

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions in accordance with the problems of the present study. Section 5.1 presents the conclusion while section 5.2 presents the suggestion.

#### 5.1 Conclusion

Based on the data analysis and discussions in the previous chapter, it is revealed that a child's understanding on interrogative constructions deals with two categories, which are a child's understanding to the real questions and rhetorical questions. The child's responses vary in each category since she deals with four different settings, which are the *child-the mother*, *the child-the researcher*, *the child-an older child* and *the child-an equal age child* communication.

In understanding the real questions, Gallista responds to the questions very well in the four settings. She understands to her mother questions better than to the other people in the settings. It is because her mother is her caretaker, so she knows her mother very well, as well as her mother.

When Gallista was playing with the researcher, it seemed that she was confused at the first time. However, after few times, she was accustomed to. There were some misunderstandings, but after few days, she understood the questions well.

In communication between Gallista and an older child, there were many pauses and misunderstandings since they did not involve in communication before. She often ignored the questions and preferred to play the toys. After the research run for few days, Gallista began to know the older child her understanding became better.

The equal age-the child setting probably becomes the most interesting setting since both children often play different games. They seemed busy with their own world. It is probably because Gallista is a girl while another child is a boy. However, the communication still runs well. Both children sometimes played the same game together. Their responses to real questions are quite well although there were some misunderstandings.

Coping with the rhetorical questions become a challenge for a child because it expected action as a response. It seemed that Gallista got difficulties in responding to this kind of interrogatives. She often gives unexpected responses. However, after several times, she began to understand the actual meaning of the questions that she often heard.

When Gallista communicated with her mother, at the first time she could not directly understand the interrogatives and could not give expected responses. However, in few days, she started to understand simple cases of these interrogatives.

In the researcher and the child communication, Gallista cannot directly understand and cannot give appropriate responses. In the child and the older child

setting, the number of rhetorical questions occurs is not as much as in the two previous settings.

In the child-an equal age child setting, there were only small number of rhetorical questions. Both children could not directly give the expected responses.

She responds to those interrogatives by some responses and gestures. The responses are using contingent response, making noncontingent response, asking specific request for repetition and asking specific request confirmation. She also uses gestures such as nodding or shaking her head, pointing or performing the act.

To sum up, it seems that emotional relationship or intimate is the most important factor for Gallista to communicate in the four settings. Gallista shares meanings, emotion and engagement through a good emotional relationship. It can lead Gallista to a better understanding to the communication. There are also other factors that influence Gallista's understanding on interrogative constructions. They are cognitive maturation, social interaction and family contribution. Social interaction determines whether a child can interact with other people or not, while family contributes a great influence in a child's development. The attention and affection of the family will encourage the child to learn and develop his ability.

## **5.2 Suggestions**

The research of the paper scoped to a child's understanding on interrogative constructions. Since the research is a case study to a child named Gallista, it may not present the data in order to figure out how a child understands on interrogative constructions. To conduct future research, it would be better if the

researcher take more subjects. It is also recommended that the researcher prepares every materials needed. The period would also determine the process of the research. For that reason, the researcher should conduct the research in a longer period. The researcher may also discuss other areas in child's language development.

This present study has discussed about how a child understand on interrogatives. It is hoped that the information in this paper could give some benefits to all and useful for future research especially for language development fields.

