

## CHAPTER V

### CONCLUSION AND SUGGESTION

This last chapter highlights two parts: conclusions and suggestions. The conclusions cover the sum up of the preceding chapters and the suggestions are provided for future researchers who are interested in borrowing words.

#### 5.1 Conclusion

From the analysis, it can be concluded that the phenomenon of borrowing words exist in teenagers conversation. In terms of types of borrowing, Loanword is the most appearing type of borrowing in the teenagers utterances. Loanblend has 59.80% from total 102 borrowing words. It appears 64% in 7th grade (11-12 years old), 61.36% in 8th grade and 53.66% in 9th grade. Loanword becomes the most frequent word because there is no equivalent terms in borrower language. Another reason is that the speakers of the loanword have low competence about the original term, so that they keep using the borrowed words in their communication.

In terms of phonological processes, the most frequent of phonological change is monophthongisation. It takes place on the change of diphthong into single vowel. Indonesian people tend to utter one vowel instead of diphthong in the borrowing words. The pattern of the monophthongisation in this research is the changes of diphthong resembled the closest former vowel in the place of articulation.

With regard to part of speech, noun is the most frequent part of speech found in the data. It has 91.18% out of 100 words of part of speech.

Four possible factors that cause borrowing words in teenagers are due to the frequency in using borrowing words, the number of speakers around the respondents, the habitual of expressing the English words and the low competence of the speakers. Overall the findings suggest that the phenomenon of borrowing involve some phonological adaptation.

**Restu Anggi Gustara, 2015**  
**ENGLISH BORROWING IN INDONESIAN LANGUAGE**

**SPOKEN BY INDONESIAN TEENAGERS IN JUNIOR HIGH SCHOOL**

## 5.2 Suggestion

This research investigated the occurrences of borrowing in the spoken data from teenagers and revealed the possible factors of applying English borrowing words in Indonesian language. Moreover, this research has not investigated the clear teenagers' attitude towards English borrowing words in Indonesian language. Hopefully, for the future research, some investigations and explanations about teenagers' attitude towards English borrowing words would be better to be taken into account.

There are still more spaces in this research for improvements. Therefore, further research may include the deeper analysis in phonological terms in English borrowing words in spoken language. Such as the phenomenon of cluster reduction which reduced the consonant /t/ in the final segment of borrowing words. The researcher hopes that there is further research investigating such phenomenon, whether it is just cluster reduction or there is another aspect to analyze deeper such as phonetic and phonemic analysis.

In addition, the researcher suggests that the next research related to English borrowing language should do in-depth interviews about the teenagers attitude toward English borrowing words for easier interpretation of the data.