

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSIONS

Based on the findings in the previous chapter, it could be concluded that:

1. Five years old kindergarten students already produced noun clause, relative clause, and adverbial clause as types of complex sentences
2. Five years old kindergarten students used a noun clause, relative clause, and adverbial clause as subordinate clause or dependent clause to modify or give more explanation about the main clause or independent clause to produce complex sentences. And they also used a coordinating conjunction and subordinating conjunction to join the dependent clause to the independent clause, or they just used an intonation to separate between dependent clause from independent clause
3. Five years old kindergarten students produce the complex sentences when they want to express or to show something such as to express the time, the causes, the condition, and the purpose.

5.2 SUGGESTIONS

Based on the conclusions above, the suggestions are given to the following:

1. To the teachers

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

2. To other researchers

Other researchers to do further research about the same topic concerning complex sentences acquisition of five years old kindergarten students with larger numbers of subjects. Perhaps, there will be found many different things.