

Research Article

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Analysis on the Acculturation of English to Sasak among Sasak Native Speakers

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Abstract

The purpose of this research is to investigate the acculturation between Sasak language and English among Sasak native speakers, and to identify which words or phrases have been absorbed and used in Sasak daily communication. This research was conducted in Selakerat, Perian Village, Montong Gading District, Lombok Timur Regency. This research uses a qualitative descriptive method. The researcher employed observation, interview, and field note for data collection. The subjects of this study were nine native speakers of Sasak language of various ages residing in Selakerat. The results of this study indicate that language acculturation has occurred between Sasak language and English among Sasak native speakers in Selakerat, Perian Village in their daily communication. Some English words that have been absorbed and are frequently used in daily language include download, transfer, live, loading, log-in, by one, kill, like, top-up, reload, ID (identity), pet, peach, emote, skill, bot, gold, platinum, eyeliner, rank, map, lobby, account, make-up, cream, skincare, SIM (subscriber identity module), content, creator, skin, match, event, diamond, cream, viral, and pink, and several phrases like fake account, eye shadow, triple kill and trial emote.

Keywords: Acculturations; Sasak language; English.

1. Introduction

Language plays a crucial role in defining cultural identity and facilitating communication, illustrating the complex relationship between societal changes and personal interactions. Falck et al. (2012) suggest that language, serving as a powerful emblem of identity, can reduce transaction costs and improve communication and cooperation among members of the same linguistic group. In linguistically diverse areas like Sasak communities in Indonesia, the interaction between English and the native Sasak language is particularly significant, impacting aspects such as identity formation, educational practices, and socio-cultural advancement.

Moreover, language mixing refers to the use or combinations of words, phrases, or language structures from two or more different languages in conversation or writing. It often occurs in multilingual contexts where individuals or groups have access to or influence over more than one language, and they use language elements from each language they master to communicate. This phenomenon can occur naturally in multicultural or multilingual contexts and often reflects complex social and cultural dynamics.

Sasak is not a multilingual group. Sasak only uses one language which is the Sasak Language with its diverse dialects. However, access to English by the Sasak is very easy to

obtain, through various media or even directly. This is due to the development of media such as television, facebook, and others. In addition, Lombok Island which is also famous as a tourist destination is a major factor in the introduction of English to the Sasaknese.

Sasak Language, primarily spoken in the West Nusa Tenggara province of Indonesia particularly at Lombok Island, embodies a rich linguistic heritage deeply rooted in local traditions and customs. However, in an increasingly interconnected world, the influx of English through globalization, education, and media presents both challenges and opportunities for the preservation and evolution of Sasak language and culture. The Sasaknese are starting to adopt some words or even phrases in English. This is done unconsciously and then passed down from generations to generations. As a result, the current generations recognize these borrowed words as the native language of the Sasak Language. This trend poses a potential threat to the preservation of the Sasak Language.

Understanding the acculturation dynamics between English and Sasak language is essential for several reasons. Firstly, it sheds light on the mechanisms through which languages influence each other within bilingual and multilingual contexts. This includes examining linguistic borrowings, code-switching, and language attitudes among Sasaknese speakers, both in formal and informal settings. (Costa, 2005; Indefrey, S ahin, & Gullberg, 2017) stated that in verbal communication, individuals proficient in two languages engage both languages simultaneously, enabling mutual influence between them. Secondly, investigating the acculturation of English and Sasak language provides insights into the sociocultural implications for Sasaknese individuals and communities. This encompasses issues related to language maintenance, language shift, and the negotiation of identity in diverse sociolinguistics environments.

The educational landscape plays a crucial role in shaping language acculturation processes. According to Raihani (2012), education should encourage and instruct in appropriate reactions to cultural diversity. Analyzing the integration of English and Sasak language within formal education systems, including language policies, curriculum design, and teaching methodologies, can offer valuable insights into the challenges and opportunities for bilingual education and linguistic diversity in Sasaknese communities.

