesian Word	English Meaning	Frequency
baik	good	1
jahat	bad	1
betul	correct	1
sengaja	intentional	1
mutu	quality	1
narasi	narrative	1
bekas	old	1
meninggal	dead	1
di-minat-i	interested	1

The preceding table demonstrates that the borrowed Indonesian adjectives do not belong to a particular theme. However, they are all descriptive of the quality of an individual or object. These are a few of the commonly used adjectives in daily Indonesian conversation. Referring to their English definitions, these are all common English adjectives as well. This demonstrates that Javanese is obviously influenced by Indonesian adjectives through lexical borrowing.

5.4 Indonesian Prepositions

A preposition is a word or group of words that comes before a noun or pronoun to indicate location, position, time, or method ("Preposition", n.d.). According to the findings of this study, 12.9% of prepositions are borrowed from Indonesian, with two of them appearing twice. The results indicate that the borrowing of Indonesian prepostions into Javanese is also a prominent characteristic of everyday Javanese discourse.

Table 6. The list of borrowed Indonesian prepositions, with the respective English meanings and frequencies

Indonesian Word	English Meaning	Frequency
menurut-mu	According to	2
tentang	about	2
di	on	1
selama	during	1
selain	besides	1
sedangkan	Concerning	1

According to the table above, the transcriptions of the four groups contain six Indonesian prepositions. Based on their English meanings, these prepositions can be used in a variety of contexts. Here are examples of two glosses demonstrating that borrowed prepositions can be used when discussing a variety of topics and are not subject-specific.

1. **Jadi**   piyé mas?   **Di**   **kampus** iki   **selama** tiga   **tahun**?

   so   how   brother   on   campus   this   during   three   years?

   ADV   ADV   N   PREP   N   DET   PREP   NUM   N

   'So, how were (you) on campus during these three years, bro?

32a. **sedangkan** dekne ki   ora   ngerti jadwal-e   dewe ki

     concerning   that   M.RESP not.NEG know schedule-POSS 1PL   M.RESP

     PREP   DET PRON ADV   V   N   PRON PRON

     'Concerning that, he doesn't know our schedule,'

Interestingly, combined with Javanese possessive pronoun morphemes "-mu", one of the Indonesian prepositions "menurut" becomes the root of a new word. This Indonesian word has been combined with the same Javanese morphemes twice that refer to different possessive pronouns in different contexts. Please refer to the two glosses provided below.

45. Makul **yang**   **menurut-mu**   paling angel?

    course which   according.to-your.POSS.2PL   most   difficult

    N   PRON PREP   ADV   ADJ

    'Which is the most difficult course according to you?'

47. Sik paling angel sih   **menurut-ku**   sih   PJ.

    first most   difficult EMP.you.know according.to-POSS.1SG EMP.you.know PJ

    ADV ADV ADJ   PART   PREP   ADV   N

    'According to me, the most difficult (one) is PJ (Printed Journalism).'

In conclusion, the borrowing of Indonesian prepositions demonstrates not only the strong influence of this lexical category from Indonesian to Javanese but also the integration at the morphological level through the combination of morphemes from both languages.

5.5 Indonesian Numerals

Javanese is no exception to the rule that numerals are the most important lexical category in languages that represent numbers. According to the results of our study, one of the Indonesian numerals "dua" (two) has been adopted by the participants for use in Javanese, accounting for 12.5% of all numerals used by the 4 participant groups. This can be considered contact between the two languages, as the insertion demonstrates that Javanese speakers employ Indonesian numerals in everyday speech. However, it is important to note that Javanese numerals continue to be used and remain an integral part of the language. Instead of posing a threat to the language, this type of borrowing can be viewed as an indication of the dynamics of language contact. Using the gloss below as an example, "siji" (one) and "papat" (four) are Javanese numerals used by participants.

3a. seko *semester* siji   tekan papat **kan** *online* to,

   Since semester one   from   four   PART online EMP

   PREP N   NUM PREP NUM   PART ADJ PART

   'Since the first semester to fourth were online,'

5.6 Indonesian Adverbs

Adverbs modify verbs, adjectives, phrases, and other adverbs to provide additional information about time, manner, and place ("Adverb", n.d.). This study revealed that 10.3% of adverbs are borrowed from Indonesian.

Table 7. The list of borrowed Indonesian adverbs, with the respective English meanings and frequencies.

Javanese Word	English Meaning	Frequency
Biasa-ne	usually	6
ya	yes	3
Jadi	so	2
Pertama-ne	first	2
emang	indeed	1
Ke-betul-an	accidentally	1
Tiba-tiba	Suddenly	1
terlalu	very	1
mungkin	maybe	1

Similar to the other previously mentioned lexical categories, the adverbs in the table above are not specific to a particular theme or topic and can be used in a variety of contexts. Using "biasane" as an example, it is the Indonesian adverb borrowed most frequently in this study. The two glosses that follow demonstrate that the borrowed Indonesian words can be used to discuss various subjects.

11. Jajan opo **biasa**-ne   cerak **kampus**, ning   **samping kampus**.

    snack what usual-ADVZ near   campus   in   side   campus

    N   DET ADV   PREP N   PREP N   N

    'What snacks are usually near the campus, next to the campus?'

18. *deadline* m-bengi   **biasa-**ne.

    Deadline PRS.evening usual-ADVZ

    N   N   ADV

'Usually, the deadline is evening.'

Similar to the categories discussed previously, the combination of Indonesian words as a root and Javanese morphemes for the formation of new words is identified among the transcriptions of the four groups. Both "biasa" (usual) and "pertama" (first) are Indonesian loanwords that have been combined with the Javanese morpheme "-ne". However, when the same morpheme is attached to different words, it has different functions. The Java-nese morpheme becomes the adverbializer when "-ne" is added to "biasa" to form the adverb "biasane" (usually). However, when "-ne" is added to "pertama" (first), the word "pertamane" with the meaning "the first" is formed. The function of "-ne" in this context is to indicate definitiveness. Once again, the combination of the two languages to form a new word demonstrates the dynamic language contact between the two languages.

5.7 Indonesian Conjunctions

Conjunctions are words that connect phrases, clauses, and words ("Conjunction", n.d.). 7.3% of all conjunctions employed by participants are borrowed from Indonesian; specif-ically, "karena" (because) and "pas" (when) account for this proportion. The respective glosses are displayed below.

10b. tapi   angel   **karena   tugas** e   yo   *online*,

    but   difficult   because task   DEF   yes.CONF online

    CONJ   ADJ   CONJ   N   DET   ADV   ADV

    'but it was difficult because the assignments were online,'

24. **Pas** liane **do foto**   ra   entuk   suwé-suwé.

    When others take photos not.NEG receive.permission   overtime

```
      CONJ  N     V  N      ADV      V                 ADV
```

'While the others are taking photos, it shouldn't be long.'

"Karena" is an Indonesian subordinating conjunction that means "because" in this sentence. According to the gloss, its purpose is to connect the two clauses. In contrast, "pas" is an Indonesian coordinating conjunction that means "when" and connects two clauses that occur simultaneously. Due to the influence of Indonesian on the Javanese language, these borrowed conjunctions are commonly used in everyday conversation when talking about various subjects.

5.8 Indonesian Particles

Indonesian particles are syntactically optional, have brief elements of speech, and typically have unfixed meanings. The meaning of an utterance varies based on its context and position (Sneddon, 2006, as cited in Karaj, 2020). This study demonstrates that 5.7% of all particles are borrowed from Indonesian. They are specifically "kan" and "loh". Below are the two glosses where the two Indonesian particles inserted.

```
3a. seko  semester siji   tekan  papat  kan   online  to,
    Since semester one    from   four   PART  online  EMP
    PREP  N        NUM  PREP  NUM   PART  ADJ   PART
    'Since the first semester to fourth were online,'
```

```
6b. sek    nèng    makam  kae   loh?
    which  in      cemetery that  EMP
    PRON   PREP    N        DET  PART
    'in that particular cemetery?'
```

Referring to the "kan" example, which has been discussed in Section 5.1 and serves as an Indonesian interjection for exclamation. However, the function of this word varies based on context, and in the gloss above, it is not used for exclamation; rather, it is a syntactically optional particle that conveys no meaning, consistent with the definition of Indonesian particles given in the previous paragraph.

For the next example, "loh" is used for emphasizing the question asked by the participants.

5.9 Indonesian Verbs

Verbs are the words that express a condition, an occurrence, or an action ("Verb", n.d.). 3.7% of all the verbs used by participants were borrowed from Indonesian, including "men-emu-kan" (meet), "di-sesuai-kan" (fit), and "do" (take). Following is a list of all Indonesian verbs borrowed by participants during the study.

