

Chapter V

Conclusions and Suggestions

This chapter involves the conclusions and suggestions during the study.

Conclusions

Based on the research finding and data analysis, the conclusion of this research can be formulate as follows:

1. The types of Across languages lexicalization consist of:

a. Equal Lexicalization

Equal lexicalization occurs when the meaning of terms in L1 are performed in L2 or L3 equally. For example:

Oyu'on = There is

Olaki = man

Adat = Custom

Nobeda = different

Momiya = make

In this case, this lexicalization reflects Mongondownese's identity as English department student.

b. Unequal (culture-specific) Lexicalization

Unequal lexicalization occurs when the participants involve the culture-specific item in expressing their ideas. For example:

Dabu → sauce

Pu'ade → altar

poleke → insult

Kuyat → food

Korot in bango → Milk coconut

In this case, the existence of unequal (culture-specific) lexicalization shows how a speaker of a language represent the meaning of their culture in communication.

c. Unbalanced Lexicalization

Unbalanced Lexicalization occurs when the *sign* in source language does not have an equivalent meaning in target language. Even though unbalanced lexicalization should be transferred as its word in English, it cannot be claimed as Interference.

Subsequently, it refers to a process of language integration. For example:

Mogama → mogama 'married tradition'

Gorocho → gorocho 'banana'

Binarundak → Binarundak 'cake'

Kabela → Kabela 'dance'

Yondog → yondog 'vegetables'

2. The influenced factors through Mongondownese's lexicalization consist of:
 - a) The cultural factor, occur as a result of the difference culture between source language and target language. Furthermore, it is also caused by relative socio-psychological distance toward a particular object.
 - b) The limitedness of individual ability factor consist of: 1). Speakers' bilingualism background, 2). disloyalty to target language, 3). the limited vocabularies of speaker, 4). prestige.

Suggestions

Regarding the result of study, this study needs to present some suggestions as follows:

Based on the indication of incomplete process in English language proficiency, the Mongondownese students of English department are recommended to practice more using English as a communicational purpose. By practicing English in natural setting will help them to overcome their difficulties in expressing ideas spontaneously and freely.

Furthermore, English students are suggested to increase their ability in translation skill, in order to overcome their lack of vocabularies. Therefore, in the future they need to maintain their vocabulary mastery as proponents of English language mastery, including in speaking competence.

For the lecturers and teachers, are expected to help the students overcoming their difficulties and handicaps because of insufficient mastery of English. Then, by giving more practice in translation for communicational purpose, will decrease native language interference in doing English communication.

Therefore by recognizing the culture in language and students difficulties, the lecturers and teachers can determine and use an appropriate English teaching method for decreasing same difficulties.

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