

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis, it could be concluded that:

1. Kindergarten's students of either from both lower and middle class mothers had acquired and produced paratactic elaboration, paratactic extension, paratactic enhancement, paratactic projection locution and hypotactic elaboration and enhancement.
2. This finding had also indicated that there were differences in this study. The children of middle class mothers were proven to produce more clause complexes than the children of lower class mothers.
3. Based on the theory of context of situation proposed by Halliday, it was found that both groups of children uttered or produced clause complexes in different context of situation. In other words, they produced clause complexes in different field, tenor and mode. Children of lower class mothers uttered clause complexes in various topics. They produced the clauses to prohibit or command someone, to respond or comment something, to tell a story or something either during the lesson or the break. In this case, these two children were the speakers as well as the hearers who always interacted and talked with their female mates. They hardly conversed with their teachers. The clause complexes were spoken (*channel*) and spontaneous, consisting *rhetorical mode*. And the characteristics of the clauses were informative and imperative. While children of middle class mothers produced clause complexes in various topics. The clause complexes were casual or non-technical. The uttered the clauses to command, help, and guide other friends during the lesson, to play games, to share food or drink during snack time, to report something, to ask the teachers about

the lesson during the learning and to go after or keep grasshoppers during the break. In this case, these children spoke with either teachers or friends. This group a bit more blended or interacted with teachers. They produced clause complexes as they spoke with teachers and friends. The clause complexes were spoken (*channel*) and spontaneous speech, consisting largely command (*rhetorical mode*) and reports. The characteristic of the clause complexes were informative, imperative, semi interactive, and reportive.

5.2 Suggestion

After the conclusion of the acquisition of clause complexes by kindergarten students with different mothers' social class was made the researcher would suggest to teachers and other researchers:

1. To the teacher

The teacher who has directly involved to the social interaction and teaching-learning at school is suggested to take into account some factors which put impacts on children's language development to improve the understanding of children's outcomes and problems. If the teacher has known everything about the students, it will be easier to transfer or deliver a subject to them since each child or student probably comes from different language input. This is possible that the same language used by teacher will not be understood by all students.

2. To other researchers

This is suggested that there will be some further researches about this. Particularly, it will be concerning the acquisition of clause complexes by kindergarten students of different social class mother with larger number of subjects. Perhaps, there will be so many things different. Additionally, another research done is to get better understanding on this field and children's language development.