

CHAPTER V

Conclusion and Suggestions

This chapter presents the conclusion of this study regarding the correlation between grammar and writing achievement, addressing the research question. Additionally, the researcher also presents some suggestions.

5.1 Conclusion of the Study

Writing is one way to communicate and deliver thoughts, ideas and meanings. Through a written product, people convey messages and thoughts. Therefore, effective writing is very essential to let the readers receive the meaning correctly appropriate to what the writer wants to convey.

In order to compose a good writing, one of the essential aspects is grammar. Grammar is a set of rules that form words into meaningful sentences. Forming meaningful sentences is very crucial to avoid confusion and misunderstanding of the readers. Good mastery of grammar also contributes to a cohesive writing as a whole.

In this research, the researcher conducted collected the data in one of the private high schools in Surabaya. The subject of this study was the eleventh-grade students. The researcher collected the data by administering the grammar test and writing test to the chosen sample of the eleven graders. Then, the grading of the grammar test and writing test was done by the researcher herself.

After collecting the grammar and writing scores of the sample, the researcher analyzed them using Pearson Product Moment formula. The result showed that the correlation coefficient is 0.72. It can be seen that there is a positive and high correlation between grammar mastery and writing ability. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. As the alternative hypothesis is accepted, it can be concluded that students who have good grammar mastery are also able to compose good writing.

5.2 Suggestions

According to the study above, the researcher would like to give several suggestions. First of all, the data that the researcher collected showed that the average score of the writing score was 73.5, and the average of the grammar score was 70.65. Therefore, the researcher would like to give suggestion to the English teacher to improve the students' grammar mastery and writing ability. It is always best to deepen students' mastery of grammar while practicing to compose writing such as recount text. When the students are used to compose simple writing, the researcher believes that they will be able to apply grammar rules that they have learned previously.

Second, the researcher also would like to give suggestions for the next researcher that are interested to study this field. Since the researcher in this study limited the scope into writing ability of recount text and grammar mastery of recount text grammar feature, it would be better for the next researcher to enlarge the scope of the study. By enlarging the scope, hopefully the next researcher will be able to get the result regarding correlation of grammar mastery and writing ability in general. In addition to that, in this study the researcher did the grading of writing test herself. Therefore, another suggestion for the next researcher is to assign at least two experts to grade the writing test to make it more reliable.

REFERENCES

- Aan, Harianto. (2014). *The Use of Blog in Teaching Recount Texts to improve Student's Writing Ability of Tenth Grade Student's At SMAN I NGUNUT Academic Years 2013-2014*.
- Adhiyatma, B., Jamiluddin, J., & Nadrun, N. (2015). The Correlation Between Students' Mastery of Grammar and Writing Ability of the Tenth Grade. *e-Journal of English Language Teaching Society (ELTS)*. 3 (2): 1-12
- Allen, M. J. & Yen, W. M. (1979). *Introduction to Measurement Theory*. Monterey, CA: Brooks/Cole Publishing Company.
- Barwick. (1999). *Targeting text: Photocopiable units based on English text types, upper level*. Glebe: Blake Education.
- Basonggo, Harni. (2016). *Developing Writing Skill Of Grade VIII Students Through Personal Letter*. English Language Teaching Society Journal, vol. 4, no. 1.
- Betoni, T., & Ulfaika, R. (2020). *The Correlation Between Students' Grammatical Mastery And Students' Writing Achievement At XI Grade Students Of SMAN 1 Tarakan Academic Year 2019/2020*. Borneo Journal of English Language Education, 2(1). <https://doi.org/10.35334/bjele.v2i1.1615>
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Boston, MA: Pearson.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. Sage Publications.
- Celce-Murcia, M., Brinton, D., & Snow, A. (2014). *Teaching English as a Second or Foreign Language (4th ed.)*. Boston, MA: Heinle ELT.
- Ebel, R. L. (1972). *Essentials of Educational Measurement (1st ed.)*. Upper Saddle River, NJ Prentice Hall.
- Fauziati, E. (2005). *Teaching of English as a Foreign Language*. Surakarta: Muhammadiyah University Press.
- Harmer, J. (2007). *How to Teach Writing, 2nd ed*. Pearson Education.
- Hayes, J. R. (1996). *A New Framework for Understanding Cognition and Affect in Writing*. In C. M. Levy, & S. Ransdell (Eds.), *The Science of Writing: Theories, Methods, Individual Differences and Applications (pp. 1-27)*. Mahwah, NJ: Erlbaum.
- Heaton, J. B. (1991). *Writing English Language Tests*. New York: Longman

