

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the Speech Acts used by four-year-old children during their conversation with different addressees i.e. with parents, siblings and peers, conclusions are drawn as the followings:

1. There are four types of Speech Acts occur in children's utterances, they are representative, directive, commissive and expressive. Declarative speech act does not occur in all conversation with different addressees because the children do not have ability to fulfill all conditions of declarative speech act.
2. The process of the speech act produced by the children is realized in two ways, namely direct and indirect. The most dominant is direct and least dominant is indirect. Indirectness is processed to show politeness and the children's pragmatic competence. When having interaction with parents, the politeness strategy is applied not only because they are speaking with someone older, but also to emphasis children's intimacy, closeness and relationship with parents.
3. The reasons of the speech acts are different depend on the addressees, gender, status and situation or occasions. For example when children feel that they have strong opinion, they convince the addressees that their opinion is true. Children also have ability to narrate stories that are realized in representative speech act. Directive speech act is mostly produced to direct addressees to do or to not do something for the children. Directive speech act is also used to show the children status, particularly higher status or superiority. Commissive speech act is produced to offer a future action, and expressive speech act is produced to express children's disappointment, anger and physical pain.

5.2 Suggestions

In relation to the conclusions, suggestions are staged as the followings:

1. It is suggested that further research will give more valuable result especially different settings and occasions, for example children utterances during the play time, bed time or meal time. Going to more specific speech acts production will be more suggested too, because observing too many things results general findings and it tend to be abstract.
2. It is advised that parents are aware with children's language development. Parents spend more time with children, therefore parents understand every single step of children's language development. Parent play a very important role in children's language development and ethics and meaningful.
3. It is expected that teachers do an effective communicative way with children by considering that every child is unique, children are different in gender, children also have different ability in language use including direct or indirectness and also pragmatic competence.