CHAPTER IV

CONCLUSION

In this chapter, I would like to draw some conclusions, based on my findings after analyzing the language play in understanding foreign riddles. I find out that the funny things from riddles may come in various ways. The funny things that I can find in jokes are in the forms of entertainments, sports, fairy tales, animals, and famous persons. For my thesis, I have analyzed 26 riddles that make use of language play. However, some others use language play without their intention to build the readers' imagination.

I use the linguistic approach to give clearer and further explanation about riddles in order to make it more enjoyable to read. Sometimes riddles must be reread so that the readers will get the funny side of the riddles. I have focused more on analyzing the language play in riddles. Language play may hold an important role in riddles. Language play does enable the readers to see the funny side of the riddles as well as create their imagination. In this way, it becomes more enjoyable to read.

I also find out that the language play used in riddles covers four linguistic fields: Semantics, Morphology, Phonology, and Pragmatics as an addition to some riddles that need background knowledge. Some riddles contain the elements of

Semantics (associative meanings, conceptual meanings, homophones, mimes, and homonyms). I have obtained twelve (12) data which consists of six (6) riddles with homophones, four (4) riddles with homonyms, and two (2) riddles with mimes. In terms of Morphology, I get six (6) data and the elements involved in making the funny side of riddles include affixation, namely prefixation and suffixation besides blending, and compounds. There are (3) riddles with compounds, two (2) riddles with blending, and one (1) riddle with affixation. In Phonology, the only element used is minimal pairs. I notice that there are six (6) riddles with phonological approach. From my study, I find out that the mostly used linguistic field is Semantics. From the data that I have collected, there are twelve data using semantic approach related to language play.

Besides all of the riddles that involve the linguistic approach, I find some significant differences. I notice that there are two (2) riddles that need more than one approach in order to get the funny side of them. Therefore, I categorize these into multi-linguistic approach. In my opinion, the more complicated and creative the riddles are, the funnier they will be because they really tickle my mind when I finally get a better understanding of the riddles.

In terms of language play, several riddles use language play to invite readers to be more critical. In order to understand the riddles, the readers need to have some knowledge of language play. This knowledge helps the readers to get the funny side of the riddles. In this case, the readers are expected to pay more attention to the sound, spelling, and meaning. Sometimes a word or an expression can have more than one sense. In fact, non-literal meaning resulted from language play makes riddles even funnier. Referring to sound, some words can be

pronounced in the same way (homophones). On the other hand, spelling is quite significant in understanding riddles. Two words may have the same spelling but different meanings. Besides, there is one case in which two words have the same spelling as well as the same sound but different meanings, known as homonyms. The readers can appreciate riddles more if they are able to see the funny side of the riddles by relating them to language play.

With regard to background knowledge, several riddles need to have background knowledge. Without this knowledge, it would be difficult to understand the riddles and the funny side of them. However many riddles do not need background knowledge because the readers can understand the riddles just from the language play itself.

After reading and analyzing the riddles, I discover that the knowledge of language play really helps me in understanding riddles. There are several advantages that I have obtained from my analysis. First, I appreciate riddles more because of their creativity and the way to present the funny side. Second, I can apply my knowledge of Linguistics and share my knowledge with another so that the readers will get a better understanding of riddles through the language play. Third, as a linguistic learner, I should be able to learn how to make riddles more interesting by involving language play. Four, I can add more knowledge in using language so that I could be more creative in using words and make them ear-catching for the readers. Fifth, I discover that some riddles needs to have background knowledge in order to get a better understanding and enjoyment. Finally, from my study I have learned a valuable lesson how to make riddles more humorous by means of language play.

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In addition, for the general readers, definitely they will get a better understanding and no longer be confused. As a result, they will enjoy themselves more while reading the riddles. On the other hand, English learners can get a valuable benefit from understanding English riddles. In fact, they are learning by playing through riddles.

To end my thesis, I would like to make the readers aware that people, especially readers should be more critical in what they read, including riddles. Therefore, a riddle should be created in such a way that they do not make the readers bored. In this case, linguistic knowledge and language play are required to understand, enjoy and appreciate riddles optimally.