

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of the conclusions of this study and the suggestions for further studies. The findings, which have been explained in the previous chapter, are summed up in the conclusions. Meanwhile, the suggestions contain recommendation for further studies on this particular topic.

5.1 Conclusions

The aim of the study is to answer the research questions namely what is the narrative structure spoken by typically developing children aged two to seven, and what social factors do influence the structure of oral narrative produced by these children. Based on the research, since a very young age, children are able to tell structured stories orally. From six elements of the narrative structure (abstract, orientation, complication, evaluation, resolution, and coda) proposed by Labov and Waletzky (1968), most of the participating children are capable of telling stories from abstract to complication. Among older ages, the structure of their stories become more complete.

The abstract and complication can be found in all of the participating children's narrative, while only one child misses the orientation part (participant C2, male, 4.6 years old). Furthermore, the evaluation is included in only three female participants (A1, D1, and E1). Meanwhile the resolution only appears in the two eldest children (E1 and E2). Last but not least, coda shows in two female participants' stories (C1 and E1). In addition, from ten participating children only the eldest female participant (E1) can tell the complete-structured story.

In term of narrative skill development, most of the participants develop their language skill more advance than the theory of narrative stages suggested by Hedberg and Stoel-Gammon (1986) expects. This remarkable development is more visible in the younger participants. Out of ten participating children, five of them are categorized more advance than their mental ages (A1, A2, B1, B2 and C1), the two youngest participants' development even grow up to two stages ahead of their ages (A1 and A2). Four children's narrative development suit the

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theory's expectation (C2, D1, E1, and E2). Unfortunately, a child's narrative skill growth is considered delayed (D2).

As for the second question, few of social factors that can be connected to the children's narrative structure is parenting methods and child characteristics. In terms of parenting methods, the frequency of children's participation in daily routine plays a major role in shaping their narrative skills than the engagement between children and caregiver, and appropriateness material given to the children.

The study shows that children who spend most of their time with parents, caregivers, friends, and siblings tend to have more advance narrative skill than those who do not. For example, participant D2 (male, 5.2 years old) is categorized delayed in his narrative development. According to his mother, he mostly spends his time playing with gadgets and pets. On the other hand, participant C2 (male, 4.6 years old) has suitable development of narrative skill according to his age. He, (participant C2) may not be always accompanied by his parents, but he mostly plays with his older brother. Thus, participant C2 receive more verbal interaction than participant D1 do. In addition, participant C1 (female, 4.4 years old) is classified advance in developing her narrative skill. Just like participant C2, she does not spend most of her time with her parents, she mostly goes to her grandmother's house and play with her siblings (nephews and nieces). Among the three participants, participant C1 experiences the most frequent verbal interactions. She also interacts with more people than participant C2 and D2. It can be concluded that children participation in daily routine affects narrative development skills in the participating children.

Unfortunately, the other two factors are not really observable since the interviewees say that they have close relationship with their children, and all of the participating children are given the appropriate games and videos to their ages, for example they watch cartoon such as *Tayo*, *High 5*, and children video logs on YouTube, which all of that are aimed for children at their age.

Furthermore, child characteristics such as gender and birth order do not seem influence the participating children's narrative ability significantly. Limited to their narrative structures and narrative stage model, there is no significant differences between the two genders in development of their narrative skills. The difference is located in female participants' advancement in vocabularies growth. It makes female

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participants tend to add more detailed information regarding the movie, they can also give personal commentaries or thoughts towards the movie. So, their stories sound longer and more interesting than the male participants'. Other than that, there is no significant differences between female and male participants in narrative skill (from the perspective of narrative stage theory).

Birth order does not affect these children's narrative ability significantly. In this case, participant D2 is the only child of the family, theoretically speaking, he is expected to have more advance language skill since his parents' attention is focused on him. However, unluckily his narrative skill is considered delayed. On the other hand, participant C2 is the second child of the family, he has an older brother and a baby brother, yet his development suits his mental age.

Even though most studies mention that language skill growth more beneficial to the first born, this claim is not universal. It seems that first and later-born children develop their language skill differently. Firstborns tend to be more skillful in vocabularies and sentences, while the following-born children are better in using pronouns and conversations.

5.2 Suggestions

This research has analyzed the narrative structure in typically developing children aged two to seven by combining the theory of narrative structure by Labov and Waletzky (1968) and the narrative stages development in children aged two to seven by Hedberg and Stoel-Gammon (1986), as well as the social factors limited to parenting methods and child characteristics by Tamis-LeMonda and Rodriguez (2009). Since narrative is a broad term, there are still available focuses on narrative, especially children narrative, to examine deeper in the future research.

In this study, it is found that there is pattern as the children developing narrative skill. Future researchers can pick one or two particulare age from range of two to seven years old, and conduct longitudinal study to investigate it deeper.

Another possible research can be focusing on the other two factors of parenting methods which are engagement between children and caregivers and appropriateness of material given which were not

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observed deeply. Those who interested in this area can analyze how engagement and specific material such as toys, videos, and books affect children's narrative skill.

Moreover, examining how gender affects language skill in young children is also interesting. Further researchers can focus on what age gender begins influencing language ability. Since the result explained above is still debatable for its different findings. The researcher hopes that this study will encourage the use of other approaches in examining children narratives.