

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the results of the assessment indicate that the students categorized have good ability in constructing conditional sentences.

However, there were areas where improvements can be made. The most common mistakes were related to verb tenses, with 272 mistakes, followed by the use of modal verbs with 128 mistakes. The formula of conditional sentences and the identification of main and if clauses seemed to be less problematic, with only 7 mistakes each. Additionally, students had 20 mistakes related to word order. These findings highlight the specific areas where students encountered difficulties in constructing conditional sentences.

In detail, the analysis revealed that students struggled with selecting the correct verb tenses for different types of conditional sentences. They often confused verb usage in type 2 conditionals, using verb 2 in both the if and main clauses, and neglected the participle form of the verb in type 3 conditionals. Furthermore, students faced challenges in choosing appropriate modal verbs, using incorrect modal verbs for specific types of conditionals. In terms of word order, some students

deviated from the subject-verb-object order, leading to grammatical inaccuracies.

Despite these difficulties, 12 out of 32 students performed exceptionally well, scoring between 80 and 93, while 10 students achieved good scores between 67 and 79. Interviews with the students revealed that constructing conditional sentences in English presented challenges, particularly in understanding verb tenses and grammar rules. They acknowledged using external resources like Google Translate to ensure grammatical accuracy. The participants found type 1 conditionals the easiest to construct, while types 2 and 3 posed more challenges, with type 3 being the most difficult due to the requirement of the third form of the verb. Additionally, expressing conditional sentences in daily conversations proved to be a challenge for the participants.

Overall, the study findings highlight the specific areas where students faced difficulties in constructing conditional sentences, particularly related to verb tenses, modal verbs, and word order. Despite these challenges, the students' overall performance in generating conditional sentences was considered good, with some achieving exceptional scores. The insights gained from this study can contribute to the development of instructional strategies to improve students'

understanding and application of conditional sentence structures, enhancing their language skills and confidence in English.

B. Suggestion

Based on the research findings, the following suggestions are respectfully proposed:

1. For English Teachers

It is recommended that English teachers place a high value on improving their students' grammar and tense abilities. By emphasizing the understanding of verb 1, verb 2, and verb 3, students will be better equipped to use them effectively in both written and spoken English.

2. For Students

The researcher kindly suggest that students pay closer attention to grammar and tense during their English classes. Developing a strong understanding of verb 1, verb 2, and verb 3 is essential not only for constructing conditional statements but also for effective communication in English. This thorough comprehension will greatly facilitate the writing and speaking of conditional sentences.

3. For Future Researchers

In future research on conditional sentences, it is recommended to assess the meaning of each type of conditional sentence. This will

provide insights into students' comprehension and application of the intended meanings. It can inform the development of effective instructional strategies.