Moreover, exploring the role of media and technology in language acculturation provides a comprehensive understanding of how linguistic practices and preferences are influenced by digital communication platforms, entertainment media, and online resources. Social media has emerged as a significant and potent tool for facilitating and endorsing interactions and communication among peers, consumers, and organizations (Tang et al., 2015).

With the various influences mentioned previously, the role of Sasak language as the mother tongue will gradually be replaced by a language that has undergone a mixture with English. This will result in the decreasing knowledge of Sasaknese society regarding original vocabulary in Sasak language because it has been replaced by a foreign language. In light of these considerations, this research examined the acculturation of English with Sasak language as the mother tongue in Sasaknese communities.

Focus of this study was to analyze the use of English in daily speaking of Sasaknese. The subject of this study was the Sasaknese who used Sasak language as the mother tongue from various age ranges. The purpose of this research was to investigate the acculturation between Sasak language and English among Sasak native speakers, and to identify which words or phrases have been absorbed and used in Sasak daily communication.

The information in this study is expected to provide a positive contribution to Sasak native speakers in understanding the language blending that occurs and to raise awareness of the importance of using Sasak language in daily communication. Other than that, The results of this study are expected to increase the awareness of the younger generation in preserving the Sasak language. Through this research, it is hoped that young people will take more pride in using the Sasak language correctly and appropriately. This study is also expected to serve as a reference for the government in understanding the condition of regional languages, particularly the Sasak language. Through the results of this research, it is hoped that the government will take more serious action in efforts to

preserve regional languages in Indonesia, especially the Sasak language, through policies such as incorporating regional languages into school curricula, etc.

2. Methods

This study employed a descriptive qualitative approach. As referenced in Mohajan (2018), qualitative research methods commonly involve interviews and observations, but they may also encompass case studies, surveys, as well as historical and document analyses. Creswell and Hancock (as cited in Mohajan and Haradhan, 2018) categorize research designs into several types: narrative, phenomenology, grounded theory, action research, case study, ethnography, historical research, and content analysis.

The research was conducted in Selakerat, Perian Village, Montong Gading District, East Lombok. This research started in March and continued until June 2024. In this research, the data sourced from the societies of Selakerat, Perian Village, who are native speakers of the Sasak language. Data collection conducted through a dialectical process carried out by the community in their daily conversations. The dialectical process consists of several types, such as: dialectics between the researcher with elderly, the researcher with young adults, and the researcher with children.

In this study, data collection was conducted through direct observation, interview, and field notes. The researcher recorded and noted interactions among researcher and various age groups. Observations conducted using a prepared observation form, containing the variables to be observed. The data collected from this observation was used to analyze the mixing of English with the Sasak language in this research.

In the data collection process, the researcher utilized several instruments such as observation forms, a voice recorder, interview guide, and writing tools. The observation form is a note that the researcher should fill while doing observation. The voice recorder used was a smartphone which was used to record conversations from the individuals who were the subjects of the research. The interview guide contains several questions that have been prepared based on the observation. Meanwhile, the writing tool was used to note down loanwords used by the conversation participants.

3. Results

3.1. Observation Result

Observation began on 20th June 2024, located in Selakerat, Perian Village, Montong Gading District. In this activity, the researcher started engaging the society in conversations based on prepared topics. These discussions aimed to observe the language used by the community in their daily lives. Some of the topics discussed include free fire game, mobile legends game, online shop, social media, daily activity, and colors.

Observations were conducted when participants were in situations relevant to the topics of interest, such as when they were playing games, or gathering with others to talk about something. Nevertheless, the researcher often promoted participants to discuss specific predetermined topics to ensure that they talked about the subjects that had been prepared.

In the observation process, the researcher engaged participants in conversation on prepared topics while observing the language used by the participants. To facilitate data classification, the researcher recorded the conversations with the participants. Subsequently, these recordings were reviewed to identify the sentences containing borrowed words or phrases. These sentences were then entered into a table according to a predetermined format. Here is the result for the selections of sentences containing language mixing.

