

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In concluding the present study, this final chapter is divided into two subchapters involving conclusions and suggestions. The first subchapter provides a summary of the answers to the problems and the inference taken from the findings. The second subchapter presents suggestions for further studies particularly for teachers and future researchers.

#### 4.1 Conclusions

This present study is aimed to discover the extent of morphological awareness of Indonesian kindergarten children aged 5-6 in terms of their ability to identify and manipulate reduplication morphemes. Specifically, this study observes children's morphological awareness in two different schools that have different beliefs in teaching reading and writing towards their students. In addition, the present study also aims to discover the characteristics of the high-performing and low-performing students in identifying and producing reduplication morphemes. There are several conclusions which can be derived from the research.

First, it can be said that the morphological awareness of Indonesian kindergarten children in both identifying and manipulating reduplication morphemes is relatively low. This is described by the average score of the children that moderately the children could only identify 8 to 9 out of 16 test items or 55.95% of the correct answers.

Second, the aspect of morphological awareness to be observed needs to be specified carefully. In this research, it is found that the extent of the awareness can be divided into three sub-parts according to 1) morphological process; 2) types of reduplication; and 3) types of test. According to morphological process, it is found that children tend to be more aware of inflectional reduplication morphemes than derivational reduplication morphemes. In terms of types of reduplication, children

have the higher awareness level of full reduplication morphemes than affix reduplication. Lastly, in terms of types of test, children still have more difficulty in manipulating or producing reduplication morphemes than in identifying reduplication morphemes.

Third, as the study also takes school as variable to compare the result, it is found that in general, children in school B, which are explicitly taught alphabetic symbols by the teachers to improve their language skills, have a slightly higher awareness level of reduplication morphemes than those in school A, which implicitly teaches alphabetic symbols to the students to improve their language skills.

Fourth, there are some characteristics which distinguish high-performing and low-performing students. High-performing students' fathers and mothers tend to work and earn monthly income. On the other hand, only low-performing students' fathers who work and earn income while the mothers tend to have no occupation and stay at home. On the daily basis, high-performing students use Indonesian language as their main language in communicating with their family members and neighborhood whereas low-performing students dominantly use Sundanese in their daily conversation. In terms of their home situation, high-performing students tend to enjoy reading or being read to. Meanwhile, low-performing students tend not to do language-related activities at home. High-performing students' parents are also found to have a higher quantity of child-directed speech than low-performing students.

## **4.2 Suggestions**

After conducting the present study, there are several suggestions for future studies in this area of interest.

First, concerning morphological awareness, it is important to specify the variables, the aspect of morphology, and also the proportion of each aspect of morphology that is going to be assessed. By doing this, the instrument or task can be more easily designed and can be expectedly measured morphological awareness accurately.

Second, since this present study used a relatively small number of data, it is necessary for researchers to conduct future studies with a larger sample and an ideal method. By having a larger sample, a more general result for future studies and stronger claims related to the research may be achieved.

Third, future researchers can attempt to conduct correlational research in Indonesian context between morphological awareness and various literacy aspects such as reading ability, spelling development, vocabulary knowledge as well as other metalinguistic awareness aspects. Associating morphological awareness with some factors is also recommended to be investigated.

For the parents and kindergarten teachers, this study suggests that home and classroom learning activities might include language or morphological awareness skill as one of the language development aspects that need to be developed. Many longitudinal studies have suggested that morphological knowledge learned by children in their early childhood stage will be beneficial for them in preparing the next level of education.