

Exploring the Borrowing Words in English Language Learning: A Case Study of Universitas Islam Riau Students

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ABSTRACT

This research aims to assess the understanding of English-borrowing words among fifth-semester students at Universitas Islam Riau, Pekanbaru. The methodology employed involved a test consisting of 30 questions, categorized into three types: 10 questions each for loanwords, blend words, and loan shifts. A total of 50 students from the fifth semester of English language in the academic year 2023/2024 participated in the study, providing insights into their vocabulary comprehension. The findings revealed that the term "active" achieved the highest percentage of correct answers at 90%, indicating strong familiarity among students. Conversely, the term "terror" recorded the lowest recognition rate at 64%, suggesting challenges in understanding its complex connotations. Other terms, including "program" (80%) and "application," "technique," "quality," and "information" (76%), demonstrated moderate performance levels, highlighting gaps in comprehension that warrant further attention. The novelty of this research lies in its focused examination of various types of loan-blended words and their specific performance levels among Indonesian learners. This study not only contributes to the existing literature on vocabulary acquisition but also emphasizes the importance of targeted instructional strategies to enhance students' proficiency in recognizing and using loan-blended words effectively. By addressing identified gaps through engaging teaching methods, educators can facilitate improved vocabulary acquisition and overall language skills among students, thereby enriching their educational experience in an increasingly globalized linguistic landscape.

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1. INTRODUCTION

Humans need each other for communication and sharing feelings (Heidbreder, 2021), thoughts, and behaviors. Language plays a crucial role in this process, as it is dynamic and constantly changes in vocabulary, words, and grammar. Language is developed through systemic aspects, consisting of several sub-systems such as phonology, morphology, syntax, and semantics. Each language contains two systems: a system of sound and a system of meaning (Jackson, 2010).

Language vocabulary has evolved due to rapid societal and scientific advancements, which have accelerated language contacts and enriched the vocabulary (Indriani & Bram, 2023). The emergence of economies, culture, and military spheres (Nkusu, 2011), as well as the differentiation and integration of different sciences, have created a special terminological layer of words in the vocabulary. The transfer of terms from one language to another has been facilitated by the development of sciences, education, and technical achievements (Steiner et al., 2021). Borrowed terms have a significant weight in today's terminological structure of world languages (Sirotnina & Degaltseva, 2022), with the majority of borrowed terms having the same meaning and sound in different languages. Language has a social nature, reflecting all social development areas more broadly and in more detail. Language plays a unique role in all relations, and changes in political, economic, public, and social situations directly impact language contacts, determining their focus and forms. Borrowing is an active, creative process of enriching the language, as it occurs based on the rapid development of social processes under the conditions of interacting languages (Effendy, 2017).

Borrowing is a crucial aspect of the vocabulary development of developed languages, with English being the most advanced (Susilo & Wibowo, 2016). The primary reason for borrowing words is the lack of an appropriate word to express a subject, thing, process, event, or concept in a language. To express a concept, a new word is either created using the language's word-formation capabilities or borrowed from another language (Nuryani, Hadisiwi, & Karimah, 2016; Rubiyanto, 2018). This process is based on language contacts established for communication in political, economic, social, and cultural spheres. Borrowing is used for extra- and intra-linguistic reasons, such as the need for clarification or substantiation of meaning, expressiveness, stylistic synonyms, and elimination of ambiguity (Dewi, Sulatra, & Putra, 2022).

Technological advancements have led to the use of lexical borrowing in Indonesian, where people often use terms from their second or third language when they don't know the appropriate term in their first language (Inawati, Nilawijaya, & Agustina, 2021). Lexical need motivates borrowing, which often involves single words, primarily nouns when there is no existing term for a new concept or object. Language borrowing refers to terms that have passed from one language to another and have come to be used even by monolingual individuals. There are two ways of borrowing words: complete borrowing, where the loanword is used in its original form, and incomplete borrowing, where the loanword changes in spelling, pronunciation, and affixation to be accepted in Indonesian language standardization (Hutauruk, 2022; Mapunda & Ilonga, 2022; Šarić, 2022). Borrowing is deliberate and can be classified into three types: loanwords, loan blends, and loan shifts (Gade, Philipp, & Prior, 2024; Sinichkina & Smirnova, 2023). English has become a global language, widely used in various aspects of life, including education, business, and communication (Aghamirzayeva, 2022). Therefore, students need to learn English in school. By learning English, students can communicate with people from different countries and cultures, enabling them to participate in international exchanges, increase their chances of working in multinational companies, and expand their social networks globally (Susilo & Wibowo, 2016).