Table 1. The result of observations

No.	Topic of the conversation	English words/phrases	Example of sentences
1.	Online shop, social media, and daily activity	Tiktok shop, coment, download, transfer, live, creator, online, screenshoot, loading, like, content, account fake, SIM (Subscriber identity modul), and viral.	Ya allah, kan nuk n mun dengan live nuk n, kan ye anukn n di, ye taok ne mulung papah dengan sak live_live nuk ne, ye lein lalo mulung. Ampok bareh mauk ne kan koin, muk ye lalon perimbun-rimbun, terus n tamak e jok aplikasi dana nuk ne, iye noh terus n tukah e dengan jeri keping.
2.	Mobile game Legends	Login, game, download, skill, skin, event, diamond, and draw.	Uik doang ke login, dek arak kuota endah. Kuota game doang kawih ke login.
3.	Colors	Pink, peach, cream, skincare, make-up, eyeshadow, and eyeliner.	Sebenar ne, epe jak beden entere skincare kence sak meni-meni nik ne? dek ne pede sebenar ne nuk ne?
4.	Free Fire game	By-one, account, top up, diamond, skin, emote, old, lobby, rank, reload, map, kill, triple kill, bot, gold, platinum, skill, stun, trial, pet and ID (Identity).	Arak sepulu sik ke top up, mauk ke skin katana kence emote. Emote tanjek, old.

Based on the data collected through observations as indicated in the table above, we can conclude that there has been a mixture of the use of sasak language and English in the daily communication carried out by the sasak native speakers. The words consist of verbs such as download, transfer, live, download, loading, log-in, by one, kill, like, top-up, and reload, nouns such as ID (identity), pet, peach, emote, skill, bot, gold, platinum, eyeliner, rank, map, lobby, account, make-up, cream, skincare, SIM (subscriber identity module), content, creator, skin, match, event, diamond, and cream, adjectives such as viral, and pink, and several phrases like fake account, eye shadow, triple kill and trial emote.

3.1.1. Interview Result

In interview activities the researcher asked about several borrowed words used in daily language of the sasak native speakers. The result of these interviews indicated that the majority of the sasak native speakers do not know the true meaning of the borrowed words or phrases the use. They only understand the context in which these words or phrases are used without knowing the actual meaning. However, most of them are aware that these words come from English. Only a few words that are frequently used are mistaken as originating from Indonesia.

However, most of them admitted to knowing these words from others. They first heard these words being used by people on social media and then they started using these words themselves. Additionally, they also mentioned hearing these words for the first time from the younger children in their surroundings, which led them to incorporate these words into their daily communications. As for everyday conversations, they admitted to tending to use borrowed words more often than their native

sasak language. This is because they are not familiar with words that have the same meaning as those borrowed words.

3.2. Field Note

The observation activities conducted by the researcher are divided into four sessions. The first session was with a participant identified as FH. The researcher approached FH with the aim of engaging in conversation about several topics. Previously, FH was unaware of and did not realize the existence of the observation process conducted by the researcher. Some of the topics discussed by the researcher with FH included online shopping, social media, and daily activities. From the conversation held with FH, the researcher found several borrowed words/phrases that FH used, such as tiktok shop, live, transfer, etc.

The second observation session conducted by the researcher was with a young man identified as RA. The topics discussed by the researcher with RA were related to the game Mobile Legends and daily activities. The researcher taught RA to talk about Mobile Legends because RA often plays this game. However, during the observation, RA was not playing the game. From the observation results with RA, the researcher found several borrowed words/phrases that RA used, including match, log-in, game, skin, etc.

The third observation session conducted by the researcher was with a group of people consisting of individuals identified as AH, NL, AZ, and LE. Initially, the researcher discussed the topic of colors with them. However, as the conversation progressed, they shifted to discussing beauty tools. During this observation process, the researcher found several borrowed words/phrases that they used, including skincare, pink, cream, etc.

