

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aims to determine the ability of ninth grade students in using modals auxiliaries. The results showed that overall student performance was poor, with many students scoring below average. Most students score between 0 and 39, which indicates a basic understanding of modals auxiliaries. However, there were some students who got standard scores on the written test, which showed that there were some students who understood using modals auxiliaries.

The research findings show that there is room for improving students' ability to use modal auxiliaries correctly and effectively. This has implications for teaching and learning English grammar, especially modals auxiliaries. Teachers should provide more opportunities for students to practice using modals auxiliaries in various contexts and provide additional support for students who have difficulty understanding and using modals auxiliaries.

5.2 Limitation of the Study

There are some limitations in this research. First, the study was conducted in one school and the sample size was relatively small. Therefore, the research findings may not be generalizable to other contexts or populations. Second, this study focused only on written tests and did not include other measures of students' ability to use modals auxiliaries, such as oral communication or listening

comprehension. Finally, this study did not investigate the reasons behind students' difficulties in using modal auxiliaries.

5.3 Suggestions

Based on the research findings, the following recommendations are made:

Teachers should provide more opportunities for students to practice using modals auxiliaries in various contexts. This may include providing more practice, using authentic materials, and providing feedback on student writing.

Teachers should provide more explanation and clarification of the grammatical rules associated with modals auxiliaries. This can help students to better understand the meaning and use of modals auxiliaries.

Teachers should consider individual differences in students' abilities to use modals auxiliaries and provide additional support for students who have difficulty understanding and using modals auxiliaries.

Further research should be conducted to investigate the effectiveness of different approaches and teaching materials in increasing students' ability to use modals auxiliaries.

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