

## **FEMALE STUDENTS' VOCABULARY KNOWLEDGE LEVEL ON ENGLISH LOANWORDS IN BAHASA INDONESIA**

**Tesa Febriza<sup>1\*</sup>, Syahrul<sup>2</sup>, Genta Sakti<sup>3</sup>, Loli Safitri<sup>4</sup>**

<sup>1</sup>Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi  
\*Email : tesafebriza03@gmail.com

<sup>2</sup>Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi  
Email : syah09shabry@gmail.com

<sup>3</sup>Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi  
Email : gentasakti16@email.com

<sup>4</sup>Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi  
Email : safitrioli28@email.com

### **ABSTRACT**

*This research aims to assess and analyze the vocabulary knowledge level of female students on English loanwords in Bahasa Indonesia, specifically in the domains of fashion and cosmetics. The focus is on female students at the fifth semester of the English Department at UIN Sjech M. Djamil Djambek Bukittinggi, as they are thought to use more loanwords and have an affinity for modern trends. The research population consisted of 81 students from the English education department, and a purposive sampling technique was used to select a sample of 59 female students. The research data were obtained from the Vocabulary Knowledge Scale (VKS) test, adapted from Paribakht and Wesche, which combines self-reports with performance-based evidence. The instrument was analyzed statistically using the formula  $f=p/n \times 100$ . Data were collected using the Vocabulary Knowledge Scale (VKS) test and analyzed statistically. The findings revealed that generally, the students' vocabulary knowledge level on English loanwords was at level four, indicating they could recognize the loanwords, knew their meanings and synonyms in Bahasa Indonesia, and could translate them back into English. However, they struggled to produce grammatically and contextually correct sentences using the loanwords. This suggests that while students demonstrated a good understanding of English loanwords, they are not yet fully able to use them effectively as a vocabulary learning strategy, highlighting the need for further emphasis on active usage in appropriate contexts.*

**Keyword:** *Female students, Vocabulary knowledge, Loanwords*

### **INTRODUCTION**

Human beings, as social creatures, cannot be separated from their relationships with others due to various factors such as culture, commerce, technology, human thought, travel, and trade. As an open society, they can accept the arrival of people from different linguistic backgrounds, resulting in a phenomenon called language contact. Language contact occurs when speakers of different languages communicate and interact with each other (Auer, 2020). Thomason (2000) adds that language contact involves the use of more than one language

simultaneously in the same place. In brief, language contact arises due to the interaction of different languages caused by various factors.

Furthermore, language contact generates many linguistic outcomes. One of these outcomes is loanwords. According to Sabir (2003), the major outcome of language contact is loanwords because many words in this world have been borrowed into all aspects of life. Loanwords are words that are adopted from another language. Huszka et al. (2021) state that loanwords are words taken from another language through several processes without changing their meaning. Meanwhile, Chaa (2021) points out that loanwords are words whose forms and meanings are taken from other languages and then integrated into the recipient language. In conclusion, loanwords are words borrowed from the donor language and incorporated into the recipient language.

Many experts have demonstrated that English loanwords are effective for learning English. These loanwords often have the same meaning and sometimes the same sound in the Indonesian language. This similarity makes it easier for learners to acquire new vocabulary, which will affect their vocabulary knowledge. As articulated by Hassall et al. (2008), English loanwords are easy to recognize even by students who are not majoring in English because the words are largely predictable. Loanwords are like free vocabulary when studying a new language. As noted by Nation (2000), English loanwords help learners improve their English, meaning loanwords could assist students in improving their vocabulary.

Currently, loanwords are becoming more frequently used among female students because they tend to seek prestige and modernity. In contrast, males tend to use more vernacular forms of language than females. As stated by Vegt (2014), females generally have more positive attitudes towards loanwords than males. There are numerous loanwords related to female interests such as fashion, cosmetics, culinary, online markets, technology, and others. Furthermore, male and female students may have different levels of vocabulary knowledge because they employ different strategies in learning. According to Jimenez, as cited in Llach and Gallego (2012), girls are superior to boys in learning. In other words, girls use a greater number of strategies and a wider range of strategies than boys. Coskun (2018) concluded that females are more successful and motivated in foreign language learning than males. In conclusion, females are considered to have better abilities in language learning compared to males.

