

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research findings from the previous chapter that have been explained, it can be concluded as follows: there are 19 metaphors, 6 implications for language learning, and three types of metaphors found in *kebalai* chanting in Ba'a dialect. The types of metaphors are structural metaphors, orientational metaphors, and ontological metaphors.

From the analysis, it can be concluded that metaphor has an important role in *kebalai* chanting. Therefore, in *kebalai* dance chanting, many metaphorical words are used, which not only enrich the message and meaning, but also make *kebalai* chanting come alive and arouse the imagination of listeners. The use of these metaphors allows every audience member to imagine the atmosphere and cultural values conveyed by the creator of the chanting, so that the imagination created remains within the context of the traditions and noble values passed down through *kebalai* dance.

Furthermore, *Kebalai* holds a distinctive cultural significance for the people of Rote, reflecting their unique identity as a community known for their poetic spirit and rich artistic expression. Through *Kebalai*, the Rote people not only communicate messages and cultural values verbally but also demonstrate an aesthetic sensitivity and depth of thought that characterize them as a society deeply appreciative of tradition and local wisdom.

5.2 Suggestions

Based on the findings of this study, the researcher makes some suggestions that may be helpful, both for English students, readers, and researchers.

Here are some points of suggestions:

1. For readers, it is recommended to observe the use of metaphors in *kebalai* chanting in order to understand the implied metaphorical messages, as well as understand the cultural values contained therein.
2. Students and language learners can make *kebalai* chanting as learning materials in an effort to improve their ability to analyze literary elements, especially metaphors in traditional works in their respective regions.
3. Teachers and lecturers can utilize *kebalai* chanting as a more interesting learning media to introduce local culture and also expand literature learning in schools.
4. The following researchers are advised to conduct further research on the *kebalai* chanting, by further examining other elements such as symbols, moral values, or social functions in society.
5. The community is expected to participate in preserving *kebalai* chanting by immortalizing or documenting, studying, and disseminating to the younger generation so that this tradition remains and continues to grow