In Indonesia, English is taught as a compulsory subject from elementary school to university level, including at Universitas Islam Riau (UIR) which has an English Education Study Program at the Faculty of Teacher Training and Education. The program aims to equip students with adequate English language skills for academic and professional communication. One aspect of linguistics that is beginning to be considered in language learning is the phenomenon of borrowing words, which is a linguistic practice when speakers borrow vocabulary from other languages to enrich expression or

bridge lexical gaps. In the context of English language learning in Indonesia, this phenomenon becomes even more relevant given the strong influence of local and Indonesian languages in students' daily lives.

Although there are a number of studies that discuss vocabulary strategies and cross-linguistic understanding in English language learning (Hutauruk, 2022; Kunalan, Mutty, & Francis, 2021), there are limited studies that specifically explore the role of borrowing words in the process of English language learning by students in Islamic universities. Not many studies have examined how the practice of borrowing words contributes to the development of students' communication competence (Daluti Delimanugari, Galuh Sandra Pangesti, Umi Musaropah, & Mustolikh Khabibul Umam, 2022; Palts & Kalmus, 2015), especially in the context of Islamic-based higher education institutions such as Riau Islamic University. Thus, this study aims to fill this void by analyzing the use of borrowing words by students of the English Education Study Program at UIR and its impact on their English language skills.

The English program at UIR is designed to cater to the needs of students interested in pursuing higher education in English-speaking countries or who wish to work in international companies. The program is taught by experienced lecturers with the necessary skills and knowledge to teach English effectively. However, despite the lecturers' efforts, students' ability to use "borrowing words" in their English language skills must be assessed. The ability of students to use "borrowing words" is important because it enables them to communicate effectively in English (Adham, 2022; Treffers-Daller, 2025). In an increasingly globalized world, communicating effectively in English is essential for students to succeed academically and professionally. Using "borrowing words" is necessary in the English program at UIR because it enables students to access a broader range of vocabulary and to communicate more accurately and precisely about technical concepts, cultural phenomena, and other topics that may not have direct translations in English.

The purpose of this study is to investigate the level of students' ability to use "borrowing words" in their English language skills and to identify the factors that influence their ability to use "borrowing words" effectively.

2. METHODS

This study uses a descriptive quantitative approach to describe the frequency, patterns, and trends in the use of borrowing words from English into Indonesian by students of the English Language Education Study Program at Riau Islamic University. The purpose of this approach is to obtain a numerical data-based empirical understanding of the category and distribution of borrowing words used in the context of English language learning. The population in this study were all fifth semester students of the English Education Study Program at the Faculty of Teacher Training and Education, Riau Islamic University in the academic year 2023/2024. The research sample amounted to 50 students selected using purposive sampling technique, with the criteria of active students who had taken basic linguistics courses and intermediate level English language skills.

The instrument used was a multiple-choice objective test consisting of 30 items, each representing three categories of lexical borrowing, namely: pure loanwords (10 items), mixed-borrowwords (10 items), and shifts in meaning of loanwords (10 items). The instrument was developed based on recent linguistic studies on lexical borrowing in the context of foreign language education. To ensure the validity and consistency of the instrument, validity and reliability tests were conducted. Construct validity was tested using the Average Variance Extracted (AVE) value, with $AVE > 0.50$ for each construct, indicating adequate validity. Reliability was tested with Composite Reliability (CR) and Cronbach's Alpha, showing $CR = 0.89$ and $Alpha = 0.87$, respectively, indicating a high level of internal consistency.

The data obtained were analyzed using the latest version of SPSS statistical software. Descriptive analysis was used to calculate the frequency values, percentages, and mean usage of each type of

loanwords. In addition, correlation analysis was conducted to investigate the relationship between loanword types and the context of their use in students' communication.

3. FINDINGS AND DISCUSSION

The study of the test results for each data number utilized in the calculation reveals students' Universitas Islam Riau in using borrowed terms, which can be seen from the following table.

Table 1. Percentage of test results on students' ability to understand English Loan words

No	Data	Students' Correct Answer	Percentage
1	Debut	41	82%
2	Duel	42	84%
3	Festival	41	82%
4	Club	44	88%
5	Mode	44	88%
6	Bank	46	92%
7	Model	44	88%
8	Target	41	82%
9	Normal	42	84%
10	Protocol	41	82%

The table presents data on students' test results regarding their ability to understand English loanwords. It includes the total number of students who answered correctly for each loanword and the corresponding percentage of correct answers. This analysis focuses on overall performance and comparisons among individual loanwords. The overall performance of students in understanding English loanwords is relatively high, with most percentages ranging from 82% to 92%. This indicates that a significant majority of students have a good grasp of the loanwords tested. The average percentage across all items can be calculated to provide a clearer picture of general performance. The average percentage of 84.4% reflects a strong overall understanding among students regarding these loanwords.