Table 8. The list of borrowed Indonesian verbs, with the respective English meanings and frequencies.

Javanese Word	English Meaning	Frequency
Men-emu-kan	meet	1
di-sesuai-kan	fit	1
Lale-ke	forget	1
Suara-ne	Speak	1
do	take	1

As previously mentioned, combining Indonesian and Javanese morphemes to form new words is also a fascinating topic to investigate. Two glosses demonstrating this characteristic are provided below.

2a. sek   ra   bakal   tak   **lale**-ke   ki   koyo,

    which   not.NEG   will.FUT   1SG   forgetful-VBZ   this   like

    PRON   ADV   MODAL   PRON V   PRON   PREP

    'Which I will not forget like this,'

8.   Dadi **suara**-ne   awadewe ra   iso   banter-banter.

    so   voice-DEF   2PL   not.NEG can loud-loud

    CONJ   V   PRON   ADV   MODAL ADV

    'So we could not speak loudly.'

Referring to "lale-ke" (forget), the Indonesian word "lale" (forgetful) is combined with the Javanese verbalizer "-ke" to form the Javanese verb "lale-ke" (forget). The second example of "suara-ne" presented here is a little tricky. According to the section on Indonesian Nouns, "suara-ne" is an Indonesian noun that means "sound." In this instance, however, it is a verb meaning "speak." Even though the combination has formed a verb, the Javanese morpheme "-ne" still indicates definiteness. Despite the fact that "suara-ne" is a verb in this example, according to the dictionary and the understanding of native Javanese speakers, the Javanese morpheme "-ne" is regarded as the definiteness marker and not the verbalizer. This type of glossing uncertainty will be discussed in the limitations section of this paper. However, the two examples of word formation have again demonstrated how lexical borrowing and morphological processes interact in word formation, illustrating how the two languages contact.

5.10 Indonesian Pronouns

Pronouns are words that stand in for noun phrases or nouns ("Pronoun", n.d.). 0.8% of all pronouns employed by participants are borrowed from the Indonesian language. Referring to the example below, "yang" (which) is a relative pronoun connecting the dependent clause "is the most difficult course" in this example. Even though only one pronoun is borrowed from Indonesian in the Javanese transcriptions of the four groups, the lexical borrowing of this lexical category in Javanese from Indonesian demonstrates that the borrowed Indonesian has been incorporated into the sentence structure of Javanese. Moreover, it demonstrates that Javanese lexical borrowing from Indonesian occurs in various lexical categories.

45. Makul **yang** **menurut-mu**   paling angel?

    course which according.to-your.POSS.2PL most difficult

    N   PRON PREP   ADV   ADJ

    'Which is the most difficult course according to you?'

5.11 English Nouns

In addition to the Indonesian lexical borrowings discussed in the previous section, English lexical borrowings are also identified. The most affected lexical category is nouns, which make up 8.6% of all nouns used by the participants in this study. Below is a list of all English-loan nouns and their respective frequencies.

Some of the English borrowed nouns are obviously related to university life, such as "semester," "plagiarism," "miss" referring to the title of lecturer, "diagram," "test," "paper," and so on, as shown in the table below.

Table 9. The list of borrowed English nouns, with the respective frequencies.

English Word	Frequency
Semester	2
Plagiarism	2
miss	1
diagram	1
test	1
mic	1
paper	1
proposal	1
deadline	1
burger	1
Photocopy	1
potluck	1
video	1
Workshop	1

In addition, "semester" and "plagiarism" are more frequently used than the other English-borrowed nouns.

5.12 English Adverbs

1.6% of the English adverbs used by the participants in this study are borrowed from English, and they are "online" and "offline". Similar to the situation with English nouns, the discussion question of this study is likely to induce the lexical borrowing of these two

words. Consequently, both "online" and "offline" are once more associated with university life.

Table 10. The list of borrowed English adverbs, with the respective frequencies.

English Word	Frequency
online	2
offline	1

5.13 English Adjectives

3.5% of all the adjectives used by participants are borrowed from English, and it is the word "online", which has been used twice in the transcriptions of all the groups. It is worth noting that the lexical category of "online" varies depending on context since it was also being mentioned in the previous section about English adverbs. However, it has been identified as adjective for twice during the glossing. Similar to what was being mentioned in the previous section, this kind of English borrowing is likely to be induced by the discussion question in this study provided to the participants. The word "online" is also related to university life.

5.14 English Verbs

The glossing identifies a borrowed English verb, which accounts for 0.7% of all verbs used by participants. The corresponding gloss is shown below. It functions as a verb in this sentence to express the emotions of the participants. However, despite the fact that "stress" is a common emotion among university students, it would be incorrect to assert that its use must be prompted by the research questions. The induction is less apparent in this instance of borrowing compared to the discussed English borrowed words in the previous sections. Details will be discussed in the following discussion section.

1. aku   awal-e   *stress* sih.

    1SG   beginning-DEF stress EMP

    PRON ADV   V   PART

    'I was stressed.

5.14 Old Javanese Numerals

Throughout its history, the Javanese language has undergone numerous transfor-
mations. Surprisingly, the glossing also identifies the Old Javanese numeral "tiga" (three),
in addition to Indonesian and English. The participant chose to use the Old Javanese
term "tiga" instead of the modern Javanese term "telu" for the numeral three. Due to its
historical root, the borrowing from Old Javanese in this study has demonstrated its con-
nection with contemporary Javanese. Although modern Javanese numerals have their
own words, the use of participants reflects the coexistence of words across languages.
Importantly, the continued use of "tiga" in modern Javanese society has highlighted the
significance of Javanese language preservation for Javanese people.

5.15 Other Categories

In addition to the lexical categories discussed in separate sections above, the transcrip-
tion of the four groups also identifies modals and determiners as lexical categories. How-
ever, the participants' word choices for these two lexical categories are entirely Javanese
and do not include any Indonesian words.

6. Analysis

To restate the research questions and hypothesis of this study, it is hypothesized, based on prior research, that lexical borrowings from the Indonesian to the Javanese language is one of the language contact phenomena between the two languages. With 11.5% of Indonesian-borrowed words appearing in Javanese discourse shown in the statistical data in Table 3, the result of this study does align with the hypothesis. In addition, two research questions were posed in the previous section of this paper, namely, the Javanese lexical categories most affected by Indonesian lexical borrowings and the motivations behind lexical borrowing. Interjections, nouns, and adjectives are the three most affected lexical categories, as shown in Table 3. The second research question will be discussed in the following section, Discussion.

The results of this study provide empirical evidence of the influence of Indonesian on the Javanese language, with an emphasis on lexical borrowing. As suggested in the methodology, one of the interview questions required participants to rank their language proficiency in relation to all the languages they know. 83.3% of them believe they are more proficient in Indonesian than Javanese. The findings thus imply that the younger generation in Yogyakarta, being more fluent in Indonesian than in Javanese, frequently adopts Indonesian words and incorporates them into Javanese discourse, creating a hybrid language between Indonesian and Javanese. Additionally, the aforementioned and Table 3 illustrate how different lexical categories vary in their frequency and distribution of Indonesian lexical borrowing. This strongly suggests that Indonesian had a significant influence on Javanese, which is not just limited to specific word classes but permeates the entire language.

Notably, the preceding sections and the second column of Table 3 are arranged in descending order according to the percentage of borrowed words. While the percentage of borrowed words is higher for some lexical categories, the actual number of borrowed words is lower when compared to another category. Comparing the two lexical categories most affected by Indonesian on Javanese, nouns and interjections, the number of borrowed nouns is greater than that of borrowed interjections, despite the fact that the percentage of borrowed nouns is lower than that of borrowed interjections. This indicated that the percentage of borrowed words is a reliable indicator of the tendency to borrow, but the number of borrowed words should not be overlooked. Back to the two lexical categories just discussed, interjections are more likely to be borrowed, but the younger generation in Yogyakarta also frequently borrows nouns from Indonesian to Javanese.

Moreover, as previously discussed, although the study was intended to focus on the lexical borrowing from the Indonesian to the Javanese language, English loanwords were also found in the transcriptions of the four groups. However, the much lower percentage of borrowed English words compared to the percentage of borrowed Indonesian words suggests that Indonesian has a much greater influence on Javanese than English does.

All of the aforementioned implications of the findings are crucial for the preservation of Javanese because they highlight how Indonesian influences Javanese speech in everyday conversation. These results would contribute to Javanese language promotion strategies aimed at preserving the language.

