

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In the last part of this thesis, it presented some conclusions and suggestions related to the findings of the research. Based on the observations, it could be concluded that:

1. There were eight pragmatic aspects acquired by a three-year-old child in daily conversation, namely: informing, rejecting, requesting, promising, defending, demanding, greeting, and asking aspects. Defending and asking aspects were additional aspects found in the child's uttering in the conversation. While based on the data, the highest frequency of pragmatic aspects was the informing aspects in the context of the home. The lowest frequency was the asking aspects in the home context too. The home context was the dominant context category found in the data, and the watching context was the lowest context category. In the context of home, the subject had absolute freedom to express her mind in many kinds of activity at home with the nuclear family and relatives on the situation. While, in the context of watching, the child uttered more rarely because she mostly shut up when she was watching alone.
2. The two processes of uttering pragmatic aspects namely by turn-taking and adjacency pairs occurred in the child's utterances. Those processes occurred when the child refused the command, when she told her opinion and when she revealed her prediction.

3. There were various factors of the child's purposes as her reasons for uttering her pragmatic acquisition. The dominant factor that was affected was the social factor from the environment with the family and others. However, the reasons based on the speaker's background. Another factor was perceptual factor from the child's thinking processes related whatever she got from phenomenon around her and it influenced her ways to express what were in her mind. The other factors were not found because of the subject's maturity. The conclusion was that a more dominant aspect of information has been discovered because of present - day speech habits that may influence as well as that of an adult companion, thus making it a habit to come up with solutions or expressions when speaking, so it was less demanding. Then, she asked and rejected something by used information instead by doing it directly. Also from her habit of caring for her sisters when her age in a year old.

5.2. Suggestions

Based on the conclusions stated above, this study has some suggestions to the readers with may be different positions as follow:

1. To the other researchers, it is suggested to conduct the same topic with more subjects with different ages to see the difference between them so the acquisition of those subjects can be seen more accurately and clearly.
2. To parents, it is suggested to pay more attention in guiding a child in growing her language acquisition. A child has capability in processing

input what in her mind and acquiring it. The acquisition comes dominantly from the social factor. That's important parents guiding a child to use language in capable to build a harmonious relationship. Since pragmatic acquisition is the most meaningful study in language.

3. To teachers, school interaction can be a good environment in helping children to increase their competences in communication. One of the competences is using pragmatic aspects. It is expected to teachers to build a good interaction with students by uttering pragmatic acquisition to the ways in their daily conversation particularly with adults. If the child is less of pragmatic competence, teachers have to be the role to guide the child is competent in acquiring pragmatic acquisition.

