

## **Chapter Five**

### **Conclusions and Suggestions**

In this chapter, the researcher of this paper will summarize the research results, answer the research questions, and make feasible suggestions for the problems.

#### **5.1 Conclusions**

Through the research, according to the research results, the research questions are summarized in turn:

1. Through research and investigation, it is found that when Indonesian students (non-tonal language) learn Chinese (tonal language), the difficulty in pronunciation is mainly concentrated in the third tone of Chinese, and the reason for this pronunciation problem is not age and gender, but It depends on the study time. Students who have studied for a long time can pronounce the third tone more accurately. On the contrary, beginners or students with a shorter learning time may have difficulty in pronouncing the third tone, so the pronunciation accuracy is not high.
  
2. Through investigation and research, it is found that learners can distinguish some Chinese characters according to syllables and specific tones. But these Chinese characters all have some common features: first, the frequency of occurrence of Chinese characters with simple writing and structure is high, and second, the frequency of frequent occurrence of words is high, and third, the frequency of occurrence of Chinese characters with simple meaning is high. Therefore, although learners can master some Chinese characters through syllables and tones, the degree of mastery is less than 50% of the requirements for commonly used characters. Optionally skip or even not study. Therefore, the difficult part

of distinguishing Chinese characters only by phonetics mainly concentrates on the Chinese characters with complex structure, difficult to write, and many meanings.

3. It is still difficult for non-tonal language learners to distinguish meaning only by listening or Chinese characters. The difficulty in distinguishing the meaning of listening is mainly that it is difficult to adapt the correct Chinese characters; the difficulty in distinguishing the meaning of a single Chinese character is that the learners have limited memory of Chinese characters, and the interpretation range of a single Chinese character is relatively wide, and the meaning cannot be determined only by a single Chinese character. But the difficulty of distinguishing the meaning of phrases is greatly reduced, the meaning range of phrases is narrowed, and the degree of adaptation to the interpretation of interlanguage is high, so there is no difficulty in distinguishing meanings of phrases.
4. When non-tonal language learners are learning tonal languages, contextual communication can enable learners to better grasp and identify meanings in most cases, but very few words with complex structures or abstract meanings can also cause learners to make mistakes. But generally speaking, it is not too difficult for learners to distinguish the meaning of words through contextual communication. The difficulty lies in the memory of specific Chinese characters and the matching of Chinese characters and meanings.

## **5.2 Suggestions**

Aiming at the research questions, the researchers in this paper combine their own experience in language learning and language teaching, and put forward the following feasible suggestions for reference only:

1. For pronunciation problems, learners can carry out intensive training, focus on the pronunciation of the tones in question, and adjust the pronunciation parts and pronunciation methods. On the other hand, you can often listen to some audio with standard pronunciation to cultivate your sense of pitch, and perform follow-up imitation to self-correct your own pronunciation. More importantly, learners should "speak", boldly conduct dialogue exercises with native speakers of the target language, and correct their accent with the help of native speakers.
2. After learners have mastered the pronunciation, it is more important to master the Chinese characters corresponding to the syllables and tones. This process is a tedious memory process, and there are almost very few similarities between Chinese characters, but even native speakers may not necessarily master all Chinese characters under each syllable tone. Therefore, learners only need to master commonly used characters. Commonly used characters are generally used more frequently in daily communication, and their structure is relatively simple. Learners can use some writing software to learn the writing and pronunciation of Chinese characters, etc.
3. It is relatively difficult to distinguish the meaning of words only by listening and Chinese characters, which requires learners to have a very rich vocabulary accumulation and knowledge reserve. However, interlanguage can help learners quickly build a bridge between target language and cognition. Through the interpretation of interlanguage, learners can accurately and quickly connect the meaning of Chinese characters with their original cognition in their mother tongue. Therefore, in the process of learning the meaning of Chinese characters, learners can properly use interlanguage to help comprehension and memory.

4. The difficulty in distinguishing word meanings through context is not in distinguishing word meanings, but in the inability to accurately match Chinese characters and word meanings. Therefore, when learning Chinese characters in the early stage, learners need to be more serious, linking the pronunciation, Chinese characters and meaning together to learn together, and not to separate the three. Reading in context or learning in specific context is a very good way to understand the meaning of words, which can make learners understand the meaning of words naturally, but specific Chinese characters need to be memorized by learners.