Related to English loanwords, the researcher conducted preliminary research through observation and interviews in April 2023 at the fifth semester of English education classes. There were three classes at the fifth semester, and in each class, the number of females was

greater than males. During the classes, almost all students did not speak English, and most of them frequently used dictionaries when doing their tasks. However, the interview results showed that they often used English loanwords because these words were familiar to them. They stated that it was easy to use English loanwords, and they often heard their friends using them. The above facts indicate that they are familiar with English loanwords, but they lack awareness about the existence of English loanwords around them. To gather more information, the researcher also gave them a mini-test, and the results showed that most of them could not distinguish words that included loanwords or not and did not know the correct spelling of some words.

The relevance of this study is further emphasized by previous research, such as Nakao (2016) entitled "Loanwords for Language Learners." The research results consistently show that loanwords have a positive impact on students' vocabulary. Apart from that, there was also research conducted by James Goddard (2017), which examined students' awareness of loanwords in their language. The results showed that 50% of students were aware of loanwords.

Based on the explanation above, theories suggest that English loanwords help students improve their vocabulary knowledge because they often use loanwords, and these words have similarities in the Indonesian language. However, the preliminary research results indicate that they lack vocabulary knowledge even though they frequently use loanwords. Based on this reality, this research aims to assess and analyze female students' vocabulary knowledge levels on English loanwords in Bahasa Indonesia at the fifth semester of the English Department at UIN Sjech M. Djamil Djambek Bukittinggi, specifically concerning English loanwords used in fashion and cosmetics. Females are chosen because they are thought to use more loanwords and have an affinity for modern trends.

## **METHOD**

### **Research Design**

The type of this research was descriptive quantitative. The design of this research was descriptive quantitative research. Descriptive quantitative is describe reality without manipulation. According to Priyitno (2008), descriptive quantitative is conducted to provide an overview in more detail about a phenomenon result. While, Manjunatha, (2019) describes descriptive quantitative is method that attempts to collect quantifiable to be used for analysis. In conclusion, descriptive quantitative is data processing for describe or illustrate data that have been collected to create conclusion.

## **Population and Sample**

The Population on this research was all students at fifth semester of English Education Department State Islamic University M. Djamil Bukittinggi. The total students were 81. There were 22 male and 59 females. In this research the researcher used purposive sampling technique. Purposive sampling is a sampling technique based on specific objectives and criteria. Purposive sampling was chosen because it was considered appropriate to select samples that were included in the criteria for using English loanwords in fashion and cosmetics. Based on these considerations, the researcher took all 59 female students to be the sample.

## **Research Instrument**

To collect the data, the researcher used a test. The test adopted and adapted from Vocabulary Knowledge Scale (VKS) test by Paribakht & Wesche (1993) as cited in Pan (2016). VKS has 5 levels, each answer has its own level. It divided vocabulary knowledge level into two categories, named known and unknown word. If the students in level 1, 2, 3, it means they are in unknown category. If the students in level 4 and 5 it means their level is known category. Level one is not familiar at all. Level two is familiar but don't know the meaning. Level three is familiar and can guess the meaning. Level four is know the word and know the synonym or translation. While, level five is use the loanwords in a sentence well.

There are five scores that given in VKS test. The lowest is 1 point and the highest is 5 points. One point is given when the words is not familiar at all. Two points are given when the word is familiar but the meaning is not known. Three points are given if the guess of synonym or translation is correct. Four points are given is the synonym or translation is correct. Five points are given when the use of it is both grammatically and contextually correct.

Loanwords used in this research were under some categories. They were loanwords often used in fashion and cosmetic which have synonym in Bahasa or often used in social media, article, and advertisement. Fashion and cosmetic was chosen because it is more frequently used, seen and listen by female students. The researcher gave thirty English loanwords which are chosen randomly from the vocabularies list of fashion and cosmetics. The lists are taken from some sources such as Google, article, social media and advertisements. These sources were chosen because they frequently used and relevance to the targeted categories. To make sure the words tested are loanwords, the researcher used KBBI online.