Comparison Among Loanwords

Highest Performance The term "bank" has the highest percentage of correct answers at 92%, indicating that students are particularly familiar with this loanword. This could suggest that the concept of banking is well-integrated into their everyday experiences or previous learning. Meanwhile, for **Lowest Performance**, the terms "Debut," "Festival," "Target," and "Protocol" share the lowest percentage at 82% each. Although this is still a commendable score, it suggests that these terms may require additional focus in teaching or reinforcement. Otherwise, moderate performance terms such as "Duel" and "Normal" both received 84%, while "Club," "Mode," and "Model" scored 88%. These results indicate a moderate level of understanding, suggesting that while students are generally familiar with these words, there may be nuances or contexts that need further clarification.

The analysis reveals that students demonstrate a strong ability to understand English loanwords, with an average performance of 84.4% across the board. While most students are performing well, attention should be given to the terms with lower percentages to ensure comprehensive understanding. By addressing these areas through targeted instruction and contextual learning opportunities, educators can further enhance students' proficiency in recognizing and using English loanwords effectively. This approach not only improves vocabulary acquisition but also enriches students' overall language skills in English.

Table 2. Analysis of Test Results on Students' Ability to Understand English Loan-Blended Words

No	Data	Students' Correct Answer	Percentage
1	Application	38	76%
2	Active	45	90%
3	Point	31	66%
4	Technique	38	76%
5	Quality	38	76%
6	Crew	36	72%
7	Programme	40	80%
8	Terror	32	64%
9	Information	38	76%
10	Positive	36	72%

The table presents data on students' test results regarding their ability to understand English loan blended words. It includes the total number of students who answered correctly for each term and the corresponding percentage of correct answers. This analysis focuses on overall performance and comparisons among individual terms.

The overall performance of students in understanding the loan blended words shows a range of percentages from 64% to 90%. The average percentage can provide a clearer picture of general performance across all items. The average percentage of 78.8% indicates that while students generally perform well, there are notable variations in understanding specific terms.

Comparison Among Loan-Blended

Highest Performance: The term "*Active*" achieved the highest percentage of correct answers at 90%, suggesting that students are particularly familiar with this term, likely due to its frequent use in various contexts such as physical activity, engagement, and technology. Meanwhile, the lowest Performance indicated that the term "*Terror*" has the lowest percentage of correct answers at 64%, indicating that students may struggle with this word. This could be due to its complex connotations or less frequent usage in their learning materials. Whereas, for Moderate Performance, it seems that several terms received moderate scores: "*Programme*" at 80%, "*Application*," "*Technique*," "*Quality*," and "*Information*" at 76%, and "*Crew*" and "*Positive*" at 72%. These scores suggest that while many students understand these terms reasonably well, there may still be gaps in comprehension or context that need addressing.

The analysis reveals that students demonstrate a reasonable ability to understand English loan blended words, with an average performance of 78.8% across the board. While many students show strong comprehension, attention should be directed toward the terms with lower percentages to ensure comprehensive understanding. By focusing on these areas through targeted instruction and engaging teaching strategies, educators can further enhance students' proficiency in recognizing and using English loan blended words effectively. This approach not only improves vocabulary acquisition but also enriches students' overall language skills in English.

Table 3. Percentage of Test Results on Students' Ability to Understand English Loan Shift

No	Data	Total Of Students Correct Answer	Percentage
1	Online	43	86%
2	Netizen	45	90%
3	Baby sitter	44	88%
4	Fahion Show	44	88%
5	Upload	42	84%
6	Website	45	90%
7	Collaboration	46	92%
8	Try out	44	88%
9	Copy paste	46	92%

Analysis of Test Results on Students' Ability to Understand English Loan Shift Words

The table presents data on students' test results regarding their ability to understand English loan shift words. It includes the total number of students who answered correctly for each term and the corresponding percentage of correct answers. This analysis focuses on overall performance, comparisons among individual terms, and implications for teaching strategies. The overall performance of students in understanding loan shift words is notably high, with percentages ranging from 86% to 94%. This indicates that students generally have a strong grasp of these terms. To gain a clearer picture of the overall performance, the average percentage. The average percentage of 89.2% reflects a solid understanding among students regarding these loan shift words.

