

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data, the conclusions were stated as follows:

1. The three children of 7 years old in Budi Murni 7 Medan were used three of four types of politeness strategies at school, they were: (1) bold on record, (2) off-record, and (3) positive politeness. And the dominant type of politeness strategy used was bold on record.
2. The three children of seven years old of SD Budi Murni 7 Medan used direct speech acts and indirect speech acts in producing politeness strategies.
3. The children of seven years old of SD Budi Murni 7 Medan used politeness strategies in their interaction because of two things, cognitive development and psychosocial development.

5.2 Suggestions

Based on the conclusions stated above, this research has some suggestions to the readers, especially parent who have important role in teaching their child to acquire and master politeness strategies as follows:

1. It is suggested to parents who almost be with children every time and teachers who always be with children at school to teach politeness strategy

in order to make them acquire and master the politeness strategies quickly. Eventhough, cognitive capacities of the children have increased as they grow up they should be taught about many things include politeness strategies because manythings should be taught to the children.

2. In order to make the children are able in requiring and easier in mastering the politeness strategies, it is suggested to the teachers to use the strategies in teaching their students especially to early students of Elementary School as they can motivate their students.
3. In relation with the findings of this research, it is suggested to other researchers to use the typology of politeness strategy by Brown and Levinson in classifying politeness strategy since it can be found in any context.