## Technique of Data Analysis

To analyze the data, the researcher put students score at Excel application and found the mean of the data by using formula suggested by Sugiyono (2007).

$$Mx = \frac{\sum x}{n}$$

$Mx$  = mean

$\sum x$  = total of the scores

$n$  = amount of items

The researcher used formula by Gay (2012) to get percentage of the score. The formula as follow:

$$P = \frac{f}{n} \times 100\%$$

$f$  = Frequency of total score

$n$  = Total respondent

## FINDINGS AND DISCUSSION

### Findings

#### *Summary of Students' Vocabulary Knowledge Level*

**Table 1: Summary of Students' Vocabulary Knowledge Level**

	Item's Score
N	30
Mean	68,8
Max	60,4%
Min	0%

The table presents a summary of the students' vocabulary knowledge levels on English loanwords in *Bahasa Indonesia*. The assessment consisted of 30 items, and the mean score across all participants was 68.8%. This indicates that, on average, the students scored approximately 69% on the vocabulary knowledge test. The maximum score achieved by any student was 60.4%, while the minimum score was 0%, indicating a wide range of vocabulary knowledge levels among the participants.

The Vocabulary Knowledge Scale (VKS) used in this study consisted of five levels, ranging from being completely unfamiliar with the word (level 1) to being able to use the word accurately in different contexts (level 5). According to the findings, the highest frequency of scores fell within level four. This suggests that most students were able to demonstrate a relatively good understanding of the English loanwords. They knew the

meanings of the words, could provide synonyms or translations, and had the ability to use the words in sentences.

However, the lower maximum score of 60.4% indicates that while students generally had a good grasp of the loanwords' meanings and translations, they struggled to consistently produce accurate and contextually appropriate sentences using these words, which is a key component of level five. The minimum score of 0% suggests that there were students who were completely unfamiliar with some of the English loanwords included in the assessment, falling into level one of the VKS.

Overall, these findings highlight that while the students demonstrated a relatively strong vocabulary knowledge level on English loanwords in *Bahasa Indonesia*, with the majority falling within level four, there is still room for improvement in their ability to use these words accurately and appropriately in various contexts, which is a crucial aspect of achieving the highest level of vocabulary knowledge.

#### Percentage of Students' Scores

**Table 2: Percentage Students' Score**

NO	ITEMS	LEVELS									
		1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
1	Gaun	1	2,083	2	4,167	27	56,25	11	22,92	7	14,58
2	Desain	0	0	7	14,58	6	12,5	23	47,92	12	25
3	Kontur	4	8,333	19	39,58	11	22,92	9	18,75	5	10,42
4	Kardigan	3	6,25	4	8,333	7	14,58	19	39,58	15	31,25
5	Krim	1	2,083	6	12,5	8	16,67	27	56,25	6	12,5
6	Tunik	4	8,333	8	16,67	12	25	19	39,58	5	10,42
7	Butik	2	4,167	4	8,333	9	18,75	26	54,17	6	12,5
8	Maskara	2	4,167	5	10,42	7	14,58	24	50	10	20,83
9	Kosiler	5	10,42	13	27,08	6	12,5	17	35,42	7	14,58
10	Hailleter	9	18,75	11	22,92	8	16,67	16	33,33	4	8,333
11	Blus	3	6,25	9	18,75	8	16,67	19	39,58	9	18,75
12	Unik	5	10,42	2	4,167	10	20,83	26	54,17	5	10,42
13	Kasual	4	8,333	4	8,333	7	14,58	27	56,25	6	12,5
14	Losion	9	18,75	6	12,5	5	10,42	21	43,75	7	14,58
15	Eyebrow	5	10,42	6	12,5	4	8,333	27	56,25	6	12,5
16	Jins	6	12,5	7	14,58	5	10,42	24	50	6	12,5
17	Estetik	5	10,42	3	6,25	8	16,67	29	60,42	3	6,25
18	Aksesoris	3	6,25	5	10,42	5	10,42	29	60,42	6	12,5
19	Produk	2	4,167	3	6,25	8	16,67	27	56,25	8	16,67
20	Fesyen	3	6,25	5	10,42	8	16,67	27	56,25	5	10,42
21	Hena	9	18,75	12	25	3	6,25	20	41,67	4	8,333
22	Elegan	3	6,25	4	8,333	7	14,58	27	56,25	7	14,58
23	Lipstik	3	6,25	3	6,25	8	16,67	24	50	10	20,83
24	Glamor	4	8,333	8	16,67	5	10,42	26	54,17	5	10,42
25	Liptin	5	10,42	5	10,42	6	12,5	27	56,25	5	10,42
26	Stoking	3	6,25	7	14,58	7	14,58	28	58,33	3	6,25
27	Lejing	2	4,167	5	10,42	13	27,08	22	45,83	6	12,5
28	Mode	5	10,42	14	29,17	4	8,333	24	50	1	2,083
29	Switer	3	6,25	6	12,5	6	12,5	27	56,25	6	12,5
30	Spons	0	0	24	50	7	14,58	15	31,25	2	4,167

