

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This study which is concerned with Maintenance of Hokkien language by Its Speakers in Medan is aimed to describe six findings which conceptualize factors, ways and reasons of Hokkien language maintenance. Based on the findings, it can be concluded that:

1. Based on the data analysis, it was found that Hokkien speakers in Medan maintain the language by living in an area dominated ethnic, ethno linguistics vitality, use of the language in family domain, use of the language in neighbor domain, and practicing traditional ceremony. All those elements include partial use of Hokkien language, family language, and no longer taught to children. This can be said that Hokkien language is used by family. By living together, Hokkien speakers can build up good socialization amongst one another. Besides that, by using the language in family, Hokkien language is maintained as to show that Hokkien speakers are loyal and they keep their relationship well with one another.
2. The ways of maintaining Hokkien language by language acquisition, forming a socially integrated population of active speakers, applying language by Hokkien speakers and oral competence. It can be said that Hokkien language should be introduced to children in their early age. Hokkien speakers should understand that language can show their identity and is also a part of culture, and as a form of respect towards the ancestors. If Hokkien speakers, especially young ones, put less interest towards Hokkien language, will eventually diminish. So, it is definitely important that Hokkien language should be taught to children in their early age, as Hokkien language itself, is an informal language or spoken language. It is not functioned as written language thus the only way to maintain the language is to apply it in daily activities.
3. The reasons of maintaining Hokkien language are to show identity, pride and language preservation. It is also important to know that Hokkien

language used in Medan is different with the original Hokkien language used in Taiwan. One essential phenomena shows that language is an identity symbol; it is used to show from which ethnics you hail from.

Based on the data analysis, it was found that there was a background that caused Hokkien language needed to be maintained. In this modern era, parents put less interest towards Hokkien language, so that children were no longer taught. This phenomena has triggered the researcher to explore the study. However, according to old Hokkien speakers, Hokkien language was still maintained in family. It is definitely true that parents ensure their children's education, yet in studying another language, in this case Mandarin or English language, is a second matter that is able to be learnt after mastering the first language which is Hokkien language. The process of maintaining Hokkien language is by applying it in daily communication. Besides that, children especially should be introduced about the importance of Hokkien language. Solidarity will remain in relationship. It is important as well that Hokkien children be taught the principle of Hokkien language in family in order to preserve Hokkien language. The reasons of Hokkien language maintenance is by evoking self-appreciation towards the language itself. By using and preserving Hokkien language, it can give Hokkien speakers a status and express identity as well as respect towards the elderly.

5.2. Suggestion

People nowadays are learning multiple of languages for certain purposes. It is best to describe three types of languages: 1. Focus language 2. Maintenance language 3. Decay language. A focus language is a language in which you are deliberately trying to improve your skills. Focus languages do get individual, focused blocks of study time every day (or as often as possible). A maintenance language is a language that you neither want to actively improve, nor do you want to let decay from disuse. The goal with these languages is to maintain them at a relatively static level, without major gains nor losses in skill level. A decay language is a language that you once studied, but have no desire to use or gradually decrease over time. Decay languages can be "reactivated" and converted

to focus languages, but it will require time to regain the skill level you had had previously.

If you are an active language learner, chances are most of your languages are either focus or decay languages. With focus and decay languages, the problem is **time**. The more focus languages you have, the more time you will need for each. The more decay languages you want to eventually reactivate, the more time you will have to dedicate before you can even make progress again. Simply saying, we cannot take up all of our time with focus languages, or waste it with decay languages. We have to find another type of language; that is, the maintenance languages.

People are often mistaken, thinking that maintenance languages need time just like focus languages do. But it is simply not true. Language maintenance do not require time; however, it needs places to put them.

Time is a limited resource. Every single person on the planet gets the same 24 hours at his or her disposal, and yet we all know what it feels like to run out of time. What we never really run out of, however, are places. While space itself can often seem limited, places are just spatial concepts, and can be reconstructed and rearranged almost at will. For instance, the inside of your car? A place. The local library? Another place. Your desk in front of your bedroom window? Yet another place, and so forth.

The functionally infinite nature of places makes them perfect locations for tying down each and every one of our maintenance languages. No matter if we want to learn five, ten, thirteen or even thirty languages, we will always have a place to put them. All you need to do to regularly maintain your previously-learned languages is to assign each language to a place you regularly occupy in your waking life.

In relation to the conclusion stated previously, some constructive points are suggested as the following:

1. Hokkien speaker especially young parents should keep on speaking Hokkien language among family members, particularly children so that the

children as the next generation of the ethnic can learn and maintain their own language.

2. Even though there are a number of international school widespread in Medan, parents should be selective in choosing the education for their children. It is certainly true that attending such schools will guarantee children's future; however, local school is also qualified. Occasionally, the researcher meets children from international and the ones from local school; the result is the former are less polite than the latter, especially while communicating with them. Their attitude gets influenced by this sophisticated era that has evolved and the most common factors that gets affected is language. Children from Hokkien ethnic should be introduced Hokkien culture and its importance in preserving it because Hokkien language is called as spoken language. So, the only way to maintain the language is by applying the language and practicing it to the children.
3. Stay proud and keep the heritage of ancestors because Hokkien language can be a symbol and express identity of Hokkien speakers. Be certain that all languages are not created equal. Some of the languages are going to diminish if there is no remaining speakers that apply them. Recently, the researcher has been reading one good article and this could be another suggestion that can be taken as consideration.

In reality, we can tie our maintenance languages to nearly any space we regularly occupy, as long as it is one where we can listen, read, or watch media in our foreign language. Luckily, with a smartphone and a good pair of headphones, we can do those things practically anywhere. With time, language maintenance will become automatic, and we will feel worryless about losing our language skills ever again.