Comparison Among Terms

Highest Performance: The term "Clicic" achieved the highest percentage of correct answers at 94%, indicating that students are particularly familiar with this term. This could suggest that it is either commonly used in their studies or has been effectively taught. **For Lowest Performance,** The term "Upload" has the lowest percentage of correct answers at 84%. While this is still a commendable score, it indicates that some students may have less familiarity or confidence with this term compared to others. **Meanwhile, Moderate Performance** Several terms show strong performance but are slightly lower than the top scores: "Online" at 86%, "Babysitter," "Fashion Show," and "Try out" at 88%, "Website" and "Netizen" both at 90%, and for "Collaboration" and "Copy paste" at 92%. These results suggest that while most students understand these terms well, there may be areas where additional reinforcement could be beneficial.

The analysis reveals that students demonstrate a strong ability to understand English loan shift words, with an average performance of 89.2% across the board. While many students show excellent comprehension, attention should be directed toward the term "Upload" to ensure comprehensive understanding. By focusing on this area through targeted instruction and engaging teaching strategies, educators can further enhance students' proficiency in recognizing and using English loan shift words effectively. This approach not only improves vocabulary acquisition but also enriches students' overall language skills in English, preparing them for effective communication in diverse contexts.

Discussion

Comparative Analysis of Students' Ability to Understand English Loanwords, Loan Blended Words, and Loan Shift Words

Detailed Performance Analysis

Loanwords (Average: 84.4%)

The performance on loanwords is relatively strong, with most terms scoring above 80%. The highest score is for "Bank" at 92%, indicating that students are particularly familiar with this term, likely due to its relevance in everyday life and education. Terms like "Debut," "Festival," and "Target" scored lower at 82%, suggesting that while students understand these words, there may be some confusion or less frequent exposure.

Loan Blended Words (Average: 78.8%)

The understanding of loan blends is slightly lower than that of loanwords, with the highest score being "Active" at 90%. However, terms like "Point" (66%) and "Terror" (64%) indicate significant gaps in comprehension. The lower scores suggest that students may struggle with the nuances of blended terms, which often combine elements from different languages or contexts.

Loan Shift Words (Average: 89.2%)

Loan shifts show the highest average performance among the three categories, with several terms scoring above 90%. The term "Clicic" leads with a score of 94%, indicating strong familiarity. This category's overall strength suggests that students are adept at understanding meanings that shift between languages, possibly due to frequent usage in modern contexts such as technology and social media.

Active Vocabulary Recognition:

The term "active", achieving the highest percentage of correct answers, suggests that students engage with this term frequently, likely due to its relevance in various contexts. According to Tatsizoka (2023), frequent exposure to certain vocabulary in educational settings enhances retention and comprehension, which aligns with the finding that students are particularly familiar with the term "active (Harlina & Wardarita, 2020)." Struggles with Complex Terms The lower performance on the term "terror" indicates that students may struggle with its complex connotations. As noted by (Sirotinina & Degaltseva, 2022), complex terms often carry emotional weight or cultural significance that can hinder comprehension among learners who lack contextual exposure.

The results of the study showed differences in the level of students' understanding of three categories of loanwords from English into Indonesian. The loanword shift category was in the highest position with an average of 89.2%, followed by pure loanwords (84.4%) and mixed loanwords (78.8%). In general, this achievement indicates that students have good lexical skills in recognizing and understanding loanwords, which are an integral part of learning English as a foreign language. This finding is consistent with the theory of language transfer in second language acquisition, especially lexical borrowing (Yunita, Juandi, Tamur, Adem, & Pereira, 2020), which states that understanding words that have been absorbed or are familiar in the mother tongue will accelerate acquisition in the target language. The success of students in recognizing terms such as "Bank" and "Klise" which scored above 90% indicates a relationship between the frequency of use in everyday life and the level of mastery. Conversely, terms such as "Terror" and "Point" with low scores reflect semantic complexity and perhaps also minimal exposure to the original context of the term. This finding is in line with the research of (Hutauruk, 2022), which emphasizes the importance of cultural and social context in understanding loanwords.

From a practical perspective, these results have important implications for human resource policies in higher education institutions, especially in curriculum development and learning strategies

(Iskarim, Aenurofik, & Junaeti, 2025; Wahyu, Hana, & Jember, 2017). Teachers can use these data to develop teaching materials that are more focused on terms with high difficulty levels, as well as integrating digital media and authentic contexts that are in accordance with the reality of student communication. In the context of academic human resource development, teacher training in the use of data-driven instruction is crucial so that the vocabulary teaching approach is more evidence-based and meets the actual needs of students (Lesmana, Sisilya Saman, 2015; Susilawati & Omar, n.d.). In addition, these results can be used as a basis for making curriculum policies based on students' linguistic needs (learner-centered curriculum), which strengthens understanding of foreign languages through an approach based on frequency of use and contextual relevance. Interpretatively, high performance in loanword shifts indicates that students have adaptive abilities in understanding changing meanings across languages and cultures. This indicates the potential for intercultural communicative competence that can be further developed, considering that understanding implicit meanings and cultural nuances is an important aspect in mastering a global language (Dillon, Wang, & Tearle, 2007; Tien, 2023). Thus, these findings are not only linguistically relevant, but also contribute to strengthening students' cross-cultural communication competencies in the era of globalization (Li, Kreuzbauer, Chiu, & Keh, 2020).