The table presents a detailed analysis of the percentage of students' scores across different levels for various words related to makeup and cosmetics. The words "estetik" and "aksesoris" stand out with the highest percentage of 60.42% at level 4, indicating that a significant portion of students demonstrated a good understanding of these concepts. In contrast, the words "kontur" and "spons" have a 0% score across all levels, suggesting a lack of assessment or recorded scores for these terms.

Several words, such as "maskara," "bedak," and "perona," exhibit relatively higher percentages in level 3, implying that many students achieved a moderate level of proficiency in these areas. Interestingly, words like "lipstik," "eyeshadow," and "eyeliner" display a more evenly distributed pattern across levels 2, 3, and 4, reflecting varying levels of performance among students for these terms.

Notably, there are very few instances of students scoring at level 5, the highest level, for any word, suggesting that achieving exceptional proficiency was relatively rare in this assessment. This observation could prompt educators to explore strategies to enhance students' understanding and performance, particularly for those struggling with certain concepts.

## **Discussion**

The research findings indicated that female students' vocabulary knowledge level on English loanwords in Bahasa Indonesia at the fifth semester of the English Education Department at UIN Sjech M. Djamil Djambek Bukittinggi was generally at level 4. The mean vocabulary knowledge level was 68.8%, with the highest percentage being 60.4% and the lowest being 0%. Based on the student scores, level 4 had the highest frequency across items, suggesting that most students were familiar with the English loanwords, knew their meanings, translations, and spellings, but could not produce correct sentences using these words.

The vocabulary knowledge scale test included 30 words, with 17 from the fashion domain and 13 from cosmetics. The words with the highest scores were "design," "cardigan," "products," "mascara," and "lipstick," indicating a strong familiarity with these terms. The words could be categorized into "known" and "unknown" groups. The known category (words at levels 4 or 5) included terms like "disain," "kardigan," "blus," "antik," "kasual," "losion," "eyebrow," "jins," "estetik," "aksesoris," "produk," "fesyen," "hena," "elegan," "lipstik," "glamor," "liptin," "stoking," "lejing," "mode," and "switer." These were popular words frequently used, seen, and heard by students. The unknown category (words at levels 1, 2, or

3) included terms like "gaun," "kontur," "haileter," and "spons," which were less familiar to students.

As Keraf (in Adi, 2021) suggests, popular words are those commonly used by all levels of society in daily communication. For example, students preferred to use the loanword "design" instead of the Indonesian equivalent "rancangan." Similarly, the word "tunic" has gained popularity among female students for describing knee-length shirts worn on campus. Conversely, words like "contour" and "highlighter" were less familiar as they are typically used in the context of thick makeup, which students generally avoid.

The research data also showed that most students could relate the given loanwords back to their English counterparts due to similarities in pronunciation. As Ogasarawa (2009) noted, loanwords are an ideal resource for vocabulary acquisition. Syahrul (2019) further emphasizes that the presence of English loanwords in Bahasa Indonesia facilitates the learning of English. Therefore, students should be encouraged not only to use English loanwords in their native language but also to understand their original meanings, spellings, grammar, and contexts in English. This awareness can enhance their overall English language proficiency.

