

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the analysis, the conclusion is stated as follows :

1. Types of syntactical relation are divided into declarative sentence and interrogative sentence. In this research, children in 1.5-4.0 years old have acquired 12 types of syntactical relation in declarative sentence and 5 types of syntactical relation in interrogative sentence. From 12 types of syntactical relation in declarative sentence, 6 subjects acquired agent-action, 10 subjects acquired action-object, 7 subjects acquired introducer-x, 2 subjects acquired nominal-attributive, 7 subjects acquired possessor-possessed, 3 subjects acquired action-locative, 2 subjects acquired nominal-locative, 3 subjects acquired agent-action-object, 2 subjects acquired agent-action-locative, 2 subjects acquired action-dative, 1 subject acquired attributive-nominal, and 1 subject acquired agent-locative. Then, from 5 types of syntactical relation in interrogative sentence, 3 subjects acquired subject nominal, 5 subjects acquired locative adverbial, 6 subjects acquired object-nominal, 2 subjects acquired predicate, and 1 subject acquired manner adverbial.
2. Ten children which are divided into 5 stages in this research, only 4 stages which have the development for types of syntactical relation, and there is one stage did not have the development acquisition of

syntactical relation types. Children in stage 1.5-2.0 have acquired 5 types of syntactical relation in declarative sentence, and 2 types of syntactical relation in interrogative sentence. Children in stage of 2.1-2.5 have acquired 7 types of syntactical relation in declarative sentence, and 1 type of syntactical relation in interrogative sentence. From those acquisitions, there are 3 types of syntactical relation which have just been acquired by the children in that stage. Children in stage of 2.6-3.0 have acquired 4 types of syntactical relation in declarative sentence, and 3 types of syntactical relation in interrogative. But those acquisitions have been acquired by the children in previous stage, in other words, there is not development acquisition from this stage. Children in stage of 3.1-3.5 have acquired 9 types of syntactical relation in declarative sentence, and 5 types of syntactical relation in interrogative sentence. From those acquisitions, there are 2 types of syntactical relation which have just been acquired by the children in that stage. Children in stage of 3.6-4.0 have acquired 8 types of syntactical relation in declarative sentence, and 3 types of syntactical relation in interrogative sentence. From those acquisitions, there are 5 types of syntactical relation which have just been acquired by the children in that stage.

3. The factor which affected the children acquired syntactical relation was parents' educational background. From parents' educational background perspective, the acquisition of syntactical relation is affected by 2 factors. The first factor is number of input exposed to

children and the second is complexity levels of sentences exposed to children. From data in Table 4.3 and 4.4, they were proven that, the awareness of parent especially mother in giving input to their children has a big role for their children in making them are more talkative when communicate with others. Because from those data even though the subjects acquired same number of syntactical relations but subjects who have high educated parents more talkative whereas they have same time to communicate and meet with their parents especially their mother. Further from data in Table 4.5, Table 4.6, Table 4.7 showed that parents with highly educated parents talked more, use more complex syntax when they communicate with their children and it can develop their children acquisition in syntactical relation types in their sentence. It was proven when subjects who have high educated parents acquired more types of syntactical relation.

## 5.2 Suggestion

In relation to the conclusion, suggestion are offered as the following :

1. For parents are suggested to have an important role in giving input to their children sentence acquisition by talking more, using more complex syntax and more varied vocabulary. Because it can make their children have more variables in the types of syntactical relation and make their children more talkative.
2. For further researchers are suggested to analyze other factors which can influence language acquisition. Because in this research, the researcher

just analyzed one factor, it is social background in the line of parents' educational background.

