

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions derived from the research findings and discussions. The conclusions are obtained from the findings of the study that deal with the language acquisition of a 26-month old child. The suggestions on the other hand, are the writer's recommendations for the students whose field is linguistic, future researchers and parents.

5.1 Conclusions**5.1.1 General Conclusions**

The research finds a number of observations that do fit what the writer would expect if theoretical framework discussed in chapter I, 2 and 3 were rights. It is about the language acquisition at a child of 26 months. However, the evidence needs to be treated with caution.

In acquiring the language, the subject acquires language through interaction not only with their parents and other adults, but also other children at the same age or almost the same age with her (Anggita).

The environment effects too much to Anggi's language development. In formal language is a lot acquired by her. Like the utterances:

"Mampus kau" " Dame you "

"Apa kau" " What are you".

Her friends generally uttered the utterances above when they got angry. These utterances are also used to anybody or to everything if she got angry. Anggita easily acquired the language how and what the environment uttered the language.

Dolls or aids around her can motivate Anggi to convey her mind to tell about the pictures or all these can be motivated her to speak. These dolls are as the tools for her to start learning story. The more the things she has or the more the things Anggita played with the more vocabulary she has.

The more the caretaker exposed the language the more Anggita acquired the language and the better Anggita pronounced the words.

5.1.2 Specific Conclusions

From all the data and the previous explanation, the conclusion is derived as follows : the implementation of this study (language acquisition of a 26-month old child) has been implemented an effective and efficient strategy that can be applied in other studies. The strategy was designed in a well-plan, which covers assigning the language acquisition, selecting the appropriate utterances produced by the subject, preparing the media/the dolls, arranging the tape recorder and deciding the kinds of the data to be employed.

When speaking to children, take great care to phrase their utterances correctly. So there are some characteristics of using language to speak to children.

1. Simplified in grammar and meaning
2. Shorter sentences

3. More restricted range of sentence pattern
4. Expansion and repetition of sentences
5. Slower speech
6. Use of special words and sounds
7. Large number of questions to look for feed back

So the language that the subject heard was by no means necessarily partial and ungrammatical.

Finally that language is not only acquired by the child but the language is also learnt.

5.2 Suggestions

The conclusions have been drawn above imply that this study on the whole has reached the main goal in the introduction.

The writer would like to propose some suggestions as follows:

1. To future researchers, or to students, they are expected to be serious in taking the course and to read more reading sources because this does not only enables to get more knowledge.
2. To parents, it is recommended to apply the strategy to assist or to facilitate their children language development
3. The caretakers affect too much to the language development of the child, so the caretakers or the adults or the parents should take carefully to

pronounce or to use the language, because a child adapts the language easily.

It is said cooperative principle (Eve V. Clark, 2003 : 48) that speakers try to be informative, truthful, relevant, and clear in their contributions to a conversation. In this way that language as a social semiotics will be easily adapted by a child.

4. Parents provide clear, predictable repeated situations in which meaning of utterances is clear to the child