

## **CHAPTER V**

# **CONCLUSION AND SUGGESTIONS**

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This chapter is divided into two parts. The first one is the summary of all points that have been discussed in the previous chapters. After that, the writer gives some suggestions which can be a useful input for other people.

#### 5.1 Summary

This study investigates the language used by five to six year old boys and girls of International Languages Study Surabaya in communicating to each other in the same sex. As such this study describes the following issues:

- a. The language (s) which is used by five to six year old boys and girls when they talk to each other during activity and play time.
- b. Who speaks more languages ? Why ?

Those issues are discussed on the basis of the theories of language and gender, children language achievement and language inference.

To collect the data, the writer makes use of a tape recorder to record the conversations. Then, she transcribes and analyzes all of the five conversations takes as the data in this study and finds out that:

- a. The languages that are used by five to six years old boys

are English, Indonesian, Javanese, Betawi. The girls use English, Indonesian, Javanese, Betawi and Chinese.

- b. The girls speak more languages than the boys.

The girls use five languages, namely English, Indonesian, Javanese, Betawi, and Chinese. The boys use four languages that are English, Indonesian, Javanese, and Betawi. Both of them use most frequently Indonesian, then Javanese becomes the second language that they mostly use. The girls use Chinese while the boys do not. Girls are more talkative than boys especially when they do passive activity such as colouring and quiz. In another side the boys are more talk active when they do active activity and they more impolite, such as appears the word "lontong", this word means stupid. They use this word to insult their friend.

The boys and the girls speak different languages as:

1. They have different experiences in acquiring the language.
2. The lack of vocabulary in one language.
3. The need to maintain the smoothness of the conversations.
4. Sex differences

## 5.2 Suggestions

A part from the fact that there is no perfect things in the world, the writer realizes that there are short comings in this study in term of data collections, methodology and techniques applied in the research, and the scope of the study. The writer would like to suggest the next researcher of language used to analyze the language used by five to six year old boys and girls not only in the same sex, but also in the mix sex. She also suggests to ILS, and the teachers for children. They should encourage the children to speak in English, help them say the English word that they don't understand, and correct the words or pronunciation if they say incorrectly.

Hopefully these suggestions could improve our teaching English especially for children.

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