7. Discussion

Understanding the nature and extent of lexical borrowing between Indonesian and Javanese would add to our understanding of the phenomenon of contact between the two languages. This type of research is a significant step in preserving Indonesia's cultural heritage and linguistic diversity. Consequently, this section will discuss the phenomenon of language contact, with a focus on lexical borrowing, by combining the empirical data collected in this study with previous research.

This section of the paper will present two perspectives on the implications of the research findings. As stated, the results of this study support the hypothesis that the younger generation in Yogyakarta borrows and incorporates Indonesian words into their everyday Javanese speech. The first research question, regarding the most affected lexical categories, was addressed in the section preceding this one. Therefore, the first perspective of the discussion section will focus on the reasons why these lexical categories are the most affected. The second perspective of the discussion section will centre on the second research question of this study, namely the motivations for lexical borrowing. In light of the study's finding that Indonesian is the most influential language in Javanese lexical borrowing, the discussion of motivations will emphasize Javanese lexical borrowings from Indonesian by combining empirical data and findings from other sources. However, the borrowing of vocabulary from English and Old Javanese was also identified. The motivations for this will also be discussed.

The first objective is to explain why interjections, nouns, and adjectives are the three most affected lexical categories in Javanese's borrowing from Indonesian.

For interjections, firstly, although the Indonesian interjections used by the participants in this study are all the same word "kan" indicating exclamation, this may also reflect the different ways of expressing emotions and attitudes between Indonesian and Javanese, which led to the lexical borrowing of interjections from Indonesian.

For the lexical category of nouns, it was determined that the most prevalent Indonesian-borrowed nouns in this study are all associated with university life; this may be a result of the language use of participants on campus. As stated previously, each participant was interviewed prior to the start of the group discussion. According to the participants' linguistic backgrounds, all of them speak Indonesian at school, but only 83.3% of them speak Javanese. This information suggests that university students who speak Indonesian are more likely to discuss school-related topics in Indonesian than in Javanese. Therefore, the insertion of Indonesian nouns pertaining to university life can be explained by the preceding explanation. They employ Indonesian more frequently when using school-related terms. They then naturally incorporated Indonesian words into their Javanese vocabulary.

Adjectives are the third most affected lexical category. Javanese and Indonesian share a close relationship due to their historical connection. There are typological syntactic similarities between Indonesian and Javanese adjectives, according to Pujiati (2017). This makes it simpler for Javanese speakers to adopt and incorporate Indonesian adjectives into their language due to their linguistic proximity. In general, the importation and incorporation of Indonesian adjectives into Javanese reflect the dynamic nature of language and the evolution of Javanese over the course of history.

The motivations behind lexical borrowing are frequently the subject of research (Grant-Russell & Beaudet, 1999). Social prestige may be one of the possible reasons for the lexical borrowing from Indonesian to Javanese. The significant proportion of Indonesian loanwords found in Javanese discourse, as demonstrated by the findings of this study, may be attributable to the relative status of the two languages in contemporary Javanese society. Since its announcement as the national and official language, Indonesian is regarded as the formal language used in academic, political, and business settings (Rahmini, 2019). Therefore, the lexical borrowings of Indonesian words into Javanese discourse may indicate a tendency to demonstrate one's fluency and competence in Indonesian, an indicator of success and social status in contemporary Javanese society. Smith-Hefner (2009) has composed a research paper on the language shift and ideologies in Central Java, Indonesian, where Yogyarkata, the region from which all of the participants come, is situated. Younger generations in Yogyakarta have labelled the Jakartan dialect of Indonesian as "modern," according to the article. Compared to Jakarta, the capital of Indonesia, Yogyakarta's geographical location is relatively rural. Thus, despite the fact that the varieties of Indonesians are differentiated and have become the primary identifier of the new, urban, middle class (Oetomo, 1990, as cited in Smith-Hefner, 2019), it is not difficult to imagine the status and labels of Javanese, the local language of Yogyakarta.

In addition to the aforementioned literature, it is important to highlight one observation made during this study. One of the participants in this study told the researchers that she felt awkward speaking Javanese in front of others because she did not want to reveal that she is proficient in the language. As we conducted research with university students in Yogyakarta, the group discussion took place on their university campus, in those common areas, which means that non-participating students were present in the area where

the group discussion took place. This participant's response is also a great indication of the motivation behind lexical borrowing: social status. According to Smith-Hefner (2009), the Jakartan dialect of Indonesian is a symbol of middle-class identity in contemporary Indonesian society. Applying this logic of labelling to Javanese, the female participant feared being labelled as a person from a rural background, which contributed to her fluency in Javanese.

As evidenced by the data, English-borrowed words are making their way into Javanese discourse. The motivations may be related to Sanata Dharma University's teaching language. Since English is the primary teaching language at the university, both professors and students frequently use English when referring to nouns such as "deadline" and "plagiarism." The English words of these items are therefore more accessible to the participants, despite the fact that their Javanese counterparts exist. This is because the participants use the English version of these words more frequently.

To further illustrate the word's accessibility, consider the frequency with which they employ it. As previously stated, they hear the English version of these words most frequently because English is the teaching language at the university. Consequently, when they wanted to use these English terms during the group discussion of this study, these were the first words that came to mind. They then borrowed the English words and incorporated them naturally into their Javanese speech.

As the example, the preceding paragraph used English-borrowed nouns; however, the glossing also identifies other lexical categories borrowed from English, such as adverbs and adjectives. In addition, the terms "online" and "offline" are relevant to university life. Prior to Covid-19, their university adopted an online learning mode. As they typically use

English to describe their learning mode in everyday communication, these English words were the most easily accessible to them when they participated in the group discussion.

In addition, as stated in section 5.14 of English Verbs, the only English-borrowed verb "stress" is less likely to be induced by the discussion question than in the examples described previously. This research finds it difficult to determine the motivations for borrowing this verb because there are too few examples of this category. Due to the nature of this verb, it is less likely to be induced by the theme of the discussion. The term "stress" can be used when discussing a variety of topics, not just school-related ones. Moreover, why are they borrowing this verb from English rather than Indonesian, despite the fact that this study's statistics indicate that younger generations in Yogyakarta are more likely to borrow words from Indonesian than from English? Although it is difficult to determine the motivations based on the available data, it is important to note that the borrowing of Indonesian and English into Javanese daily communication is not limited to a single lexical category; rather, the borrowed words are dispersed across multiple lexical classes.

Among Indonesian youths, the adoption of the Old Javanese numeral "tiga" and its incorporation into contemporary Javanese speech can be attributed to a variety of causes. Old Javanese is associated with a sense of cultural revival and preservation, to begin with. By incorporating words from the ancient Javanese language, the younger generation strives to maintain a connection to their cultural heritage and strengthen their sense of identity. This is one of the possible motivation behind as by collecting the self-declared identities of the participants, some declared themselves as Javanese.

Secondly, the choice to use "tiga" instead of the more common Javanese term "telu" may have been motivated by a desire to distinguish themselves or add a distinctive flavour to their speech. The adoption of "tiga" imparts a sense of novelty and individuality to their language use, distinguishing them from older generations who primarily employ "telu". As discussed about the self-identity and labelling in the previous part, this is one potential motivation as well.

Incorporating the numeral "tiga" from Old Javanese into Javanese speech among Indonesian youths is motivated by cultural revitalization and individualism. This lexical borrowing not only demonstrates the dynamic nature of language contact but also the adaptability and originality of language users in shaping their linguistic identity.

This research is motivated by a desire to preserve Javanese. By investigating how Javanese is influenced by other languages via lexical borrowings, appropriate promotional strategies for preserving this precious heritage and memories among local Javanese people can be developed. According to Purwoko (2011), Javanese is considered an endangered language due to the nationalization of Bahasa Indonesia. Therefore, the younger generation speaks Javanese less proficiently than Indonesian. Indonesian is the national and official language; therefore, everyone must learn it. Referring back to the linguistic background collected through interviews in this study, despite the fact that the majority of participants still speak Javanese with their parents, grandparents, and friends today, 83.3% of them believe they are more proficient in Indonesian than in Javanese. This has indicated the weakened transmission between generations (Andriyati, 2019). This paper reached this conclusion by conducting a survey of 1,039 Yogyakarta high school students. According to the findings, the majority of young Javanese with Javanese parents identified Indonesian as their native tongue rather than Javanese. In addition,

the study found that younger generations in Yogyakarta have a stronger national identity, that is, their identity as Indonesians, than their local identity, Javanese. This literature's findings are also consistent with what has been stated previously about one of our female participants, who is afraid to speak Javanese in front of others for fear of being labelled. This is certainly related to her self-identity, suggesting that her national identity is stronger than her local identity.