The fourth observation session conducted by the researcher was with a group of children playing the game Free Fire, with initials KI, SL, and RN. During this observation process, the researcher attempted to ask them about various aspects of the Free Fire game they were playing. From the observations made by the researcher, several borrowed words/phrases used by them were found, including emote, trial, skin, map, etc.

In the observation process, the researcher had prepared specific topics to discuss. However, as the conversation progressed, the topics tended to change spontaneously. Despite this, the researcher continued to observe the ongoing conversation and analyze the language used during the discussion. This was done to ensure that there was no pressure on the participants during the observation process.

4. Discussion

This study aims to investigate whether there is language mixing between Sasak and English among Sasak native speakers, and which English words or phrases have been absorbed into Sasak. This research was located in Selakerat, Perian Village, Montong Gading District. The researcher chose this location due to its potential for language acculturation, considering its characteristics influenced by technology (e.g., Dwivedi et al., 2015; Ellison and Boyd, 2013) and frequent migration. Immigrant communities have played a crucial role in shaping politics, society, and economics (Jamal et al., 2019; Sandicki, 2011). This language mixing will undoubtedly have a negative impact on the authenticity of Sasak language itself, and it is feared that over time Sasak language will begin to fade (The Encyclopedia of World Problems & Human Potential, 2019).

Based on observations and interviews, it can be seen that language acculturation has occurred between Sasak language and English among Sasak native speakers in Selakerat, Perian Village, with a fairly high intensity of usage. This language acculturation is largely due to globalization and technological advancements. As stated by Tobroni (in Nahak, 2016), the local cultures from various regions, from Sabang to Merauke, are impacted by uncontrolled globalization within the national culture. (Larasati, 2018) stated that the movement of globalization and technological advancements enable traditional and modern cultures in one region to be recognized by communities in other parts of the world. The use of technology is indeed something that cannot be avoided and has even spread to

all age groups. The use of mobile phones is an example of technological advancement that can be found in every individual. Additionally, various features available such as social media, online games, and online shopping platforms have become tools that indirectly promote languages originating from foreign languages, which are then absorbed and used by the community.

As for the majority of borrowed language usage, it is used by children under the age of 15. This is because children tend to easily imitate new things they encounter (Putro, 2017). In addition, their access to smartphones is a major factor influencing the absorption of these languages. This is deeply concerning as at such a young age, they are already using borrowed languages in their daily conversations. More distressingly, through interviews, researchers found that they do not know the equivalents of the borrowed words they use in the Sasak language. This raises concerns that this phenomenon could be the beginning of the extinction of the Sasak language among its native speakers if left unchecked. As Musa (2015) pointed out, the dominance of new cultures impacts the fading of indigenous cultures in society.

In addition, researchers found that the borrowed language used by Sasak native speakers is mostly learned through advertisements on television. They reported being introduced to these words when a product was being promoted. This language is directly absorbed by the community as the name of a particular item or activity. Many then use these words in daily communication when referring to similar items or activities. In this case, they do not attempt to find the equivalent word in the Sasak language but instead use the borrowed word they have acquired directly in their communication.

5. Conclusion

Based on the research findings, it is evident that language acculturation between Sasak and English has occurred among native speakers of Sasak in Selakrat, Perian village, Montong Gading district. Some English words and phrases that have been absorbed and are frequently used in daily language include download, transfer, live, download, loading, log-in, by one, kill, like, top-up, reload, ID (identity), pet, peach, emote, skill, bot, gold, platinum, eyeliner, rank, map, lobby, account, make-up, cream, skincare, SIM (subscriber identity module), content, creator, skin, match, event, diamond, cream, viral, and pink, and several phrases like fake account, eye shadow, triple kill and trial emote. They learned those English words and phrases through social media, which is an impact of technological advancement. What is more concerning is that most of these words do not have equivalents in the Sasak language.

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