

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

Based on the analysis of the syntactic structures, sentence types, and syntactic systems used by UKS UNAND members in their English conversations, several key findings can be summarized. First, regarding syntactic structure, the data reveal that the most dominant elements are subjects (38 instances) and predicates (42 instances), indicating that most utterances are complete clauses with clear grammatical cores. Objects (21 instances) and adjuncts (29 instances) appear frequently as well, showing that speakers often provide additional information such as time, manner, or place. Complements (17 instances) occur less often, which aligns with the informal and spontaneous nature of spoken interaction, where detailed elaboration or restatement is less common.

From the syntactic categories, pronouns (24.6%) and verbs (22.3%) dominate the dataset, reflecting the interpersonal and action-oriented character of spoken English. Adverbs (22.3%) are also prominent, emphasizing temporal and manner expressions typical of real-time communication. Minor categories such as conjunctions, determiners, and intensifiers appear minimally, supporting the idea that informal conversation tends to avoid excessive grammatical linking or modification.

In terms of the syntactic system, the findings show that the present tense (77.8%) is overwhelmingly dominant, indicating that speakers mainly describe habitual or current situations. The simple aspect (57.1%) appears most frequently, showing that utterances generally convey direct statements or repeated actions. The progressive and stative aspects are used to express ongoing processes or emotional states, while the perfect aspect appears rarely,

as it is more typical in written or formal speech. In terms of voice, active constructions (93.5%) far outweigh passive ones (6.5%), showing that the speakers focus more on agency and direct actions, which is characteristic of informal spoken English.

As for the types of sentences, simple sentences (71.0%) dominate the conversation, reflecting the natural tendency of spontaneous speech to prioritize clarity and speed. Complex sentences (19.4%) show the use of subordination to express conditions or explanations, while compound (6.5%) and compound–complex sentences (3.1%) indicate limited but existing mastery of coordination and more advanced clause combinations.

Overall, the study concludes that the syntactic choices of UKS UNAND members demonstrate a balance between simplicity and grammatical awareness. Their spoken English reflects fluency at a communicative level, relying mostly on simple and active structures while occasionally incorporating complex and compound forms for elaboration and emphasis.

4.2 Suggestion

The writer recommends that future studies may expand the data by including longer dialogues or mixed registers (formal and informal) to observe whether similar syntactic patterns persist across contexts. Additionally, further research could incorporate quantitative comparisons between spoken and written English to highlight functional shifts in syntactic choices. Understanding basic syntactic functions and categories—such as subject, predicate, and adjunct—can help learners form grammatically complete sentences and improve sentence variety. The dominance of simple and present-tense clauses in natural speech suggests that mastering these patterns is essential for effective daily communication. Teachers should emphasize functional grammar awareness, showing students how tense, aspect, and voice interact to create meaning. Activities such as sentence transformation and clause combination

can help learners internalize syntactic systems and use them flexibly in different contexts. Since the study shows a predominance of simple active constructions, future research could investigate how learners transition from simple to complex sentence production, exploring whether syntactic structure correlates with proficiency level or context formality.

Additionally, the data collection in this study depended mostly on natural conversations, which required long observation periods. This sometimes led to time challenges and uneven amounts of data. To make the process smoother and more efficient, future researchers are encouraged to plan their observation schedules well in advance and use audio or video recordings—with participants' consent. This study contributes to understanding how young non-native English speakers apply syntactic rules in natural, digital communication. The findings affirm that even in informal environments, learners maintain grammatical order while adapting structures to fit their purposes. The ability to shift between simple, complex, and compound forms reflects a healthy progression in English syntactic awareness.

