CHAPTER V

CONCLUSION AND SUGGESTION

C H A P T E R : V

CONCLUSION and SUGGESTION

This chapter consists of two sections. The first section is the conclusion in which all of the main points that have been discussed in the previous chapters. The second part is the suggestion from the writer concerning with the research of Chinese children's telegraphic speech.

5.1. Summary

This study dealt with the examination of two Chinese children, namely Gaby and Christy in their two-wor d utterances period. In addition to those analysis, the writer also completed with the analysis of the semantic relationship and the syntactic system of their two-word utterances. The writer chose Gaby and Christy who were 2 years old at that time mainly because the writer considered that the telegraphic speech period appeared in this age.

Using a tape recorder and a diary, a writer recorded the conversations between Gaby - her mother and Christy - her mother. All of those recorded data were in the informal situation. Then the writer transcribed and analyzed them under given parameters.

Finally, the writer draw some conclusions that :

1. The telegraphic speech did occur in Gaby's and Christy's speech at the age of two. It was proven by some omissions ocurred in their utterances as it was stated in the telegraphic speech theory. Those omissions were in subject, bound morphemes especially prefix di- to form passive utterance, prepositions. However, every children did not have the same maturity to acknowledge a language. That's why, the writer found that the second subject was more mature than the first subject in all aspects of language. The number of omissions that appeared in Christy's (the second subject) speech were less than in Gaby's (the first subject) speech.

2. The main reason that the subjects liked to omit those aspects merely because they had not acquired those aspects well. But after they had been told the correct one several times, finally, they started to include those omission aspects (subject, bound morpheme, and preposition) in their utterances.

3. The most dominant omission that happened in the bound morpheme was prefix di- that is the prefix to show passive utterances. The subjects had not acquired the rule of forming passive uterances, meanwhile they produce a lot of passive utterances in their speech.

4. The omission of subject happened when the children had to mentioned their own names as the agents of their utterances. They liked to omit their names as the agents and directly produce the verb or action that they wanted to do.

5. The semantic relationship which appeared was also different for each child. Basically, there were ten kinds of semantic relationship came out at the two-word utterances. However the writer realized that the more mature the children, the less semantic relationship could be obtained from the tenth common semantic relationship. In Gaby's, from the tenth semantic relationship, she obtained nine such as ostention or naming, demand or request, negation, possession, question, subject - verb, verb - object, subject - locative, and modify - qualify). Meanwhile, Christy only obtained five semantic relationships such as demand or request, possession, subject - verb, verb - object and modify - qualify.

6. The syntactic system appeared in Gaby's and Christy's was also different. Gaby obtained all parts of the modification stage (declarative, question, negation and imperative). Christy obtained only two parts of the modification stage (declarative and negation).

5.2 Suggestion

After doing the observation concerning with the related topic above, the writer wanted to give a suggestion.

The parents should talk and give response to their children speech actively because actually the children like to talk at this age even though they did a lot of deviations in their speech. However by talking and giving a correct response to the children's speech, sooner or later, the children will know how to produce correct utterances. As we know that children at this age are good imitators. The parents should correct the wrong utterances that produced by their children because it will help the children that actually their utterances are not correct. However, the way of correcting the child's utterances sometimes is not easy. The parents can't tell the children directly "this is wrong or this is correct" but the mother can implicitly tell the children by repeating the child's utterances with the correct one.