

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Referring to the research findings in the previous chapter, it can be concluded that there is no significant relationship between students' grammatical competence and their ability in writing English texts. Based on the data analysis, the value of the correlation coefficient between the two variables was found to be  $r_{xy} = 0.166$ . This  $r_{xy}$  value is lower than the  $r$  table ( $r_t$ ) scores at both 5% and 1% significance levels (0.339 and 0.436 respectively). It means that  $H_0$  is accepted and  $H_a$  is rejected. The scale of 0.166 falls within the range of 0.00-0.199, which indicates a very low level of correlation. This clearly means that students who have good grammatical competence do not necessarily perform well in writing English texts, and conversely, students with lower grammatical competence may still perform well in writing tasks. It can be concluded that there is no significant relationship between students' grammatical competence and their ability in writing English texts.

#### 5.2 Suggestion

Based on the above conclusions, the following suggestions can be considered:

1. For English Teachers

Teachers should adopt a more holistic approach to teaching writing, focusing not only on grammar but also on other crucial aspects such as content

development, organization, and vocabulary use. They should implement communicative teaching methods and provide more opportunities for students to practice writing in various contexts.

## 2. For Students

Students are encouraged to continue improving their understanding of grammar, but also focus on other aspects of effective writing. They should practice writing regularly, paying attention to idea development, organization, and writing style, as well as developing critical and creative thinking skills to enhance the quality of their writing.

## 3. For Future Researchers

Researchers Further research should be conducted to identify other factors that may influence students' writing ability, such as motivation, learning strategies, or language background. Researchers should explore teaching approaches that can effectively improve writing skills without relying too heavily on formal grammar instruction, and consider investigating the role of other linguistic competencies in relation to writing ability.

