

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the objectives and problems of the study some outstanding points can be concluded as follows:

1. SKA acquired all four types of lexical morphemes; 82 nouns, 36 verbs, 25 adjectives and 24 adverbs. From the total numbers of those lexical morphemes, nouns bring to the highest position among others because commonly a child is surrounded by things in the environment. A child focuses on the use of nouns than verbs to indicate the action.

2. By imitation, SKA acquired the language by repeating what she heard from others. In the present study, the findings showed that SKA would repeat the anonymous words and the utterances which had been corrected by the surroundings. Reinforcement also found in the observation. SKA asked the unknown words and then she repeatedly said the name of the words again. Reinforcement process was also influenced by the environment and surroundings. The surroundings insist her to utter the previous ones. Universal Grammar is the basic knowledge of a language which should be supported to run well by the environments such as her parents, relatives, television shows, and songs. Based on this study, it was found that the surroundings have very much important roles.

3. After selecting 100 utterances, the total number of morphemes produced by SKA is 388. So SKA's MLU is 3.88. In this case, SKA produced tag questions, compound words, and complex sentences. It indicates that SKA acquired her language well.

5.2 Suggestions

The process of children's language acquisition is very interesting to be conducted, in order to observe and to encourage children to speak and express themselves well at an early childhood teachers and parents can observe the language acquisition then try to show the correct way, in order to train the children to speak well in according to their age level.

1. Parents

Parents and families are key players to improve and maximize the lexical acquisition by children at the early age. It's pretty safe to say that parents start talking to, and with, their children from the day they were born (and sometimes earlier!). As a parent and a child's first teacher, should spend thousands of hours in conversation with the child.

Giving the direct speech to the children to stimulus of a language such as having conversation, watching movie, telling a story and listening to the music. It can help the child to produce Large number of one-word utterances

2. Early childhood teachers

Young children are not like other students. Their needs are unique and you must be aware of this. It is important to understand that you could be one of the first adults a young child has interacted with outside of his or her own family.

Teachers in early education need to be creative and adaptive.

3. Other researcher

This research is conducted to give benefits for academics and students who wants to learn the language acquisition occurred at the age of three years old.

For those not only know the language but also can make own observation due to this subject. It is suggested to motivate others who are interested to widen the scope of a similar study by doing observation to the children directly to fulfill the academies or as a requirement to master this related subject.

This study is not a perfect result, this is due to the limitations and insights of the researcher in describing and discussing problems in the study. Thus, it is necessary to conduct further research on language acquisition of children at the age of three years to obtain more perfect result.

