

Chapter I

Introduction

Basic Consideration

Indonesia, as a multilingual country consists of hundreds ethnics, indigenous varieties, and cultural backgrounds. In multilingual setting, Indonesian people use their ethnicity languages or Bahasa Indonesia as their daily communication. This fact, in addition, will be creating a diversity of Indonesian people's linguistic conditions. In other side, as a consequence of the worldwide challenging, Indonesian people is required not only mastering their own language, but also other foreign languages, including English. Nevertheless, because of the structural inequalities between the source language and English as the target language, Indonesian students sometimes find some difficulties, such as interference errors, intralingual errors, and developmental errors.

Talking about culture and its role in a language, Bloomfield (1960) cited in Kadarisman (2009) stated that every language is a structural and cultural unique, in order that the speakers of a language represent the meaning of their culture in communication, that is called as "cultural relativity". At the same time, the cultural relativity become an old fascinating issue in linguistic field. In order that, by concerning the cultural relativity concept, English language learners' condition in Indonesia has become a new topic to be discovered.

Thus, Mongondownese is one of original ethnics in Indonesia that its speakers has been spread in several areas of Indonesia, including Gorontalo province. As we find in English department, State University of Gorontalo, there are many Mongondownese students who learn English as foreign language. Furthermore, through the number of Mongndownese students in English department, they have to learn English as a major subject in their education level. In that case,

they are expected to learn and to master English language and its culture. By this condition, many Mongondonese students sometimes demonstrate their difficulties in target language lexicalization, because of the interference of their native culture namely, Bolaang Mongondow culture. Moreover, it can be concluded that environment will also influence the mastery of English as a target language, or we can state that they are usually interfered by their native culture in expressing English utterance.

As a consequent, the use of two or more languages by Mongondownese students will become mutually influenced in mastering English as foreign language. In this case the language contact will happen as a result of language element transfer from one language to another. Surprisingly it will cause interference errors in English language learners' oral or written communication.

According to Richards (1973) cited in Parera (1997, pp. 140), interference errors occur when the characteristics of source language are being carried over into another language. In other words, the existence of Mongondownese culture and its language concept will interfere the lexicalization in expressing target language oral form. That case can be stated as a source of difficulties in learning English as foreign language.

As an illustration, a mongondownese who interfered by his native language and culture will speak the word of his culture in target language.

For example:

(1) *She worn out a new dress in her brother's mogama party*

A lexicalization that occurs in sentence (1) happen when a mongondownese is interfered by his native culture and language. In order that, to keep an equivalent meaning in target language, a

mongondownese student should borrow his cultural lexicon or use English lexicon which have correct and equivalent meaning with his cultural lexicon.

For example:

(2) *She worn out a new dress in her brother's marriage tradition party*

Furthermore, the choice of an inequivalent lexicon in sentence (2) “*marriage tradition*” can be detected as an interference error by mongondownese student. Because “*mogama*” in sentence (1) has unequal meaning with “*marriage tradition*” in sentence (2). Hence, this phenomena is caused by an effect of the socio-psychological object, which is far from English culture but closer to Mongondownese culture.

For those reasons, various studies have been done to observe the interference between languages and its role in multilingual setting. The evidence, furthermore, is engaged in a diversity-related activity, and obtain a wide insight of the cultural role in language mastery, but on the contrary, several studies such as, Pawlova et.al, 2009; Sinha et.al, 2009; Arifin, 2011; Budiarty, 2013; Arbona, et.al, 2014) only concern to some sample, and different research objectives. Infact, there is no research concerning to this focus. In order that this research will be more interesting, because it is totally different with other studies. Hence, the investigation of lexicalization's types which expressed orally by Mongondownese English language learners will provide new breakthroughs about the impact of native cultural background of students through foreign language learners' lexicalization.

Research Question

This study is intended to define:

1. What types of across languages lexicalization that will occur in expressing ideas orally by Mongondownese English language learners?
2. What factors that will influence the lexicalization expressed oral form by Mongondownese English language learners?

Research Objectives

Regarding the research questions, this research is intended to identify the types of across languages lexicalization that occur in Mongondownese English language learners' oral form. While, this study is also to find out some factors that influence Mongondownese English language learner in expressing lexicalization orally, especially Mongondownese students of English department, State University of Gorontalo.

Significance of Research

The result of this study is expected to provide significance theoretically and practically. As theoretical significance, this research is expected to be a new innovation or a complementary the theory in linguistic field. As a result, it can enrich the knowledge about native cultural background interferences to the foreign language learners' language. This research is also expected to be a new reference about the phenomena dealing with linguistic and cultural issues.

Practically, this research is estimated refer to some aspects; teacher, students, and reader.

For teachers, this research principally can help them in determining an appropriate English teaching method for the learners who have same difficulties with similar case of research focus.

For students, this research can help students especially Mongondownese to recognize the types of lexicalization that happen as the cause of that interferences. In order that they will easily decrease the difficulty in mastering English as foreign language.

For readers, this research can provide some new information to the reader related to language and culture, because there is limited study concerned to this issue. Consequently, this research will be a fundamental theory or a theoretical review which can help further researcher for examining similar cases or some new cases relate to this topic.