- Helmiati, M. (2017). *The Correlation of Grammar Mastery with Writing Ability*. Tanjungpura University. Pontianak.
- Hendrawaty, N., & Ambarwati, N. (2017). *Using Clustering Technique Towards Students' Writing Skill in Recount Text*. DEIKSIS, 9(3), 353.
- Herring, P. (2016). *The Farlex Grammar Book: Complete English Grammar Rules*. Pennsylvania: Farlex International.
- Huddleston, R.D & Pullum, G. K. (2010). *Student's Introduction to English Grammar*. New York: Cambridge University Press
- Hughes, A. (2003). *Testing for Language Teachers*. 2nd Edition, Arthur Hughes, Cambridge. <https://doi.org/10.1017/CBO9780511732980>
- Hyland, K. (2019). *Second Language Writing*. 2nd Edition, Cambridge: Cambridge University Press.
- Jacobs, H. L., et al. (1981). *Testing ESL Composition: A Practical Approach*. Rowley, MA: Newbury House.
- Kestha. A., S. & Harb., I., I. (2013). *The Effectiveness of Blended Learning Program on Developing Palestinian Tenth Graders' English Writing Skills*. Educational Journal. 2(6), 208-221.
- Khitami, Miska. (2023). *An Analysis Of Language Features Applied In Students' Recount Writings*. Undergraduate (S1) thesis, IAIN Kediri.
- Larsen-Freeman, D. (2009). *Teaching and Testing Grammar*. In Long, M.H. & Catherine, J. Doughty (ed.), *The Handbook of Language Teaching* (pp. 518-542). Malde, MA: Wiley Blackwell.
- Lodico, M.G., Spaulding, D.T. and Voegtle, K.H. (2006) *Methods in Educational Research: From Theory to Practice*. John Wiley, San Francisco.
- Madsen, H. S. (1993). *Techniques in Testing*. New York: Oxford University Press.
- Mart, C. T. (2013). *Teaching Grammar in Context: Why and How? Theory and Practice in Language Studies*, 3(1), 124-129.
- McMillan, J.H. (1996). *Educational Research: Fundamentals for the Consumer*. HarperCollins College Publishers.
- McMillan, J.H. (2016) *Fundamental of Educational Research (7th ed.)*. Boston: Pearson.
- Morenberg, M. (2009). *Doing Grammar*. New York: Oxford University Press.
- Mueller, D. (1991). *An Interactive Guide to Educational Research: A Modular Approach*. MA: Allyn and Bacon.
- Oktavinanda, G., Fikroni, Moh., & Umroh, J. (2023). *Teaching Grammar in Intermediate English Grammar Class: What is Happening beyond the*

Classroom? JOURNAL OF LANGUAGE INTELLIGENCE AND CULTURE, vol. 5, no.1. <https://doi.org/10.35719/jlic.v5i1.125>

- Oshima & Hogue. (2007). *Introduction to Academic Writing*. New York: Pearson Longman.
- Pinker, S. (2014). *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. New York, NY: Penguin.
- Purba, A. & Indriyani, F. (2021). *The Correlation between Students' Grammar Mastery and Writing Ability*. Bilingual: Jurnal Pendidikan Bahasa Inggris. 3 (2): 58-63
- Putri Z., et al. (2016). *The Correlation Between Grammar Mastery And Writing Ability*. CAPEU.
- Septiani, R. (2014). *The Correlation between Grammar Mastery and Writing Ability*. UIN Syarif Hidayatullah. Jakarta, (Online).
- Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Swan, M. (2005). *Grammar: Oxford Introductions to Language Study*. New York: Oxford University Press.
- Tarigan, H.G. (2008). *Writing as a Language Skill*. Bandung: Space.
- UC Berkeley Career Center. (2005). Writing Matters: Writing Well May Be the Key to Getting a Job or a Promotion. (Online). Retrieved from (<https://career.berkeley.edu/article/050408b-dm.stm>), accessed on 14 March 2013.
- Watkins, M., & Knapp, P.J. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*.