Regarding Javanese language preservation programs, the findings of this study can be taken into account for the younger generation. For instance, promotional strategies can target the three lexical categories most affected by Indonesian lexical borrowing: interjections, nouns, and adjectives. The significance of these findings for ensuring the efficacy of potential language preservation programs is substantial.

8. Conclusion

This research shed light on the phenomenon of lexical borrowing by exploring the fascinating realm of language contact between Javanese and Indonesian among university students in Yogyakarta. By holding group discussions in Javanese and analyzing the responses of the participants, we aimed to investigate the extent of borrowing from Indonesian and the underlying motivations underlying this linguistic interaction.

Our research confirmed our initial hypothesis that lexical borrowing occurs among younger generations with greater Indonesian than Javanese proficiency. Intriguingly, while the majority of borrowed words originated from Indonesian, instances of borrowing from English and even Old Javanese were also observed. This indicates that language contact is a dynamic process influenced by a variety of factors, including historical ties and contemporary globalization.

The analysis of lexical categories revealed that borrowing had the greatest effect on interjections, nouns, and adjectives. The integration of Indonesian interjections into Javanese has enriched the expressive capabilities of the speakers. Borrowed nouns and adjectives have expanded the vocabulary, reflecting Indonesian's influence on everyday communication.

In addition, our findings highlighted the significance of social status in lexical borrowing. The incorporation of borrowed words appeared to be motivated by the desire to conform to the dominant language, Indonesian, and its associated status and power structure. This sociocultural aspect merits additional research in the future.

Understanding the dynamics of lexical borrowing is essential to preserving Javanese language and culture, which is of paramount importance. By recognizing the patterns and motivations behind borrowing, we can develop strategies to promote Javanese language proficiency and ensure its continued vitality in a world that is becoming increasingly interconnected.

In a broader context, our research contributes to the fields of language contact and sociolinguistics by shedding light on the intricate dynamics of language interaction and the consequences for linguistic diversity. As Indonesia's linguistic landscape continues to evolve, it is crucial to recognize the multifaceted nature of language contact and its influence on indigenous languages such as Javanese.

In conclusion, our study serves as a basis for future research and initiatives aimed at preserving Javanese and promoting Indonesia's linguistic diversity. By recognizing the significance of lexical borrowing and its social motivations, we can promote the continued vitality and appreciation of Javanese as an integral part of Indonesia's diverse culture.

8.1 Limitations and Recommendations

First of all, our sample size of participants is small. It may affect the validity of our study and cannot generalize to all university students, or even explain the overall language contact phenomenon, making the conclusion that 'Bahasa Indonesia influence Javanese with lexical borrowing'. Therefore, a smaller sample size makes it more likely that one will accept a misleading premise as true (Faber & Fonseca, 2014). A larger sample size should be used to draw a meaningful conclusion.

Second, the glossing of the four transcriptions of our focus group discussions was done by us, who have limited knowledge of Javanese and Indonesian, in order to have an in-depth understanding of each word and aim to find out as many borrowed words from Bahasa Indonesia as we could. Although we had some useful and reliable dictionaries as mentioned above, it was hard to avoid using online dictionaries due to the insufficiency of the explanations of the words, and even morphemes in the dictionary. Even if asking Javanese speakers about the meanings of the words, sometimes they could not clearly or accurately explain in English. Therefore, the accuracy of defining the lexical categories may have the possibility to be miscategorized. The proportion of each word class of borrowed Bahasa Indonesia may be inaccurate. One recommendation is to find several native Javanese speakers and researchers who can help with the glossing, not only with word-by-word translation but also with the understanding of the grammatical functions of the lexicons and morphemes to do the glossing.

Third, the four transcriptions of the focus group discussions were done by four Javanese speakers at Sanata Dharma University. They may have different interpretations and different transcriptions of the recording. The first reason is that different people have different typing styles and habits. For example, in the transcription, there is a word 'tugase'/'tugas e'. Some of the Javanese tend to stick the suffix '-e' to the root, while some of them separate it like a single word. When we did the glossing, it took time to understand the meaning of '-e' and also which one is right or both of them are the same. The second reason causing different interpretations is environmental noise. Since there were echoes and noise while speaking in the classroom, and also it is quite noisy in the resting area, due to people around while we were interviewing and having discussions, not all the words were very clear in the videos. The accuracy of transcriptions and then glossing would be highly affected. Therefore, a quiet room, ideally

without echoes or noises, or even having soundproof rooms, is suggested to conduct the filming of interviews and discussions for the studies. It would be more accurate if there are more double-checking of the recordings and the transcriptions, and if there is one native Javanese person who can unify the style of the spelling of different lexicons and morphemes.

Fourth, self-reported language use is a kind of indirect data collection and evidence to understand the actual language use of the participants. According to Pekruna's paper (2020), self-report is restricted to the evaluation of processes that are conscious of. The facts that participants unconsciously did in their daily life would not be reflected in the self-report. The fact that respondents can control their own self-report is also a limitation. While changing one's degree of physiological activity may be challenging, changing reports about perceived activation is simple. Therefore, self-report can be susceptible subject to a variety of response biases, including social desirability, depending on motivation and preferences for responses. In the case of language use, it is hard to avoid the fact that people may tend to underreport their use of low-prestige varieties. Meanwhile, they may overreport their use of high-prestige varieties.

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Appendix

This is the glossing of the conversations in 4 groups of 3 Javanese people in Yogya-karta. Below, bolded words represent **Bahasa Indonesia,** while underlined words represent <u>Old Javanese</u>. Italic words represent English.

Boy Group 1:

1. **Jadi**   piyé   mas?   **Di**   **kampus** iki **selama** <u>tiga</u> **tahun**?

   so   how   brother on   campus   this during   three years?

   ADV   ADV   N   PREP N   DET PREP   NUM N

   'So, how were (you) on campus during these three years, bro?

2. Seko   ko'en   sik   waé

   from   2SG   first   just

   PREP   PRON   ADV   ADV

   'Just (start) from you first.'

3. Aku   sih   yo   kesel

   1SG   EMP.you.know   yes.CONF   tired

   PRON PART   ADV   ADJ

   'I'm tired, you know.'

4. **Tugas-e**   akèh

   Task-DEF   many.QNT

   N   DET

   'Many assignments.'

5. **Selain**   **tugas-e**   akèh   opo   manèh mas?

   besides Task-DEF   many.QNT   what   more   brother

   PREP   N   DET   PRON ADV   N

   'Besides many tasks, what else, bro?'

6. Konco-konco-ne   yo   ngrépoti   mas

   friend-friend-NMZ yes.CONF   cause.trouble   brother

   N   ADV   V   N

   'His friends cause trouble.'

7. Wah   iki-iki,   njaluk   jajan   terus   mesti

   wow   this-this   request   sweet   immediately   must

   INJ   DET   V   ADJ   ADV   ADV

   'Wow, these costs must be paid immediately.'

8a. Aku   i   **kan**   **dua**   tahun *online*   ki   mas,

    1SG   EXCLAM   right.EXCLAM   two   years   online   this   brother

    PRON   INJ   INJ   NUM   N   ADV   DET   N

    'I, during these 2 years online, bro,'

b. **jadi**   aku   **men-emu-kan**   konco-konco   ku   sek   genah

   so   1SG   BEN-meet-CIRC   friend-friend   my   which   proper

   ADV   PRON   V   N   DET   DET   ADJ

   'so, I met my friends who (are) true,'

c. sek   endi   ngono   kaé

   which   where   like.that   that

   DET   ADV   PREP   PRON

   'wherever they were.'

9. Awal-e   ki   **baik**   jebulé   **jahat**

   beginning-DEF   this   good   turn.out   bad

   N   DET ADJ   V   ADJ

   'At first it looked good, but it turned out bad.'

10a. Awal-e   *online*,

      beginning-DEF online

N   ADJ

'At first it was online,'

b. tapi angel **karena** **tugas** e   yo   *online*,

  but   difficult because task DEF yes.CONF online

  CONJ ADJ CONJ N DET ADV   ADV

  'but it was difficult because the assignments were online,'

c. ra   isa   ketemu konco, ning omah terus.

  not.NEG can   meet   friend in   home continue

  ADV MODAL V   N   PREP N   V

  'I couldn't meet friends, I continued to (be) at home.'

12. **Contek-contek** seko   google

  cheat-cheat   from   google

  N   PREP N

  'Cheats from google.'

