

CHAPTER IV

CONCLUSION

Nowadays children are easier to learn language compared to old period children. In the last three decades, there is a tendency that most parents send their young children to kindergarten before entering the first grade. Young children are sensitive to changes and should be accustomed to knowing new things including schooling. Kindergarten functions as the young children mental and physic anticipation before attending the formal schooling.

No need to say that as part of language development, all children learn to define words consciously or not. Those children learn to define words to get the same point of understanding, so they become active members of families, peer groups and societies.

Brown in Levin and Gibson says that children have more concrete terms in their vocabulary because it is learned in very concrete situation. The ability to appreciate concreteness is a product of much learning rather than the primitive state of mind. On the other hand, vocabulary is so dependent upon experiential background, dialect, culture, and other social variables.

Indonesian kindergartners' word definition is influenced by their personality, their parents' attitude, daycare, and schooling. The personality of kindergartners begins to be observable. The parents' attitude toward them begins to stick in their minds.

Children's maturity in defining words increases as they grow older. Gradually, definitions become more sophisticated. Based on maturity input theory, I do a research on kindergartners' ability to define words.

One of the factors that influences a child's ability to define words is the age growth. A child's maturity in learning to define words increases with age, which is partly caused by the cognitive development. The older a child is, the more complete word definition he gives. Litowitz (1977) in Taylor and Taylor examined the definitions given by children aged between 4;5 – 7;5 in IQ tests and distinguished five levels of maturity.

The results of the tasks of early defining measurement reveal that kindergarten children show an average ability in defining words. At the age of 4 – 5, they seem to be competent in defining general and specific nominals, action words as well as modifier. Their competence to define words is measured by the numbers of semantic markers they produce. The more semantic markers they produce, the more mature their thought will be. However, it is not only the cognitive ability that influences their answers which reflects their thought, but also some other factors such as the situation of conversation time, the way the mothers ask the questions and the kindergartners' personal belongings and experiences.

The kindergarten children at this age are also able to define words in immature way. The analysis results shown from table 46 up to 57 reveal that they give almost complete semantic markers on general and specific nominals. This tendency occurs because those nominals are concrete and perceptual.

Furthermore, their nominals definition is based on familiar exemplars and personal experiences, whereas adults' definitions tend to be abstract, relational, and taxonomic.

On the contrary to nominals, verb definitions get less semantic markers. All of the informants do actions when asked to define the target verbs. All in all, they tend to mention only a few several aspects of action. The data of verb – conversation results show that their aspects of action verbs are participants, objects, processes, instruments, situational contexts, and locations. Meanwhile the adults tend to mention all of these aspects plus others such as functions and superordinate concepts.

Still connecting with the verbs definitions, the informants' modifier definitions are also immature. They are not able to define adjective in mature way. Instead of defining the adjective itself, they refer to someone or something that has the same characteristics as the target adjective.

BIBLIOGRAPHY