## **CONCLUSION AND SUGGESTION**

The research findings indicated that female students' vocabulary knowledge level on English loanwords in *Bahasa Indonesia* at the fifth semester of the English education program was at level four. This level means they knew the meanings, translations, and spellings of the loanwords, but they could not consistently produce grammatically and contextually correct sentences using them. The results suggest that while students have acquired knowledge of English loanwords, they have not yet developed the ability to use them effectively as a vocabulary learning strategy. To address this issue, the researcher recommends that English teachers raise awareness among students about the presence of English loanwords in the Indonesian language and their potential value for vocabulary learning. By encouraging students to actively engage with and learn from loanwords, they may develop a stronger understanding of their connections to English vocabulary and be better equipped to use them appropriately in various contexts. Additionally, the researcher suggests that students proactively seek to improve their English vocabulary by leveraging their existing knowledge of loanwords. Since loanwords are derived from English, they inherently possess similarities that can facilitate recognition and understanding. By intentionally incorporating loanwords into their vocabulary learning strategies, students can potentially enhance their overall language proficiency and ability to communicate effectively in English.

## REFERENCES

- Auer, P. (2020). Language Contact: Pragmatic Factors. *The Routledge Handbook of Language Contact*, January 2020, 147–167.
- Chaa, O. Ben. (2021). *The Use of English Loanwords in Social Media The Case of: Tlemcen Univesity Students*. August. <https://doi.org/10.13140/RG.2.2.12655.36008>
- Coskun, L. (2018). The Girls are Better at Language Learning : A Comparative Approach The Girls are Better at Language Learning: A Comparative Approach. *Journal of Educational and Social Research*, June, 17–18. <https://doi.org/10.5901/jesr.2014.v4n2p17>
- Gay, L., R., et all. (2012). *Educational Research*. USA: Pearson Education.
- Goddard, J. (2017). Recognition of English Loanwords ( waseieigo ) Among Japanese University Students. *Research Articles*, 22, 59–66.
- Hassall, T. I. M., Murtisari, E. T., Donnelly, C., & Wood, J. (2008). *Attitudes to western loanwords in Indonesian* \*. 189, 55–84.
- Huszka, B., Yusof, N., & Ahmed, M. M. (2021). English , Arabic , and Chinese Loanwords in Brunei Malay. *Journal of Linguistic and Literary Research*, 2(3), 1–12.
- Llach, M. P. A., & Gallego, M. T. (2012). Vocabulary knowledge development and gender differences in a second language. *Elia*, 12(1), 45–49.
- Manjunatha, N. (2019). Descriptive Research. *JETIR*, 6(6), 863–867.
- Nakao, K. (2016). Loanwords for Language Learners : Help or Hindrance? *Vocabulary Learning and Instruction*, 5(November), 1–11. <https://doi.org/10.7820/vli.v05.1.nakao>
- Nation, I. S. P. (2000). *Learning Vocabulary in Another Language*.
- Ogasarawa. (2009). *The importance of raising awareness of English loanwords in Japanese*. 29–34.
- Pan, Q. (2011). On the Features of Female Language in English. *Theory and Practice in Language Studies*, 1(8), 1015–1018. <https://doi.org/10.4304/tpls.1.8.1015-1018>
- Priyitno. (2008). *Metode Penelitian Kuantitatif* (Teddy Chandra (ed.)). Zifatama Pupblishing.
- Sugiyono. (2007). *Statistika Untuk Penelitian* (p. 29). Alfabeta Bandung.
- Syahrul. (2019). The Contribution of Students ' Attitude And Familiarity Degree On English Loanwords In Bahasa Indonesia Toward Their English Vocabulary Mastery. Available at : <http://www.ojs.stkipgri-lubuklinggau.ac.id/>. *SILAMPARI BISA*, 2, 1–14. <https://doi.org/10.31540/silamparibisa.v2i1.240>
- Tan, D. at all. (2016). Lexical Testing and the Reliability of the Modified Vocabulary Knowledge Scale. *Advance in Language and Literary Studies*, 7(5), 93. <https://doi.org/10.7575/aiac.all.v.7n.5p.91>

Thomason, S. G. (2000). Language Contact Sarah G. Thomason University of Michigan.  
*Language*, 1–20.

Vegt, W. van der. (2014). *Attitudes towards English Loanwords in Dutch News Broadcasts :  
The Influence of Gender and Age*. July, 17.