

CHAPTER IV

CONCLUSION

After collecting and analyzing the data, the writer is able to draw a conclusion that essentially, the lower and middle classes children are able to use all the four syntactic structures, that are the structures of modification, predication, complementation, and coordination.

The two classes of children used the structure of modification, either the heads are nouns, verbs or adjectives. For those heads, they are able to vary the modifiers and the complexity of the structures by using 1 to 4 modifications.

For the structure of predication, either the lower or middle classes children are able to use the structure of Subject + Predicate or Predicate + Subject (inversion structure). They used also the three other structures - modification, complementation and coordination -, and non-verbal elements as the predicates.

The structure of complementation in their sentences covered: (1) the structure of a linking verb + a subjective complement; (2) the structure of a transitive verb + a direct object; (3) the structure of a transitive verb an indirect object; (4) the structure of a transitive verb + an indirect object + a direct object; and (5) the structure of a transitive verb + a direct object + an

objective complement.

The structure of coordination in the lower and middle classes children's sentences covered the coordination of nouns, verbs and adjectives. The coordinator they used is `dan`.

While, the differences they made, besides on the acquisition of their grammatical sentences and their variations, are also on the frequency of the use of the syntactic structures into their sentences; the number of lower and middle classes children who are able to use the syntactic structures into their sentences; and the types of sentences they made and the types of syntactic structures used in those sentences.

The middle class children made more either grammatical sentences or their variations rather than the lower class ones.

In terms of frequency of the use of syntactic structures to their sentences, the lower class used the structure of modification more than the middle class children. The two classes of children used the structure of predication into their grammatical sentences in the same frequency. While, on the structure of complementation, the middle class children used them more than the lower class children. On the other hand, the lower class children used the structure of coordination more than the middle class ones.

The number of the lower and middle classes children who are able to use the structures of modification and predication are the same, all of them used those structures in their sentences. However, for the structures of complementation and coordination, more middle class children are able to use those structures rather than the lower class children.

For the types of sentences the two classes of them made sentences using 2 to 4 syntactic syntactic structures into their sentences. But they made, different types. The middle class children made more types of sentences than the lower class children. They made 5 types of sentences using syntactic structures, while the lower class children made 4 types of sentences. The lower class children made sentences using structures of modification and predication; modification, predication and complementation; modification, predication and coordination; and modification, predication, complementation and coordination. While, the middle class children made sentences using structures of modification and predication; modification, predication and complementation; modification, predication and coordination; predication, complementation and coordination; and modification, predication, complementation and coordination.

For the structures of modification and predication, the lower class children made more sentences than the

middle class children. For the structures of modification, predication and complementation, the middle class made more sentences. On the other hand the lower class children made more sentences using structures of modification, predication and coordination. While, for the structures of predication, complementation and coordination, only the middle class children used it in their sentences. And for the use of all four structures, the lower class children used it more than the middle class children.

Although, there are some differences they made, those differences are not sharp differences. They made only little differences. So, the writer is able to state that actually in the age of 7 - 9 years old or in the second year of Elementary School, the children, either the lower or middle classes children should be able to use the four syntactic structures, that are the structures of modification, predication, complementation and coordination. It must be a consideration for the society, especially for the parents, in following the development of the children linguistic knowledge, especially in Syntax development.

SUGGESTIONS

As stated above that in the age of 7-9 years old or in the second year of Elementary School, the children should be able to use all the four syntactic structures, that are, the structures of modification, predication, complementation and coordination, on their sentences. But there are some of them who are unable to use, those all four structures. Actually, it should not occur. It is a problem for the development of children linguistic knowledge. To solve the problem, it needs a cooperation and attention from the parents, the teachers and the children themselves, such as, giving more time to the children, especially for the parents who are too busy to work, so they can follow their children language development; trying to speak good and right Indonesian to the children; giving children more reading books to emerge the children's interest in reading, etc.

BIBLIOGRAPHY