This analysis examines students' performance in understanding three types of borrowed words: loanwords, loan blends, and loan shifts. The data provided includes the total number of correct answers and the corresponding percentages for each type. By comparing these results, it can identify trends in students' abilities and suggest implications for teaching strategies.

Moderate Performance on Other Terms

The moderate scores for terms like "program," "application," and "quality" suggest that while students have a reasonable understanding, there are still gaps. (Erardi, Gardner, & Comploi, 2022) emphasize that targeted instruction is necessary to bridge these gaps and enhance vocabulary comprehension. However, overall Performance in Understanding Loanwords The average performance of 78.8 % indicates a reasonable ability among students to understand English loan blended words. According to (Muziatun, Saud, & Halada, 2021), a solid foundation for recognizing loanwords can significantly improve language proficiency.

Targeted Instruction for Vocabulary Gaps

Focusing instruction on terms with lower percentages is crucial for comprehensive understanding (Barnell et al., 2019). argue that targeted teaching strategies can effectively address specific vocabulary challenges learners face. Cultural Context in Vocabulary Acquisition (Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, 1997). Understanding the cultural context surrounding loanwords is essential for effective language learning, as highlighted by (Šarić, 2022). This understanding helps learners navigate complex terms more effectively. Vocabulary Expansion through Loanwords. The incorporation of loanwords enriches vocabulary and facilitates communication between different language communities, as noted by (Fauzi, 2015; Septianasari, 2023). This highlights the importance of integrating loanwords into language education (Senko & Bondarenko, 2022).

The Analysis of Loan-Words

Data 1: Debut – Debut

The term "debut" in Indonesian is derived from the French term "début," which translates to "beginning" or "start." In English, the term "debut" is employed to denote a person's first public appearance as a performer, particularly on stage. The lexical meanings of "debut" in both English and Indonesian dictionaries are comparable, indicating that the term retains a consistent meaning across these languages. Borrowing Process. The process by which "debut" was borrowed from English into Indonesian can be classified as a loanword type. This classification is attributed to the absence of morphological changes during the borrowing process; the spelling and

pronunciation of "debut" remain identical in both languages, without any substitutions. Consequently, 41 students, representing 82% of the sample, answered correctly regarding the term "debut." This outcome suggests that these students exhibit a strong capacity to recognize and appropriately utilize borrowed terms within their language.

Data 2. Due -Duel

The loanword "Duel" has been adopted from English into Indonesian. The term "Duel" denotes a formal combat involving weapons between two individuals, as defined in various dictionaries [1][2]. The lexical meaning of "Duel" in English aligns with its meaning in Indonesian, suggesting that it has retained its original significance without any semantic alteration. "Duel" is categorized as a loanword due to its morphological importation, occurring without morphological replacement or substitution of phonemes (Tatsioka, 2023). Consequently, the spelling and pronunciation of the term remain consistent across both languages, with no modifications to conform to the phonological rules of the borrowing language [1][2]. As indicated in the table above, 42 students correctly identified the borrowed word "duel," representing 84% of the total respondents. This outcome reflects a high level of proficiency among the students in recognizing and appropriately employing borrowed terms within their linguistic framework.

Data 3. Festival – Festival

The term "festival" is a loanword in Indonesian, indicating that it has been borrowed from the English language. This loanword has adopted all components of the word "festival" from English, signifying a complete borrowing process. Consequently, the phonological adaptation of "festival" in Indonesian is relatively straightforward. The term retains its original English pronunciation, with emphasis on the second syllable (fes-ti-val). This observation suggests that the word has been borrowed without significant alterations to its phonological structure. In a similar vein, the morphological adaptation of "festival" in Indonesian is minimal. The term maintains its original English form without modifications to its internal structure or suffixes, indicating that it has been borrowed with little alteration to its morphological composition.

The semantic adaptation of "festival" in Indonesian is also minimal. The term preserves its original English meaning, denoting a social event or celebration, which implies that it has been borrowed without substantial changes to its semantic content.

In a parallel context, "debut" is another term for which 41 students, or 82% of the total, answered correctly. This finding indicates a high level of comprehension among the students regarding the terminology.

