

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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

5.1 Conclusions

Two main principles in syntactic abilities are identification and correction. Thus, the use of these principles shows children's syntactic awareness that is discussed in this study. The aim of this study is to explore syntactic awareness of kindergarten students in Indonesian context. Specifically, this study investigates the students' identification and correction skills. Furthermore, this study also aims to investigating social characteristics of children's performance in identifying and correcting active and passive sentences. To see the syntactic awareness, students are given two tests related to Indonesian syntactic awareness. Then, in order to answer the second question, the data is obtained by distributing the questionnaire and conducting an interview with the parents.

There are two points that can be drawn from the present study to answer the research questions. Firstly, syntactic awareness in children aged 5-6 has emerged. The capability of children in syntactic awareness tests can be seen through identification and correction tests. The result shows that most of the students could identify the wrong sentences very well rather than to correct the jumbled sentences. However, a few students found difficulty in correcting jumbled sentences. About 87% of the students correctly identify all the sentences, meanwhile only 56.84% of the students could arrange the wrong sentences to good ones. Surprisingly, the finding on *Calistung* kindergarten and *Non Calistung* kindergarten reveal interesting result. According to the data, about 70.24% of the students in *Non Calistung*

kindergarten answered all the tasks correctly, while 73.61% of the students could answered all the tasks correctly in *Non - Calistung* kindergarten. The result shows that *Non - Calistung* kindergarten obtained higher result than *Calistung* kindergarten. This means that teaching reading and writing at school may not affect students' syntactic awareness. Lastly, there are three characteristics of social aspects emerged in high performing students and low performing students. The characteristics acquired based on children's identifying and correcting skills in active and passive sentences. The three characteristics are: parents' education background, children activity, and the quantity of child-directed speech. Thus, the present study discovers that 1) Syntactic awareness has emerged on children aged 5 - 6; 2) Based on the social aspects, there are three main social aspects that characterize high performing students and low performing students: parents' education background, children activity, and the quantity of child-directed speech.

5.2 Suggestions

Based on the conclusion above, this study provides several suggestions to future study related to syntactic awareness to expand the limitation and complete the present study. In addition, this study also gives suggestions to the teachers in concerning syntactic awareness.

5.2.1 Suggestions to Future Research

The following suggestions are intended to help further researchers to conduct the related of the present study.

For future researchers, there are four suggestions that can be considered in the future investigation on similar topics. First, the present study limits on the amount of the data that was relatively small. Therefore, it will be better if further researcher add more participants to the study. Second, syntactic awareness could be explored in different levels of formal educational background, extending the variables in Indonesia context. Third, the present study merely examines the active and passive forms of sentences, and only in S-V-O pattern. However, the writer hopes that this

research will be developed by future research in another pattern or a sentence that consists of more than three words, such as S-V-A or S-V-O-C. It is because based on the findings, children aged 5-6 years were able to arrange jumbled sentences very well. Therefore, the future research should develop the test items with a more challenging sentence. Lastly, the research would be more interesting if social characteristics inquired more deeply and then relate them to syntactic awareness. The writer suggests further research to employ mix method (quantitative and qualitative) so that the result of the data provides a better understanding of a research problem.

5.2.2 Suggestions to the Teachers

In this subchapter the writer has recommendation for kindergarten teachers. The teachers should make the children some activities that facilitate the development of syntactic awareness. Syntactic awareness may be the bridge in reading literacy for students. By having syntactic awareness activities, it will help students for the preparation of elementary school.