13. Ra   isa   pak, **nyontek** ora   konangan

  not.NEG can   sir cheating not.NEG get.caught.doing

  ADV   MODAL N N   ADV   V

  'It can't, Sir, cheating won't get caught'

14. Jajan opo **biasa**-ne   cerak **kampus**, ning   **samping** **kampus**.

  snack what usual-ADVZ near campus in   side   campus

  N   DET ADV   PREP N   PREP N   N

  'What snacks are usually near the campus, next to the campus?'

15. Nèk mangan, ning ngendi

  if   eat   in   where

  CONJ V   PREP ADV

  'For eat, where do you eat?'

16. Aku **biasa**-ne tuku cilor

    1SG usual-ADVZ buy cilor

    PRON ADV V N

    'I usually buy cilor.

17. Ning kidul **kampus**

    in south campus

    PREP ADJ N

    'It is at the south of the campus.'

18. **Biasa**-ne aku ning PKL-an

    usual-ADVZ 1SG in PKL-NMLZ

    ADV PRON PREP N

    'I'm usually at PKL (street vendors).'

19. Koe ning **kampus biasa**-ne numpak opo

    2SG in campus usual-ADVZ ride what

    PRON PREP N ADV V PRON

    'What do you usually ride into campus?'

20. Numpak **motor** aku

    Ride motorbike 1SG

    V N PRON

    'I ride a motorbike.'

21. Macet ènèng jalan Gejayan

    stuck exist road Gejayan

    V V N N

    'Traffic jam existed (on) Gejayan street.'

22. Yo bener iki numpak **motor**

    yes.CONF right this ride motorbike

ADV   ADJ   PRON   V   N

'Yeah, that's right, ride a motorbike.'

23. Yo   pie   meneh

Yes.CONF   how   more

ADV   ADV   ADV

'Yeah, what else?'

24. yo   kepie   e,   saiki kabeh   mundhak **diskon**-e   sithik

yes.CONF   how   DEF   now   everything increase discount-DEF   a.little

ADV   ADV   DET   ADV PRON   V   N   ADJ

 'Yeah, there's not much we can do, now everything increases, the discount is a little.'

25. Paling murah   ki   **biasa**-ne   nèng   Maxim

most   cheap   this   usual-ADVZ   in   Maxim

DET   ADJ   DET ADV   PREP N

'The cheapest is usually in Maxim.'

26. Mas,   nek   kelas iki   pie?

brother if   class   this   how

N   CONJ N   DET   ADV

'Bro, how about this class?'

27. Opo   sek   piyé?

what   that   how

PRON   PRON ADV

'What do you mean by that?

28. Pénak   opo   ra?   Sumuk iki   mas

convenient or   not   hot   this   brother

ADJ   CONJ   ADV   ADJ   PRON   N

 '(Is it) convenient or not? This is hot, bro.'

29. Mlaku   wa

    walk   just

    V   ADV

    'Just walk.'

30a. Tapi   yo   pie,   *offline*   ki   yo   ngéné,

    but   yes.CONF how   offline   this   yes.CONF   like.this

    CONJ   ADV   ADV   ADV   PRON   ADV   ADV

    'But how about this, this is offline (now),

30b. **ya**   **di-sesuai-kan**   wae   lah

    yes.CONF   PASS-fit-CIRC   just   well.then

    ADV   V   ADV   INJ

    'yes, well, just fit.'

31a. Ono   sek   kelas-ku   wingi   ka,

    there.is   which   class-my.POSS.1SG   yesterday   from

    V   PRON   N   ADV   PREP

    'There was (a thing) which (was about) my class from yesterday,

31b. agek   mlebu   langsung di-kei   **kuis**

    just   enter   directly   PASS-give   quiz

    ADV   V   ADV   V   N

    '(I) just entered (class) and was given a quiz directly.'

32. Mengko nèk   koe   wes   lulus,   entok kerja   entok gawé-an

    later   if   2PL   already   graduate   get   have.a.job   get   work-NMZ

    ADV   CONJ PRON   ADV   V   V   V   V   N

    'Later, when you already graduate, you can get a job and get (some) work.'

33. **Dosen**   sek   paling   **di-minat-i**   sopo?

    lecturer   which   most   PASS-interest-CIRC   who

    57

N   PRON   ADV   ADJ   PRON

'Who is the lecturer (you) are the most interested (favourite)?'

34. Aku   paling   seneng karo   *Miss* Wedho

1SG   most   like   with   Miss Wedho

PRON   ADV   V   PREP N   N

'Comparably, I like Miss Wedho the most.'

35. Piye kui   cerita-ne?

how   that.DEF   story-NMZ

ADV   DET   N

'How (about) that story?'

36. Aku   paling   seneng karo   pak Simon,   bar   ngajar   bali

1SG   most   like   with   Sir Simon   finished teaching return

PRON ADV   V   PREP N   N   V   N   V

'I like Sir Simon the most. Finished teaching, (we) can return (home).'

37. Makul **yang   menurut-mu**   paling angel?

course which   according.to-your.POSS.2PL   most   difficult

N   PRON   PREP   ADV   ADJ

'Which is the most difficult course according to you?'

38. Makul   sik   paling angel   IIC.

course   first   most   difficult   IIC

N   ADV ADV   ADJ   N

'The most difficult course is IIC.'

39. Sik   paling angel sih   **menurut-ku**   sih   PJ.

first   most   difficult EMP.you.know according.to-POSS.1SG EMP.you.know PJ

ADV ADV   ADJ   PART   PREP   ADV   N

'According to me, the most difficult (one) is PJ (Printed Journalism).'

Boy Group 2

1. Pie   rek

   what   brother

   PRON   N

   'What('s up) buddy?'

2a. sek   ra   bakal   tak   **lale**-ke   ki   koyo,

   which   not.NEG   will.FUT   1SG   forgetful-VBZ   this   like

   PRON   ADV   MODAL   PRON   V   PRON   PREP

   'Which I will not forget like this,'

b. saiki, aku di-tunjuk   dadi, istilah-e   dadi   dosen, iki   patut   dicoba,

   now 1SG PASS-appoint be   person-DEF be   lecturer this   should   try

   ADV PRON   V   V   N   V   N   PRON MODAL V

   'now I was appointed to be the person, it's like being a teacher, it's worth a try."

3. di-senen-i   Ma'am Wedho

   PASS-scolded-TRANS   Ma'am Wedho

   V   N   N

   '(I was) scolded (by) ma'am Wedho."

4. Kaé   ncen   galak

   that   indeed fierce

   PRON   ADV   ADJ

   'She is indeed fierce.'

5a. di-kon   gawe **presentasi**, cerita-ne   benginè   arep tak   garap,

   PASS-tell   make   presentation   story-NMZ that.evening want 1SG   work

   V   V   N   N   N   V   PRON V

   '(I) was asked to make a presentation. The story (is that) I wanted to work that night,

b. tur   nèk jaréné   wong ke-kesel-en   mesti ngantuk   yo

although if   you.know   person REP-tire.easily-VBZ must   sleepy   yes.CONF

CONJ   CONJ INJ   N   V   MODAL ADJ   ADV

'despite (that), you know, if a person got tired easily, I must be sleepy.'

6. **emang** sadurungé kui   ono   waktu   tenggat-e,

   Indeed before   that.DEF there.is fixed.time deadline-DEF

   ADV   PREP   PRON   V   ADJ   N

   'Indeed, before that, there is a fixed deadline!"

7a. soal-e   aku   awan-e   nge-game,

     problem-DEF 1SG   daytime-DEF VBZ-game

     N   PRON N   V

   '(For) the problem (set), (at) daytime I played games,'

b. grusa-grusu, sek   liyane   kui   wes   garap

    act.quickly   which   others   that.DEF already   work

    V   PRON PRON   PRON   ADV   V

    '(so I) did that quickly, which others had already worked on.'

c. tekan **kampus** kabèh   tak   kon   moco   opo   wae,

    reach campus everyone 1SG   order   read   what   just

    V   N   PRON   PRON V   V   PRON ADV

    'Arriving at the campus, I ordered everyone to read anything,'

d. ora   gur   di-senen-i.

   not   only   PASS-scolded-CIRC

   ADV ADV   V

   'not only being scolded.'

8a. sek   bagean *diagram*, karo   Ma'am Wedho,   cepet tur   **betul**,

     which part   diagram with   Ma'am Wedho   fast   also   correct

     PRON N   N   PREP N   N   ADJ   ADV   ADJ

'That part of the diagram with Ma'am Wedho, is fast and correct,

b. opo   neh winginane   aku   ra   iso   ning **gerejo**,

what else day.before.yesterday 1SG not.NEG can   in   church

PRON ADV N   PRON ADV   MODAL PREP ADJ

'especially yesterday I couldn't go to church,'

c. kudu   rampung,

have.to   finished

N   V

'(it) had to be finished.