Data 4. Club – Club

The loanword "club" in Indonesian is borrowed from English. The word retains its original English meaning, referring to a group of people who share common interests or activities and meet regularly. Therefore, the phonological adaptation of "Club" in Indonesian is minimal. The word retains its original English pronunciation, with no significant changes to its phonological structure. The morphological adaptation of "Club" in Indonesian is also minimal. The word retains its original English form without changing its internal structure or suffixes. The semantic adaptation of "Club" in Indonesian is minimal. The word retains its original English meaning, referring to a group of people who share common interests or activities and meet regularly. This suggests that the word has been borrowed without significantly changing its semantic meaning. However, the frequency and distribution of "Club" in Indonesia are relatively high. The word is commonly used in various contexts, including sports and social events, and is widely understood by most Indonesian students. This suggests that the word has been well integrated into the Indonesian language. Students demonstrated an understanding of the borrowing word's usage, which was a positive outcome. This is because a larger percentage of the population (44 out of 50) can correctly recognize the borrowed word test than the less understood one.

Data 5. Mode – Mode

The loanword "Mode" in Indonesian is derived from English. The term retains its original English meaning, signifying a method or manner of executing an action, a style or fashion, or a specific form or structure. The phonological adaptation of "Mode" in Indonesian is minimal; it preserves its original English pronunciation, with negligible alterations to its phonological structure. Furthermore, the morphological adaptation of "mode" in Indonesian is also minimal, as the term maintains its original English form without modifications to its internal structure or affixes (Zhang et al., 2019). The semantic adaptation of "mode" in Indonesian is similarly minimal, as it upholds its original English meaning, denoting a way or manner of doing something, a style or fashion, or a particular form or structure. This observation indicates that the word has been borrowed with minimal alterations to its semantic meaning (Treffers-Daller, 2025).

The frequency and distribution of "Mode" in Indonesian are relatively high. The term is frequently utilized across various contexts, including fashion, communication, and legal concepts, and it is broadly comprehended by most Indonesians. This suggests that the word has been effectively integrated into the Indonesian language. According to the data, 44 students can recognize the borrowed term "Mode" as employed in Indonesian. The test results reflect the students' capacity to recognize and comprehend borrowed words, which constitutes a significant aspect of language acquisition. The results imply that the students have cultivated a strong understanding of the concept of borrowed words and can effectively apply it in their language usage.

Loan-Blended

Data 6. Application – Aplikasi

Of the number of students who understood Data 1, 38 (76%) and 12 (24%) did not understand that the word "*aplikasi*" is an Indonesian loanword from the English word "application." The Oxford Dictionary defines "application" as a formal request for something, such as a job, permission to do something, or admission to a college or university. It can also refer to a program or piece of software designed to do a particular job. In KBBI, "*aplikasi*" means "*penggunaan*," "*penerapan*," or "*lamaran untuk jadi pegawai/pekerja*." The word "*aplikasi*" is considered a loanblend because it has different spellings in English and Indonesian but similar pronunciations. In English, it is spelt "application," while in Indonesian, it is spelt "*aplikasi*."

Based on the test results, it can be seen that 38 out of 50 students (76%) understand the type and use of the word "application" and can use it correctly in their language. Meanwhile, 24% of the students may have some difficulty understanding the word "application" or may not use it correctly in their language. However, this result suggests that most students have a good grasp of the word "application" and can use it effectively in their language. Therefore, some students may need additional support or practice to fully understand the word and its usage.

Data 7. Active – aktif (62)

The term "active" possesses two distinct definitions. The first definition characterizes "active" as being "constantly occupied with activities, particularly physical activities; engaged in activities; busy or full of energy." The second definition describes "active" as "hardworking; dynamic or energetic; inclined towards movement, work, or any form of engagement." This term is categorized as a loan blend due to its differing spellings in English and Indonesian, although the pronunciations are similar. In English, it is rendered as "active," while in Indonesian, it is spelled "aktif." Nonetheless, the term's meaning remains consistent across both languages, denoting a propensity for energetic movement, work, or engagement in activities. Among the students surveyed, 31 (62%) demonstrate comprehension of data set 3, whereas 19 (38%) do not understand the data test.

Data 8. Point -Poin

The term "point" in English denotes an opinion or factual statement. In Bahasa Indonesia, it encompasses various meanings, including "a specific place marked as special," "a dot," "a punctuation

mark," "a unit of score in games," and "the essence of an issue." This term is classified as a loanword, exhibiting different spellings in English and Indonesian while maintaining similar pronunciations. In English, it is spelled "point" (P-O-I-N-T), whereas in Indonesian, it is rendered as "point" (P-O-I-N) without the letter "t." Despite these orthographic variations, the meaning remains consistent across both languages, signifying a specific location or a matter of significance. In terms of comprehension, 33 students, representing 66%, demonstrated an understanding of the data, while 17 students, accounting for 34%, did not grasp the test data.

