

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing and drawing all the disruptions of language in the subjects with different etiological factors of disruption, the researcher draws the conclusions as follows.

1. All of language disruptions were made by the children with language disorder namely: the disruption of form which consists of disruption of articulation, disruption of phonemes, disruption of morphemes, and disruption of syntax; the disruption of content; the disruption of use which consists of changing topics disorderly and interrupting in people's discussion; the disruption of interaction between form, content, and use; and the separation of form, content, and use which is divided into echolalia and perseveration.
2. There are four reasons of making the disruptions by children with language disorder such as mental retardation students who are included in cognitive limitation, deaf students who are included in sensory input deficit, cerebral palsy students who are included in motor skill deficit, and mute and autistic students who are included in deficient social relation. Those factors existed in all subjects who made the disruption in producing and comprehending the language. The other findings from the research are the results of the disruption factors affecting the children with language disorder such as (1) one factor can cause more than one disruption, (2) different factors can cause similar

disruptions, (3) similar factors can cause different disruptions.

5.2 Suggestions

Having seen the result of the study, the researcher would like to offer the suggestions as follows.

1. It is advisable for the adults especially parents to understand the five disruptions of language made by the children and the reasons of the language disruption occurrences made by the children so that they can understand and communicate with the children with language disorder. Since handicapped children like this deserve to have the value of making communication.
2. It is suggested to the lecturers of linguistics to teach about the language disruption made by the children and also the reasons of the language disruption occurrences made by the children to the students and general teachers in order to make them have understanding about the language produced by the children with language disorder especially in their surrounding.
3. It is expected that language disruption produced by the children with language disorder with any disruption factors will not be a barrier conversation between the children and adults especially among their own family members since they are still able to understand what children mean by other aspects in Pragmatics to catch the meaning such as presupposition, reference speech, and gestures.
4. It is suggested to other researchers and the students of Applied Linguistics who are conducting further research about language disruption to find more

factors of children who make disruption in producing and comprehending the language in which the results of the research can help the parents with those typical children.

5. It is suggested to the government to provide a special school for children with deficient social relation and separate them from the students with mental retardation, because children with deficient social relation are not mentally retarded. Therefore, they need different school instead of Sekolah Luar Biasa. And since Sekolah Luar Biasa has ambiguous meaning, which can be defined as outstanding and unusual, then it is suggested to change the name of the school become Sekolah Berkebutuhan Khusus.