9. kudu   rampung, mboh   de'e   ra   reti,   opo   **sengaja**

have.to finished don't.know 3SG.F not.NEG know   or   intentional

V   ADJ   V   PRON ADV   V   CONJ ADJ

'It should be finished. I don't know (if) she didn't understand or (was) intentional.'

10. Koe   karo   sopo?

2SG   with   who

PRON PREP PRON

'Who are you with?'

11. Aku   dewe-an, sek   penting   jujur   to.

1SG   self-ADVZ which important honest EMP

PRON   ADV   PRON ADJ   ADJ   PART

'I'm alone, the important thing is to be honest, right?.'

12a. Nek   sek   iki   karo Fajar, ngerti-ngerti   ngèki *test,*

If   which this   with   Fajar understand-REP give   test

CONJ PRON PRON PREP N   ADV   V   N

'If this (is) with (Sir) Fajar, unexpectedly gave a test.'

b. **ke-betul-an**   aku   keturon

NMZ-correct-CIRC   1SG   doze

ADV   PRON V

'I accidentally happened to doze.'

13. Aku   sih   ra   popo, ra   di-tanggap-i.

1SG   EMP.you.know not.NEG resist   not.NEG PASS-responsive-CIRC

PRON   PART   ADV   V   ADV   V

'I'm now not resisting, I'm not being responded.'

14. Koe   ra   di-bales.

2SG   not.NEG PASS-responded

PRON ADV   V

'You're not replied.'

15. Kui   **kan**   DPA   ku   to.

that.DEF right.EXCLAM academic.supervisor.lecturer POSS.1SG   EMP

PRON   INJ   N   PRON   PART

'He is my lecturer, right?'

16a. Sakjane **kan**   bedo   wali-kelas   e,

actually right.EXCLAM different   guardian-class DEF

ADV   INJ   ADJ   V   DET

'Actually, he, the class lecturer is different.

b.   ning   SMA   karo   ning   **kuliah**   ki   béda.

in   SMA   with   in   lecture   this   different

PREP N   PREP   PREP   N   PRON ADJ

'In senior high school is different in lecture.'

17a. Sakjane awadewe ono   opo-opo   salah ning DPA.

actually 2PL   have something-REP wrong to academic.supervisor.lecturer

ADV   PRON   V   N   ADJ   PREP   N

62

'Actually, everything we have is wrong to DPA.'

b. Ra   iso   karo   DPA.

not.NEG can   with   academic.supervisor.lecturer

ADV   MODAL PREP N

'We can't do with lecturer.'

18a. tapu aku   ra   koyo ngono. *Semester* awal   aku   karo pak Dalan

but   1SG not.NEG like   like.that semester beginning 1SG   with Sir   Dalan

CONJ PRON ADV   PREP PREP   N   N   PRON PREP N   N

'But I'm not like that. In the first semester, I was with sir Dalan.'

b.   de-e   iso   bantu-ni   aku   karo   ono masalah-masalah koyo ngono

that-DEF can   help-VBZ 1SG   with   exist problem-REP   like   like.that

PRON   MODAL V   PRON PREP V   N   PREP PREP

'He can help me with my problems existed, like that.'

19a. sakdurung e   covid, bar UKM,   èh   kok   bengi,

before   DEF covid after student.activity.unit disgust.EXCLAM EMP   night

PREP   DET N   PREP N   INJ   PART N

'Before covid, after UKM, at night,'

b. aku péngin muter   waktu   koyo sakdurunge covid, ono   *agenda* liyane.

1SG   want turn.around fixed.time like   before   covid there.is agenda another

PRON V   V   ADJ   PREP ADV   N   V   N   DET

'I wanted to turn back time like before Covid, (when) there was another agenda.'

Girls Group 1

2. ning   **kampus** to?

in   campus   EMP

PREP N   PART

'On campus, right?'

3. Akeh   sih.

    Many.QNT EMP

    DET   PART

    'Many tho.'

3a. seko *semester* siji   tekan   papat **kan**   *online* to,

    Since semester one   from   four   PART online EMP

    PREP N   NUM   PREP NUM PART ADJ   PART

    'Since the first semester to fourth were online,'

b. **kan**   ra   ono   konco to,

    right.EXCLAM   not.NEG have   friend EMP

    INJ   ADV   V   N   PART

    'We have no friends, right?'

c. **tiba-tiba** masuk kelas eh   malah ra   ono   konco sek   kenal.

    suddenly attend class disgust.EXCLAM even not.NEG there.is friend that   know

    ADV   V   N   INJ   ADV ADV   V   N   CONJ V

    'Suddenly when you entered the class you did not even know any of your friends.'

5. aku awal-e   *stress* sih.

    1SG beginning-DEF stress   EMP

    PRON ADV   V   PART

     'I was stressed.

6. nék   aku   nganu   sih,   Pak   Fajar.

    As.for 1SG   PART   EMP   sir   Fajar

    CONJ PRON PART   PART N   N

     'But for me, sir Fajar.'

7. bapak-ku sih   **ya**.

father-2PL EMP   yes.CONF

N   PART ADV

'My father tho.'

8. Wong-e   ora   seneng wong   wédok sing   **tampilane**   lanang.

   Person-DEF   not   like   anyone female who   appearance male

   N   ADV V   PRON   N   PRON N   N

   'He does not like girls who look like boys.'

8a. ono   pengalaman   seko   **ka-ting**,

   there.is   experience   from   older-level

   V   N   PREP N

   'There is experience from seniors,'

b. de'e   yo   wong wédok tapi   koyo   lanang

   3SG.F yes.CONF person female but   like   male

   PRON ADV   N   N   CONJ PREP N

    'she is also a girl but like a boy'

c. terus   di-kei   **nilai**   D.

   straight   PASS.give   grade   D

   ADV   V   N   N

   'then straightly given a D score.'

10. tapi   aku   hurung   tau   ke-no   sih.

   but   1SG   not.NEG   ever   PASS-hit yet

   CONJ PRON   ADV   ADV   V   ADV

   'But I have never had one.'

11. koe   piyé ?

   2PL   how

   PRON ADV

'How about you?'

12. nék **tentang** kampus aku ora ndue pengalaman sing **terlalu** wah sih

If about campus 1SG not.NEG have experience that very amazing EMP

CONJ PREP N PRON ADV V N ADV ADV ADJ PART

'If it's about campus, I don't have too amazing of an experience, you know.'

13. èlèk tenan urip-mu.

Bad real life-yours.2.POSS

ADJ ADJ N

'How bad is your life.'

14. Ojo jujur banget to.

don't.NEG honest very EMP

INJ ADJ ADV PART

'Don't be too honest.'

14a. urip ning kampus yo ngono kui,

life on campus yes.CONF like.that that.DEF

N PREP N ADV PREP ADV

'Life on campus is like that,'

b. ra ono sèk seru-seru blas.

not.NEG there.is which loud-loud all

ADV V PRON ADJ ADV

'Nothing exciting at all.'

15a. yo **mungkin** ono tapi mungkin ora

yes.CONF maybe there.is but probably not.NEG

ADV ADV V CONJ ADV ADV

'Maybe there is but not'

b. **tentang dosen** nek ora konco-konco.

about   lecturer   or   not.NEG friend-friend

PREP   N   CONJ ADV   N

'about lecturers or friends.'

16. yo   pokok-e   hudu   pe-pait-an,   seneng-seneng tok.

     yes.CON   anyhow-DEF   not   AGT-bitter-NMZ happy-happy   EMP

     ADV   ADV   ADV   N   V   PART

    'Yes, no trouble, just enjoy.'

17. Akèh   **tugas**, akeh   ngeluh.

    much.QNT duty   much.QNT complain

    DET   N   DET   N

    'Lots of work, lots of complaining.'

19. Pak   Alip   to?

    older.male.3SG   Alip   EMP

     N   N   PART

    'Sir Alip right?'

20. nyeluk aku   ping   telu.

    call   1SG   times three

    V   PRON ADV   NUM

    'Called me three times.'

21. **Pertama-**ne agak   jèngkèl-ke   tapi   mesakaké soal-e   wis sepuh.

    First-DEF   a.little   frustrated-DEF but   pity   because-DEF already old

    ADV   ADV   ADJ   CONJ N   CONJ   ADV ADJ

    'At first, it was a bit frustrating but it's a pity because he is old.'