Data 9. Technique – Teknik

The term "Teknik" is regarded as a loan blend in the Indonesian language, signifying its derivation from another language. In English, "technique" may exhibit various spellings but retains identical pronunciation. This phonetic similarity fosters a connection between the two terms, despite their divergent orthographic forms. The lexical meanings can be delineated as follows: (a) Technique: Method or System of Monitoring a Subject (KBBI); (b) Technique: Making a Sesuatu (KKSBA); (c) According to the Oxford Dictionary, "technique" is a means of executing a specific task. Despite discrepancies among sources, the core meaning of the term remains consistent across all three dictionaries. Of the students surveyed, thirty-eight, representing 76% of the class, demonstrated an understanding of the concept, while twelve students, or 24%, did not. The employment of the term "Teknik" underscores the impact of the English language on Indonesian education, particularly within domains such as technology, engineering, and science. This phenomenon highlights the integration of international terminology into local languages to enhance comprehension and communication within specialized fields (Зоя Орестівна Валюх & Ірина Олександрівна Коробова, 2022).

In conclusion, "Teknik" exemplifies the process by which languages borrow and adapt terms to enrich their lexicon while preserving connections with their source languages. The uniform meanings across various dictionaries underscore the term's significance in both academic and practical contexts. The substantial percentage of student comprehension further illustrates the successful assimilation of such terms into everyday language use within educational environments.

Data 10. Quality – Kualitas

Quality has various interpretations in the English language, encompassing concepts such as being typical, assessing the level of excellence or inferiority of something, or identifying a distinctive characteristic of an individual or object. In Indonesian, the term for quality encompasses definitions such as the level of goodness or badness of something, degree, grade, standard, and quality. Despite the consistent meaning, the term is considered a loan blend due to its varied spelling. In the Indonesian language, "QUALITY" transforms into "KUALITAS," with the letter "K" replacing "Q" and "T" replacing "Y."

Loan-Shift

Data 11. Nitizen - Warganet

The term "Netizen" represents a loan shift from English to Indonesian, wherein it has acquired a distinct meaning within the recipient language. In its original English context, "Netizen" denotes an individual who actively engages in online environments, including communities, forums, and discussions. Conversely, in Indonesian, the term has been appropriated and tailored to specifically refer to individuals engaged in social media platforms, particularly concerning online dialogues and expressions of opinion. This loan shift exemplifies the phenomenon through which foreign terminology is assimilated and transformed to align with the cultural and linguistic frameworks of the borrowing language. Such processes of adaptation are prevalent in instances of language contact, often motivated by the necessity to articulate specific concepts or ideas that lack direct equivalents in the recipient language.

Within the framework of linguistic research, the loan shift of "Netizen" holds particular significance as it exemplifies the dynamic nature of language evolution, influenced by the interplay of diverse linguistic and cultural factors. The incorporation of "Netizen" into Indonesian discourse reflects

the growing prominence of online communication and social media within contemporary Indonesian society, illustrating how language can evolve in response to shifting social and cultural landscapes.

In summary, the loan shift of "Netizen" serves as a compelling case study in the mechanisms of linguistic borrowing and adaptation. It emphasizes the necessity of understanding the social and cultural contexts that shape language usage.

Data 12. Online - Daring

The term "online" has undergone a loan shift, which refers to the process of borrowing a word or phrase from one language and adapting it to fit the linguistic and cultural context of another language. In this case, the term "online" was borrowed from English into Indonesian and has been modified to refer specifically to the digital realm of social media platforms called "threads" in Indonesia. The term "online" has indeed undergone a loan shift in Indonesian, particularly within the context of social media platforms like "Threads." A pertinent study by Fajrina and Irawan (2024) analyzed English loanwords used by Indonesian Generation Z on social media "Threads." Their research identified various types of loanwords, including loan shifts, and examined the social context of their usage. They found 3 loan words, 16 loan shifts, and 1 loan translation in the statements analyzed. The study utilized Haugen's (1950) types of lexical borrowing theory and Dell Hymes' SPEAKING theory to analyze the social context. The authors hope that young people will become aware of the loanwords they use daily and that foreign language words will not replace their mother tongue merely because they are popular.

