



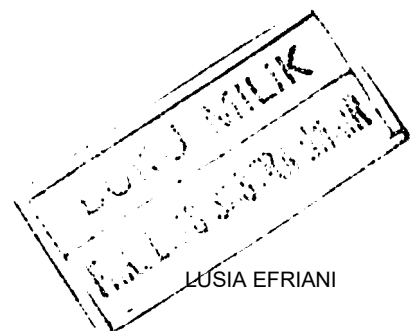
CHAPTER IV

CONCLUSION

From the previous chapter, it has been explained that as children develop during middle and late childhood, sometimes changes in their vocabulary and grammar take place. In this stage, a change occurs in the way they think about the words. In order to help children comprehend the "concrete" and "abstract" words under this study, the writer tried to focus the words on three situations, specifically words around the house, words around the school and words around the playing ground.

After collecting the data, the writer found that a great majority of sentences produced by 7-11 years old children under this study are grammatical (see table 3.1). In this table, Child A (seven years old) and Child B (eight years old) create some ungrammatical sentences but Child C (nine years old), Child D (ten years old) and Child E (eleven years old) can create all the words into grammatical sentences. The fact that some of the children create some ungrammatical sentences is perhaps "wrong" for the adults but in the child's language, it is not "wrong". The ungrammatical sentences that have been made by the children are reflecting the grammar at a certain stage of development.

After analyzing the data using "Reed & Kellogg" diagrams, the writer is able to draw a conclusion that in terms of "concrete" and "abstract" words,





Child A, Child B, Child C, Child D and Child E under this study are able to make a sentence of "concrete" words is easier than to make a sentence of "abstract" words. Besides, in producing sentences, there are a number of meaningful sentences containing a finite set of words and rules. From the research, the writer found that according to their age, the older the child, the more creative he is in producing sentences.

Using "concrete" and "abstract" words, the writer assumes that children can apply the Indonesian sentence Patterns as proposed by Udiati Widiastuti (1995). Children can also apply the words into good sentences and some of them can even create new patterns. It can be seen in their sentences, they can apply adverb of time, adverb of place, adverb of manner, etc. Besides, the children can make some transformations of the structure. For example, the children make transformation from S-P-O-K to S-K-P-O. In more details, the Indonesian sentence Patterns that are made by 7-11 years old elementary students using "concrete" and "abstract" can be seen in table 3.32 to table 3.41.

By the development of their age, the children in this study are able to improve the length of their sentences. The number of items that are drawn beneath the main parts of the sentences can be used as an indicator. By using "Reed & Kellogg" diagrams, the writer found that the bigger the child, the bigger the number of items that is drawn beneath the main parts of the sentences.



After the writer found the Indonesian sentence Patterns made by 7-11 years old elementary students using "concrete" and "abstract" words, she tried to account the number of words that can be comprehended by the children.

From the data, Child A can comprehend 11 (73, 2%) of the "concrete" words and 8 (53, 3%) of the "abstract" words. Child B can comprehend 14 (93, 2%) of the "concrete" words and 8 (53, 3%) of the "abstract" words. Child C can comprehend 15 (100 %) of the "concrete" words and 11 (73, 2%) of the "abstract" words. Child D can comprehend 15 (100 %) of the "concrete" words and 13 (86, 5%) of the "abstract" words. Child E can comprehend 15 (100 %) of the "concrete" words and 14 (93, 2%) of the "abstract" words.

From the data above, the writer concludes that the number of the "concrete" words that can be comprehended is bigger than that of the "abstract" words. So, the theory of Piaget which stated that children of 7-11 years old comprehend "concrete" words more easily than "abstract" words is proved.

BIBLIOGRAPHY

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