

CHAPTER IV**CONCLUSION**

The research has found so many results especially dealing with the category of bilinguals of Sukamade's children which is obtained through the average test score upon two languages, Javanese and Madurese.

In reading skill, there are 10 Madurese students or 27,03 % who are likely to be a coordinate bilinguals, 6 Madurese students 16,22 % may be categorized into subordinate bilinguals, and 5 of them or 13,51 % can be claimed as incipient bilinguals since they only attain 'poor' score upon two languages.

While from 16 Javanese students, 7 of them or 18,92 % can be categorized into coordinate bilinguals, 5 students or 13,51 % may reach an 'intermediate' score so they can be categorized as subordinate bilinguals. There are only 4 children/ students or 10,81 % who can be categorized as incipient bilingual.

are less able to compose in Madurese language since it is not the language they usually use in peer-group. They only able to write in Javanese form. In short, in writing skill Madurese students are more ready to face the transition toward changing language into Madurese language.

In listening skill, 16 Madurese students or 43,24 % are categorized into coordinate bilinguals, 5 of them or 13,52 % are categorized into subordinate bilinguals. It is surprising to find a fact that none of them can't be categorized into incipient bilinguals.

From 16 Javanese students, 11 students or 29,73 % are categorized into Coordinate bilinguals, 3 students or 8,11 % are categorized into subordinate bilinguals, and 2 of them or 5,40 % can be categorized into Incipient bilinguals.

I remind myself to the idea that people usually try to listen first before they are trying to speak a language. In this case, Javanese students are less-socialized with Sukamade's adult so they are less often to hear Madurese language. While Madurese students are more often to hear Javanese language in their peer-group therefore they can adjust with the listening skill I give to them and they are also often hear Madurese language spoken in their family.

Conversely, Javanese students only hear Javanese language both within their family or within their peer-group, so it is not surprising to find a fact that they reach a score less good than Madurese students.

In Speaking skill, there are 11 Madurese students or 29,73% who may be categorized into coordinate bilinguals, 9 student or 24,32% are categorized into subordinate bilinguals and only 1 student or 2,70% is incipient bilingual.

From 16 Javanese students, 4 students or 10,81% are claimed as Coordinate bilinguals, 11 students or 29,73% deserve to be assumed as subordinate bilinguals. And as so reached by Madurese student, there are only 1 student or 2,70% is incipient bilingual.

It is an usual tendency that people may be more skillful in speaking and listening activities compare to reading and writing activities since those two firstly mentioned are acquired by children as their nature ability, not acquired from formal educational background. In speaking skill, there are only 2 students (1 Javanese, 1 Madurese) which are incipient bilinguals. from my observation upon those two students, I may notice that they are not talkative as their

other friends and they are less able to have good socialization with their friends.

That's all my conclusion upon Sukamade's bilingual proficiency of two languages, Javanese and Madurese. Based on those explanations, I conclude that Madurese students are more ready to face 'semi-lingual' phenomenon and proceed their life to adulthood. I obtain an interesting explanation from Kamituwo that Madurese students are expected to grow up earlier by their family, in order to be able to support the family's financial problem, so they have to adjust earlier to adulthood in Sukamade society.