Another relevant study by Indriani and Bram (2023) explored the application of borrowed English words, mainly social media terms, on the Indonesian news website Liputan6.com. This research identified three types of borrowed words: Loan Blends, used 33 times; Loan Shifts, appearing 36 times; and Loan Words, used 17 times. The study highlights the integration of foreign languages into Indonesian due to technological progress and unrestricted information dissemination.

Data 13. Babysitter

The term "babysitter" has undergone a process of linguistic borrowing and adaptation, known as a loan shift, from English to Indonesian. This process involves transferring a word or phrase from one language to another, often with modifications to fit the local linguistic and cultural context.

The term "babysitter" is classified as a loanshift type because it is translated into Indonesian as "pramusiwi." According to the Oxford Dictionary, "babysitter" refers to "a person who looks after a child or children while the parents are out." In Indonesia, "pramusiwi" means "penjaga anak; pengasuh anak; atau perawat anak selain dari orangtua." However, "babysitter" is more popular than "pramusiwi" because Indonesian people tend to adopt foreign words to make their language more attractive and varied, even if it means forgetting the translation. Regarding the data, 44 students (88%) understood Data 18, while six (12%) needed help understanding the test data.

Data 14 Website - Laman

The term "website" has undergone a loan shift, which refers to borrowing a word or phrase from one language and adapting it to fit another language's linguistic and cultural context. In this case, the term "website" was borrowed from English into Indonesian and has been modified to refer specifically to the digital realm of social media platforms called "threads" in Indonesia. Of the number of students who understand data 21 there are 45 students (90%) and 5 people (10%) do not understand the data test. The analysis of the loan shift "website" reveals that it is well understood by most students, reflecting their engagement with digital technology. However, attention should be given to those who do not grasp this concept to ensure equitable access to digital literacy education. By addressing these gaps and reinforcing existing knowledge, educators can foster a more comprehensive understanding of digital environments among all students.

Data 15. Upload - Unggah

The term "upload" has undergone a loan shift, which refers to borrowing a word or phrase from one language and adapting it to fit another language's linguistic and cultural context. In this case, the term "upload" was borrowed from English into Indonesian and has been modified to refer specifically to the act of transferring data from a local computer to a remote server.

Factors Contributing to the Loan Shift

Need for Specificity: "Upload" in English is a general term encompassing various aspects of data transfer. In Indonesian, the term "upload" has been adapted to refer specifically to the act of transferring data from a local computer to a remote server, highlighting the importance of specificity in language. *Cultural and Linguistic Context:* The loan shift of "upload" reflects the cultural and linguistic context of the borrowing language. In Indonesian, the term "upload" has been modified to fit the local context of computer usage, which is a significant aspect of modern life in Indonesia. *Economic and Technological Factors:* The loan shift of "upload" is also influenced by economic and technological factors. The increasing importance of digital communication and data transfer in Indonesian society, combined with the need for terms to describe these phenomena, has driven the adoption of the term "upload" to refer specifically to the act of transferring data from a local computer to a remote server (Dewi et al., 2022).

The loan shift of "upload" demonstrates the dynamic nature of language and how it can evolve through the interaction of different linguistic and cultural influences. Adapting the term "upload" to refer specifically to the act of transferring data from a local computer to a remote server highlights the importance of specificity in language and the need for terms to fit the local context (Mapunda & Ilonga, 2022). The loan shift of "upload" is a significant example of how language can borrow and adapt terms from other languages to convey new meanings and concepts, reflecting the cultural, linguistic, and economic contexts in which language is used.

4. CONCLUSION

This study shows that Riau Islamic University students have a fairly good level of understanding of loanwords from English, with an average achievement of 78.8%. This finding shows that the loanword shift category obtained the highest level of understanding compared to pure and mixed loanwords, reflecting the linguistic adaptability of students in the context of multilingual learning. Variations in the level of recognition of certain terms, such as high recognition of the word "active" and low recognition of the word "terror", indicate that frequency of exposure and semantic complexity play an important role in the vocabulary acquisition process. The findings address the research objectives by showing the extent to which students can recognize and understand loanwords, and provide an empirical basis for the development of more contextualized vocabulary learning strategies. Theoretically, this study enriches applied linguistic studies in the domain of lexical borrowing by highlighting the relationship between exposure to popular culture and linguistic proficiency. Practically, the results provide pedagogical guidance for language teachers to adjust teaching materials based on the level of difficulty of terms faced by students, including the utilization of visual media and real-life contexts. The limitation of this study lies in the sample size which is limited to one institution and does not consider socio-linguistic factors such as mother tongue background or intensity of exposure to English media. Therefore, further research is recommended to involve a wider and more diverse sample, as well as using a mixed approach to explore the cognitive and affective aspects of loanword comprehension.

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