# CHAPTER IV

CONCLUSION

After collecting and analizing the data, the writer is able to draw a conclusion that essentially, the children of four (child A), five (child B), and six (child C) years old under this study are able to use the four elementary transformations, that are deletion, substitution, adjunction, and permutation elementaries. In addition to their ability to use an elementary transformations in a sentence, they are also capable of using more than one elementary transformation in a sentence.

A great majority of sentences produced by those children are grammatical. The fact that they also create some ungrammatical sentences is perhaps "mistake" for the adult, but they are not "mistake" in the child's language. They reflect the grammar at a certain stage of development.

It has been stated that elementary transformations are the processes that convert the deep structures into the surface structures. It means that an elementary transformation is a sequence of operations that are crucial to generate various types of sentences. The children A, B, and C use elementary transforamtions to create various types of grammatical and ungrammatical sentences. It means that all three children are able to construct grammatical simple sentences (in accordance with the number of clauses), positive, negative, interrogative, imperative, and passive interrogative sentences (according to the function of sentences), and verbal sentences (based on the type of predicates). Simple, positive, interrogative, and verbal sentences not only appear in their grammatical sentences but also in their ungrammatical ones.

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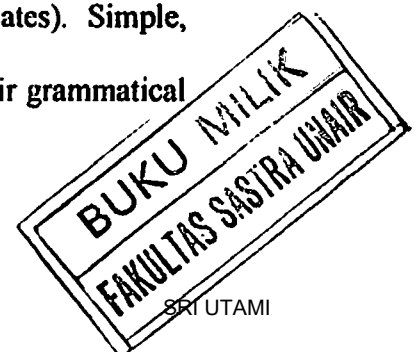
Besides those above types of sentences, they also make some other types of sentences. Depending on the number of clauses, the child A is also able to generate compound sentences and the child C is capable of creating complex sentences in addition to simple ones. Ungrammatical complex sentences are produced by the child A and ungrammatical compound and complex sentences are also found in ungrammatical sentences of the child B. Based on the function of sentences, the children B and C are able to generate more sentence types than the child A. In addition to positive, negative, interrogative, imperative, and passive interrogative sentneces, the child B can make grammatical passive, passive negative, passive imperative, passive interrogative negative sentences, and the child C is capable of creating passive and imperative negative sentences. Ungrammatical passive sentences are also found in the sentences produced by the children B and C. In addition to grammatical verbal sentences, it is only grammatical nominal sentences made by the child C. The children A and C create adjectival and prepositional sentences. Ungrammatical adjective sentences are also created by both children A and C.

In terms of frequency in using types of sentences, they are able to generate grammatical simple and verbal sentences the most frequently. This fact may be because of the stage of language development in accordance with their age that simple and verbal sentences are syntactically and grammatically less complex than any other types. Grammatical imperative sentences are created more frequently than other types of sentences by the children B and C, whereas the child A produces grammatical positive sentences more frequently than any other types. In ungrammatical sentences, simple and verbal are also the most frequent

sentences produced by those three children. The child C makes ungrammatical positive sentences the most frequently; the child B generates ungrammatical passive sentences the most frequently; ungrammatical interrogative sentences are produced the least frequently by the child A.

The types of elementary transformations involved in creating the same sentences are also different. All grammatical simple and verbal sentences produced by them involved the four elementary transformations (deletion, substitution, adjunction, permutation). They also make ungrammatical simple sentences by deletion and permutation. In generating ungrammatical verbal sentences, those three children entail different types of elementary transforamtions. Deletion and permutation are used by the child A; deletion, adjunction, and permutation are used by the child B, while the child C only involves deletion. Again, the elementary transformations included in forming the same types of grammatical sentences (positive, negative, interrogative, imperative) are also different. It is found that deletion, adjunction, and permutation are used by the child A in creating positive sentences; deletion and adjunction are used by the child B; only adjunction is used by the child C. Negative sentences of both chidren A and B entail adjunction; the child C uses deletion, adjunction, and permutation. The types of elementary transformations in the interrogative sentences of child A are substitution, adjunction, permutation; deletion, adjunction, permutation are used by the child C. The child B produces them by substitution and permutation. In making imperative sentences, both children B and C involve deletion and adjunction, whereas the child A only uses deletion. Those three children also involve diferent types of elementary

transformations in making the same ungrammatical sentences. Ungrammatical positive sentences created by both children A and B involve deletion; the child C involves permutation and deletion. The child A creates ungrammatical interrogative sentences by permutation; the child B by deletion and adjunction; the child C by deletion.