22. Di-kei   **tebak-tebakan** sik   ora   **mutu**.

    PASS-give guess-guess   beforehand not.NEG quality

    V   N   ADV   ADV   ADJ

'Given unqualified guesses.'

23. ono   *mic*   tapi   ra   ono   **suara-**ne   nggo   pajang-an   tok.

There.is microphone but   not.NEG there.is sound-DEF for   display-NMZ EMP

V   N   CONJ ADV   V   N   PREP N   PART

'There was a mic but no sound, just for display.'

24. iyo   ra   kanggo.

Oh.my.EXCLAM not.NEG usable

INJ   ADV   ADJ

'Yes did not work.'

25. **perhiasan   meja** tok.

Decorations table EMP

N   N   PART

'Just table decorations.'

26a. nek   mèh   di-jawab   yo   bingung,

If   want   PASS-ask.for   yes.CONF   confused

CONJ V   V   ADV   ADJ

'If (I) want to answer (I am) confused,'

b. nek ora   di-jawab   yo   dosa.

if   not.NEG   PASS-ask.for   yes.CONF sinful

CONJ   ADV   V   ADV   ADJ

'if (I) don't (want to) answer, (it's) sinful.'

27. nek   ora   di-jawab   yo   sok njawab   dhéwé

if   not.NEG PASS-ask.for   yes.CONF ever answer.back oneself

CONJ   ADV   V   ADV   ADV   V   PRON

'If you do not answer he answers himself.'

28a. aku   mèlu iki ke-pekso   sakjane,

1SG   join this   PASS-forced actually

PRON V PRON V   ADV

'I was forced to join this actually,'

b. nggolèk **sertifikat.**

to.obtain certificate

V   N

'looking for a certificate.'

29. jujur   banget **ya**   anda.

honest very   yes.CONF 2SG

ADJ   ADV   ADV   PRON

'You are very honest.'

30a. kèlingan   ora   **pas   pertama** mlebu   **kampus**

think.back.to not.NEG when first   to.enter   campus

V   ADV   CONJ ADV   V   N

'(Do you) remember when (I) first entered campus,'

b. kon   gawé **narasi**   keno   *plagiarism.*

Tell   task   narrative get.caught   plagiarism

V   N   ADJ   V   N

'(I) was asked to write a narrative (but I) got caught of plagiarism?'

31. **kan**   aku   ra   ngerti   **sistém** *plagiarism*.

Right.EXCLAM 1SG   not.NEG understand system plagiarism

INJ   PRON ADV   V   N   N

'Right, I did not know the plagiarism system.'

31a. aku   yo   ngono   gawé *paper, proposal*

1SG   yes.CONF like.that make paper proposal

PRON ADV   PREP V   N   N

'I also made paper, proposal'

b. soal-e   langsun   ngebrukaké.

   Question-DEF immediately to.drop.something

   N   ADV   V

   'The question was immediately given.'

32a. **sedangkan** dekne ki   ora   ngerti jadwal-e   dewe ki

     concerning   that   M.RESP not.NEG know schedule-POSS 1PL   M.RESP

     PREP   DET PRON   ADV   V   N   PRON PRON

     'Concerning that, he doesn't know our schedule,'

  b. kepiyé?

    How

    ADV

    'how come?'

34. *deadline* m-bengi   **biasa-**ne.

   Deadline PRS.evening usual-ADVZ

    N   N   ADV

   'Usually the deadline is evening.'

35. lha   nèk   ngene   ki   cotho

   well   that   in.this.way this missing.something.essential

   ADV CONJ ADV   DET   ADJ

   'Well this was messed up.'

36. koe   wes tau mbayangaké ujug   ujug   tibo kesandhung?

    2PL   ever ever imagine   suddenly suddenly fall get.tripped

    PRON ADV ADV V   ADV   ADV   V   V

    'Have you ever imagined suddenly getting tripped?'

37. eh   koe   pas   insadha   piye?

EXCLAM 2PL doing.well inisiasi.sanata.dharma how

INJ　　　PRON V　　N　　　　　　　　　　ADV

'Hey, how were you doing in insadha? Is everything doing well?'

38. aku　　**kelompok** telu.

1SG　group　　three

PRON　N　　　NUM

'I was group three.'

39. aku　　　**kelompok**　loro.

1SG　　group　　　　two

PRON　N　　　　　NUM

'I was group two.'

40. aku　　mau　ning　　**kantin**　tuku risol, **donat**,　*burger*.

1SG　earlier however canteen buy rissole doughnut burger

PRON　ADV　CONJ　N　　　　V　　N　　N　　　　N

'I was in the canteen buying risol, doughnut, burger.'

41. koe　reti　kucing e　　kopma　ra　　　sih?

2PL　know cat　　EMP kopma not.NEG EMP

PRON V　N　　　PART　N　　ADV　PART

'Do you know the kopma cat or not?' DEF

42. kui　　　sek　　jogo　*photocopy* sebelah

that.DEF which　watch photocopy next.door

DET　　PRON　V　　N　　　ADV

'Photocopy's watch cat next door.'

43. kucing e　　jeneng e　　Oyen.

cat　　DEF name　EMP Oyen

N　　DET　N　　PART　N

'The cat's name is Oyen.'

44a. koe   reti **kerdus**   **bekas** kertas HVS

     2SG   know cardboard old   paper a.type.of.paper

     PRON V   N   ADJ   N   N

     'You know the old cardboard HVS paper,'

 b. nah   kucing e   di-deleh kono.

     well.EXCLAM   cat   DEF PASS.put there

     INJ   N   DET V   ADV

     'the cat is put there.'

Girls Group 2

1. emange *potluck* ngopo?

     what   Potluck about

     PRON   N   PREP

     'What is it about Potluck?'

2. Koe mlebu   opo?

     2SG enter   which

     PRON V   PRON

     'Which division were you in?

3. Merga   riweuh pol?

     Because difficult so.much

     CONJ   ADJ   ADV

     'Was it because it is so difficult?'

4. Aku   ra   iso   garap **tugas**,   ra   iso   turu.

1SG   not.NEG can   do   homework not.NEG can sleep

PRON ADV   MODAL V   N   ADV   MODAL V

'I can't do my homework, I can't neither sleep.'

5.   Nek   aku dadi dampok   mlaku-mlaku.

     As.for 1SG being group.companion   walking-walking

     CONJ PRON V   N   V

     'As for me whom being a group companion, I was just walking around.'

6a. Kelingan   ra,   wingi   ono   sek   **meninggal,**

   Remember not.NEG, yesterday there   which   dead

    V   ADV   ADV   ADV PRON ADJ

   'Do you remember there were someone who is dead,'

b. sek   nèng makam   kae **loh**?

   which in   cemetery that   EMP

   PRON PREP   N   DET PART

    'in that particular cemetery?'

7. Udu   wong kéné   toh?

    not.NEG people her   EMP

    ADV   N   PRON PART

    'They weren't from here, right?'

8. Dadi **suara**-ne awadewe ra   iso   banter-banter.

    so   voice-DEF 2PL   not.NEG can   loud-loud

    CONJ V   PRON   ADV   MODAL ADV

    'So we could not speak loudly.'

9. Nek   koe   opo   Ris?

    If   2SG   what Ris

    CONJ PRON PRON N

'What about you, Ris?'

10. Aku   ra   ndue pengalaman.

    1SG   not.NEG have experience

    PRON ADV   V   N

    'I don't have any experiences.'

11. Tor   aku   seneng ndelok koe   garap   **tugas**.

    but   1SG like   see   2SG   way.of.working tasks

    CONJ PRON V   V   PRON N   N

    'But I like seeing you work seriously on the tasks.'

12. Soal   e   aku   ra   tau garap **tugas**.

    because DEF 1SG   not.NEG ever doing tasks

    CONJ   DET PRON ADV   ADV V   N

    'It is because I have never get any tasks done.'

13. Kuduné   tak   *video*.

    Should   1SG.PROP video

    MODAL   PRON   N

    'I should have record you right now.'

14. Paling aku   gur teko turu,   mangan njuk   bali.

    Most   1SG   only arrive sleep eat   and.then come.back

    DET   PRON ADV V   V   V   CONJ   V

    'All I did was attending the class, sleeping, having lunch and coming back.'

15a. Aku   wes   tau   di-kei   **nilai**   C karo   bu Venti

     1SG   ever once PASS-give grade   C with   Mrs Venti

     PRON ADV ADV   V   N   N PREP N   N

     'I have been given a C once with Mrs Venti'

b. merga aku   ra   garap UAS.

