CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter is subdivided into two sections which explain the conclusion and suggestions of the study. First, the conclusion briefly synthesizes the answer to the formulated research question. Second, the suggestions give the explanation for future research and teachers, and provide the drawbacks of this present study.

5.1. Conclusions

In conclusion, the preschool students at a kindergarten in North Bandung have obtained syntactic awareness of word order changes and acquired converging comprehension and production. The results can be explained with some possibility. First, these results may have something to do with syntax itself as competence, and syntactic categories are innate. Secondly, syntactic awareness of word order changes is susceptible to the specific language. Indonesian has robust S-V-O patterns so that children's sensitivity in the larger meaning can easily detect and identify the incorrectness. The lower linguistic representation, the more difficult metalinguistic category. The last possibility is the influencing instrument using props of visual images to make clear the context of the utterance and the sentences. However, few gaps in the constructions of transitive and ditransitive in the visual identification task can be explained that the more complex the structures are, the later they are acquired.

Compared to their syntactic acquisition in the production and comprehension data, the children who correctly answered comprehension task could not answer the syntactic awareness tasks. Syntactic awareness probably has different location compared to acquisition just as many researchers argue. Even though those children could produce the S-V-O or manipulated V-O sentence patterns, some of them could not answer the sentences with the same structures in jumbled ways V-O-S or S-IO-DO-V. Also, this study asserts that reading may not be a necessary condition for syntactic awareness of word order changes. Syntactic

awareness has emerged before children can read. Children who cannot read may have syntactic awareness of word order changes, but those who can must have syntactic awareness.

From all of the tasks, children's backgrounds such as bilingualism and birth order varied. Bilingual/monolingual and first/later born children have the same scores. For the bilingual factor, Indonesian and Sundanese sharing the same basic word order S-V-O is probably the reason for the same scores. However, this study does not rebut those external factors as having less significance affecting syntactic awareness because many researchers tend to attribute the difference of the results to the language stimulation which the children are exposed.

5.2. Suggestions

In line with the conclusions above, this study gives the limitation for next research and the suggestions to teachers. Next research is of need to expand the limitation and complete this study on syntactic awareness.

5.2.1. Recommendation for Next Research

In this case, researchers, first, should take into account the other syntactic construction. This present study merely examines the active voice of sentences because of the restricted time. Even though children are good at the levels of verbal structures, this study does not guarantee the children to have the awareness in the passive voice. In fact, passive voice is more dominant in Indonesian (Dardjowidjojo, 1974). The next study delving into passive voice construction awareness will help and enrich more comprehensive, complete, and sequential data for this study.

Secondly, research on syntactic awareness can be conducted in the Indonesian context with various age as the variables. Research on metalinguistic awareness with age span is still limited in the Indonesian context. A number of findings are mostly obtained from other languages while Indonesian enriches language acquisition. Thus, the field of metalinguistic awareness is flourishing to enhance four aspects: reading acquisition, cognitive development, bilingualism,

and education. Because metalinguistic awareness goes hand in hand with the age, there will be the probability of different results among three years old, four years old, and five years old, and this case needs scrutinizing.

Thirdly, future research can assess syntactic awareness in various cultural and language background. This study was conducted in North Bandung where most used language is Sundanese as the mother tongue, and Indonesian has robust S-V-O structures. Different languages sometimes have different syntactic awareness due to different structures and positioning. For example, some languages are inflectional such as Russia, Turkey, Urdu, and so on.

5.2.2. Recommendations for Teachers

For preschool teachers, they are supposed to give children the activities that can facilitate the development of syntactic awareness, given that syntactic awareness is partly related to learning to read. Syntactic awareness also enables children to monitor their ongoing comprehension process (Bowey, 1986). Teachers can use interactive text reading. At the end of the story telling session, teachers can take a sentence from a familiar story and present it orally with the jumbled word order to their pupils. Then, the pupils will analyze whether the sentence sounds right or not. If not, the children are supposed to correct it (Center, 2005). In this case, the assessment and the learning of syntactic awareness include identification and correction while the higher level of syntactic awareness is to explain. By learning to identify and correct word order changes, children will be equipped with the syntactic awareness abilities for the preparation of elementary school and the supporting skill of learning to read.