

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the summary of the thesis and the conclusion of the finding of the study and the suggestion for the next researcher.

#### **5.1 Summary**

This study focuses on the story structures of the narratives of children of two different social classes. This study is intended to find out the story structures of the high social class children and the low social class children in narrating stories. The informants of this study are three children from high social class and three children from low social class. So there are six children taken as the informants of this study. Those children are at the age of six to seven years old. The indicator used by the writer to determine the high social class children from the low social class children is the area of their residence.

There are two types of data in this study. The data are retold stories and spontaneous story. In retold stories, the six children are asked to retell the stories that they have heard from the cassettes given by the researcher. For the spontaneous story they are asked to tell the most unforgettable experience that they ever had. Then these data are analyzed by the writer in terms of its story elements and their stories structure.

This study is a qualitative study, so the writer interprets the data herself. More specifically, the writer uses an interaction analysis since the mode of data is spoken.

Based on the data analysis, the writer finds out that in terms of story elements, the high social class children and the low social class children do not demonstrate any marked differences. Generally, the story elements of both two different social class children consist of orientation, complicating action and resolution. An evaluation is always left while telling the story. In terms of the stories structures, the researcher finds out that there is no significant differences in both two different social classes children in structuring the story. In the retold stories, the researcher finds that their story structures in *Tiga Babi Kecil*, both two social classes children exhibit the same order that is OR, CA,OR,CA,OR,CA and RE. Apart from the opening and evaluation, the similarity in informants' story structure may have been caused by the original version's orders. The orders in the original story version are OP, OR, CA,OR, CA, OR, CA, RE and EV. While in the story entitled *Semut dan Merpati* and *Harta Karun Yang Tertinggal*, their story structures are varied, which manifest in the occurrence of frequency of different elements. The story elements such as orientation, complicating action and a resolution might emerge two times or three times and even only once. Besides the frequency of the repeated elements, some missing elements also cause their story structure to be different. The missing elements are opening and closing. Some of them usually use an opening to start the story and use a closing to end

their story. Anyway, this differences is not so significant. The message told is clear enough.

In the spontaneous story, the researcher finds out that in term of the story elements, the stories from both social classes consist of orientation, complicating action and resolution. An evaluation is always left while telling the story. In terms of their story structure, the high social class children and the low social class children also exhibit the similar orders. The orders are OR, CA and RE.

## 5.2 Conclusion

In the retold stories, the researcher concludes that in terms of story structures the high social class children and the low social class children do not demonstrate any marked differences so as in terms of story elements. Their story elements consist of orientation, complicating action and resolution, while an evaluation is always left by the children while they are telling a story. It might be caused that those six children are not accustomed to give the moral value of the story. Besides, the children think that evaluation is not a story, so when they are asked to retell a story they always left evaluation.

In the spontaneous story, the researcher finds that in terms of story structure, both two social classes children exhibit the same orders. The orders are OR, CA and RE. So, both two social classes children do not demonstrate any marked differences. In terms of story elements, there is no significant differences between high social class children and low social class children. Their story elements consist of orientation, complicating action and resolution. And an

evaluation is always left while telling a story. They left evaluation because they think that it is not so important for the hearer.

### **5.3 Suggestion**

In this section, the writer would like to give some suggestions to other researchers interested in doing a study especially which deals with the story structures. It is suggested that:

1. more than two social classes be involved in the study
2. in obtaining the data, more informants should be involved, so that they will generate a more valid profile of children's narratives
3. more stories should be given to the children to elicit the retold stories
4. more than one indicator of social status should be used
5. informants of various ages should be involved
6. some other features of the children's speech such as length and number of pauses, and code mixing merit further investigations.

## REFERENCES

## REFERENCES

- Bogdan, R.C. and Biklen, S. K. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- Carter, R., Goddard, A., Reah, D., Sanger, K. and Bowring, M. 1997. *Working with Texts: A Core Book For Language Analysis*. Published in the USA and Canada by routledge 29 West 35<sup>th</sup> Street, New York, NY 10001
- Corbett, Edward P.J. 1982. *The Little Rhetoric and Handbook* second edition. Englewood Cliffs: Prentice-Hall.
- Frank, Marcella. 1983. *Writing From Experience: Teacher's Manual*. Englewood Cliffs: Prentice-Hall.
- Grambs, Jean Dresden. 1965. *Schools, Scholars And Society: Foundation of Education Series*. London: Prentice-Hall.
- Guinn, Dorothy Margaret and Marder, Daniel. 1987. *A Spectrum of Rhetoric*. Boston: Little, Brown
- Gumperz, John. J. 1982. *Language And Social Identity*. Cambridge University Press.
- Holzman, Mathilda. 1997. *The Language of Children: Evaluation and Development of Secondary Consciousness and Language*. Massachusetts: Tufts University, Medford.
- Hornby, A.S. 1989. *Oxford Advanced Learner's Dictionary of current English*. 4<sup>th</sup> edition. Oxford university Press, Walton Street.
- Hurlock, Elizabeth. B. 1988. *Perkembangan Anak Edisi ke 6*. Penerbit Erlangga
- Jean, Renkema. 1993. *Discourse Studies: An Introductory Textbook*. Philadelphia/ Amsterdam: John Benjamins Publishing Company
- Milroy, Lesley. 1987. *Observing and Analysing Natural Language: A Critical Account of Sociolinguistic Method*. Oxford: Basil Blackwell.
- Pride, J.B and Holmes, Janet. 1972. *Sociolinguistics: Selected Readings*. New York: Penguin Books.

- Purwo, Bambang Kaswati. 2000. *Kajian Serba Linguistik. Untuk Anton Moeliono Periksa Bahasa*. Jakarta: Unika Atmajaya.
- Tripp, Susan Ervin and Kernan, Claudia Mitchell. 1977. *Child Discourse: Language, Thought and Culture series Advances In The Study Of Cognition*. New York: Academic Press.
- Wardhough, Ronald. 1998. *An Introduction To Sociolinguistics, Third Edition*. Oxford: Blackwell Publishers, Inc, Massachusetts.
- Webster's New World Dictionary of The English Language Unabridged. 1986. Massachusetts: Merriam-Webster Inc.