**CHAPTER V**

**CONCLUSION**

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From the analysis of this research results that preschool children already have competence in DSA. The competence can be seen from their performance in understanding and producing DSA. The next parts are the conclusion points of this research:

Preschool children understand DSA which is shown from their verbal response and non-verbal responses to both direct and indirect speeches acts.

Their verbal responses can be form in preferred and dispreferred speech acts while the non-verbal responses can be formed as an action of acceptance or rejection.

The form of the children’s dispreffered responses are expressed in simple form, directly and without delay as in preferred response character. It is different from the characteristic of dispreferred response which is normally delayed and rather complex. Preschool children uses *give-an-account* to do their dispreferred speech acts.

In producing DSA both directly and indirectly, preschool children perform *commanding, requesting, inviting, offering, forbidding, suggesting, warning and asking*. The linguistics forms which are used by the children in producing DSA start from a word, phrase into a sentence.

Some of them also use Javanese language in their interaction with others. It is because they understand that their partner of speaking also uses the same *language* as theirs. Even though the students are from various family backgrounds, there is no different pattern in expressing DSA.

The ability to respond and produce both direct and indirect form of DSA shows the ability of preschool children in understanding the context to get the hidden meaning behind the surface meaning.

1. **SUGESSTION**

This research is done in order to see the pragmatic performance of the children particularly on their DSA. Having children as the subject of the research makes the researcher finds some challenges. Based on the challenges in finding the data, the researcher suggests the next researcher to set certain elicitation techniques and alternative methods before doing her/his research.

In the future, the researcher also hopes there will be some advanced researches on children’s pragmatic competence. It is going to be better if the researches are also set as comparative study between children’s pragmatic competence and children’s social condition, so the influence of society toward children’s language competence can be observered.