Because 1SG not.NEG work final.exam

CONJ PRON ADV V N

'because I did not work on my final examination.'

16. Yo   kui   salah mu   sih.

yes.CONF   that.DEF wrong 2SG.POSS EMP

ADV   DET   ADJ   PRON   PART

'Well that's your mistake.'

17. Koe   sik   pinter wae ra   dong   opo   meneh aku?

2SG   like   smart even not.NEG understand what   more   1SG

PRON PREP ADJ ADV ADV   V   PRON PRON PRON

'The smart person like you can't understand that, what about me then?'

18. Nah   de   e   milih **objek** e   lagu papua.

Unmarried.girl.3SG.F regarding EMP choose object EMP song Papuan

N   PREP   PART V   N   PART N   ADJ

'She chose Papuan song to be the object of the study.'

19. trus akhir   e   piye   kui?

then finally EMP   how   that.DEF

ADV ADV   PART ADV   DET

'Then how was that finally?'

20. Sik   penting   bayaran.

EMP   Important money

PART ADJ   N

'What matters is money.'

21a. Gek   wingi   pas   *workshop*,

when   yesterday the.DEF workshop

CONJ ADV   DET   N

75

'During the workshop yesterday,'

b. de' e   bengak-bengok.

   2PL   shout.repeatedly

   PRON V

   'we kept talking loudly.'

22. Wah de'e   wingi   omong terus.

    Wow 2PL   yesterday talk   continue

    INJ PRON ADV   V   V

    'Wow yes, we kept talking.'

23. **Pas** liane **do foto** ra   entuk   suwé-suwé.

    When others take photos not.NEG receive.permission   overtime

    CONJ N   V   N   ADV   V   ADV

    'While the others are taking photos, it shouldn't be long.'

24. Edan nèk   aku   ki   semaput.

    Crazy that   1SG   PART faint

    ADJ   DET PRON PART V

    'That's crazy, I would have fainted.'

25. Pramaban panas e   ngenthang-enthang.

    Prambanan hot   EMP in.the.sun

    N   ADJ PART ADV

    'Prambanan was so hot as hell.'

26. Ojo   ngono-lah   paling ora.

    Don't.NEG like.that-EMP most not.NEG

    INJ   PREP   ADV ADV

    'At least don't be like that.'

27. Iki   **anak**   ku, njaluk nembelas **narasumber**.

GNF   member my   ask   sixteen   interviewees

PART   N   PRON V   NUM   N

'My members, they asked for sixteen interviewees from me.'

28. Rupa-ne   Dulce jawa   Bantul.

Kind-DEF Dulce Javanese Bantul

N   N   ADJ   ADJ

'Turns out Dulce is Bantul-Javanese.'

29. Wes   nèng   kéné   waé.

already in   here   just

ADV   PREP ADV   ADV

'Already here.'

30. Koe   seko   nèng   ndi?

2SG   from   in   where

PRON PREP PREP PRON

'Where were you?'

31. Aku   yo   sok   ra   apal   karo rupa-ne   wong.

1SG   yes.CONF sometimes not.NEG remember with   appearance-DEF people

PRON ADV   ADV   ADV   V   PREP N   N

'I also have a problem remembering people's faces.'

32. Ra   ono.

not.NEG there.is

ADV   V

'Nothing.'

33. Opo   menèh?

What more

PRON ADV

77

'What's more?'

34. Yo   nèk   koe   teko nèng **kampus**, nèk   ora?

yes.CONF if   2SG   arrive in   campus   if   not.NEG

ADV   CONJ PRON V   PREP N   CONJ ADV

'That would do if you came to the campus, what will you do if you don't?'

35. **Biasa**-ne   aku ngopo   yo?

Usual-ADVZ 1SG   what   yes.CONF

ADV   PRON PRON   ADV

'What did I do usually?'

36. Akeh   sih   aku   sing   it.

many.QNT EMP   1SG   that   bitter-NMZ

DET   PART PRON CONJ N

'I have grudges on so many people there.'

Questions/ no.	1	2	3	4	5	6	7	8	9	10	11	12
Gender	M	M	F	M	M	M	M	F	F	F	F	F
Age	21	21	20	21	21	20	21	20	21	22	20	20
Year of Study	3	3	3	3	3	3	4	3	3	3	3	3
Major	Linguistics	English Literature	English Literature	English Literature	English Literature	English Literature	English Literature	English Literature	English Literature	English Literature	English Literature	Linguistics
Education Level	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor
Origin	Yogyakarta	Yogyakarta	Yogyakarta	Yogyakarta	Yogyakarta	Yogyakarta	Yogyakarta	Yogyakarta	Yogyakarta	Yogyakarta	Yogyakarta	Yogyakarta
Self-declared ethnicity	Javanese	Javanese	Half Batak Half Chinese	Javanese	Javanese-Chinese	Javanese	Javanese	Javanese	Javanese	Half Moluccan half Javanese	Javanese	Javanese
Where does your mother come from?	Yogyakarta	Yogyakarta	Yogyakarta	Kalimantan, Central Java	Yogyakarta	Yogyakarta	Kalimantan, Central Java	Gunung kidul	Yogyakarta	Maluku	Yogyakarta	Jakarta
Where does your father come from?	Central Sulawesi	Prambanan	Sumatra	Sleman, Yogyakarta	Yogyakarta	Condongcatur, Sleman Regency	Surabaya, East Java	Wonogiri	Ambon	Maluku	Yogyakarta	Jakarta

What languages do you speak?	Indonesian, Javanese, South Sulawesi Language, English	Indonesian, Javanese, English	Indonesian, Javanese, Batak, Chinese, English	Sundanese, English, Javanese, Indonesian	Indonesian, Javanese, English	Indonesian, Javanese, English	Indonesian, Javanese, English	Indonesian, Javanese, English	Indonesian, Javanese, English, Ambonese	Indonesian, Javanese, English	Indonesian, Javanese, English	Indonesian, Javanese, English
Rank the proficiency among all the languages you can speak	Indonesian>Javanese>English>Sulawesi	Javanese>Indonesian>English	Indonesian>English>Javanese>Batak>Chinese	Indonesian>Javanese>English>Sundanese	Indonesian>Javanese>English	Indonesian>English>Javanese	Indonesian>Javanese>English	Indonesian>Javanese>English	Indonesian>Javanese>Ambonese>English	Indonesian=Javanese>English	Indonesian>Javanese>English	Indonesian>English>Javanese
Which language do you speak with your mother?	Indonesian, Javanese	Indonesian, Javanese	Indonesian	Indonesian	Indonesian, Javanese	Javanese	Indonesian, Javanese	Javanese	Indonesian, Javanese	Indonesian, Javanese	Indonesian	Javanese
With your father?	Indonesian	Indonesian, Javanese	Indonesian	Indonesian	Indonesian	Indonesian, Javanese	Indonesian, Javanese, English	Indonesian	Indonesian, Javanese	/	Indonesian	Javanese

With grand-mother?	Indone-sian, Java-nese	Indone-sian	Javanese, Indonesian	Javanese	Indonesian	Javanese	Javanese, Indone-sian	Javanese	Indone-sian, Am-bonese	Indonesian	Javanese	Javanese, Indone-sian
With grandfa-ther?	Indone-sian, Java-nese	Indone-sian	Indonesian	Javanese	Indonesian	Javanese	Indone-sian, Java-nese	Javanese	Indone-sian, Am-bonese	Indonesian	Indonesian	Javanese, Indone-sian
With your sister?	Indone-sian, Java-nese, Eng-lish	/	Indonesian	/	Indonesian	Indonesian, Javanese	/	Javanese	/	/	Indonesian	/
With your brothers?	Indone-sian, Java-nese, South Su-lawesi Language, English	/	Indonesian	Indonesian, Javnese	/	Indonesian, Javanese	/	Indone-sian	/	/	Indonesian	Javanese
At school?	Indone-sian, Java-nese	Javanese, Indone-sian	Indone-sian, Java-nese, Eng-lish	Javanese, Indonesian	Indonesian, Javanese, English	Indonesian, English, Ja-vanese	Javanese, Indone-sian	Indone-sian, Java-nese	Indone-sian, Java-nese	Indone-sian, Java-nese	Javanese, In-donesian	Indone-sian
In church?	Indone-sian, Java-nese	Javanese	Indonesian	Indonesian	Indonesian, Javanese, English	Indonesian	Javanese, Indone-sian	Indone-sian, Java-nese	Indone-sian, Java-nese	Indonesian	Javanese, In-donesian	Indone-sian