One further aspect of differences of elementary transformations is in the matter of the cambinations of elementary transformations used in their various types of sentences. To generate the same types of sentences, they use different number of combinations of elementary transformations. The child B produces the greatest number of combinations in grammatical simple (10 combinations) and verbal sentences (11 combinations); the child A on the other hand, forms the smallest number of combination (7 combinations) in grammatical simple sentences and verbal sentences (6 combinations). There are 9 combinations used by the child C in making grammatical simple sentences and 8 combinations in grammatical verbal sentences. The ungrammatical simple sentences formed by the child C involve smaller number of combiantions than those of sentences made by the children A and B. In ungrammatical verbal sentences, the smallest number of cambinations is reached by the child C. However, the greatest number is represented by the child B. Dependent on the function of sentences, the same grammatical sentences (positive, negative, interrogative, imperative) are also operated by different number of combiantions of elementary transformations. In grammatical positive sentences, the greatest number of combinations is made by the child A (3 combinations); whereas the smallest number of combinations is produced by the child C (1 combination); the child B creates 2 combinations. The

child C uses more number of combiantions (3 combiantions) in making grammatical negative sentences than both children A and B (1 combiantion). The greatest number of combinations appears in grammatical interrogative sentences created by the child C, while the smallest number of combinations (2 combinations) is shown in grammatical interrogative sentences of the child B; 3 combinations are found in interrogative sentences made by the child A. Grammatical imperative sentences is created by the most number of combiantions (3 combinations) by the child B, however, they are operated by the least number of combiantion (1 conbination) by the child A; 2 combinations by the child C. All grammatical positive and interrogative sentences are produced by only 1 combination of elementary transforamtions.

About the complexity of combinations of elementary transformations in the same types of grammatical sentences, they also make some differences. In the grammatical simple and verbal sentences, it is the child B who makes the more complex combiantions (6 elementary transforamtions) than the children A and C (5 elementary transformations). Ungrammatical simple sentences are formed by more complex combinations (2 elementary transformations) by the child C than those of sentences made by the children A and B (1 elementary transformation). The complexity of ungrammatical verbal sentences made by the child B is more complex than that of sentences made by the children A and C. There is also such differences in grammatical positive, negative, interrogative, and imperative sentences. The child A makes grammatical positive sentences by more complex combinations (3 elementary transfomations) than the children A and B (1 combination). Grammatical negative sentences of the child C are produced by

more complex combinations (4 elementary transformations) than the sentences made by the children A and B (1 elementary transforamtion). All of them form grammatical interrogative sentences by 2 types of elementary transformations. The grammatical imperative sentences made by the child A are less complex than those of sentences made by the children B and C. Ungrammatical positive and interrogative sentences produced are also different. The child C makes ungrammatical positive sentences by more complex combinations than the children A and B. In making ungrammatical interrogative sentences, the child B entails more combinations (2 elementary transformations) than the children A and C (1 elementary transformation).

SUGGESTIONS

The research shows that the children are able to use elementary transforamtions including the combinations of them in generating various types of sentences. However, there are still some improper uses of elementary transformations that result in ungrammatical sentences. It is a problem for the development of children's linguistic knowledge. In communicating with others and society, the various types of sentences are very important to express either simple and complex ideas as sentences are the most effective and intelligible means of communication. To solve this problem, it needs cooperation and attention from the parents and teachers, primarily the children themselves.

BIBLIOGRAPHY