CHAPTER V

CONCLUSSION AND SUGGESTIONS

In this chapter, the researcher provides several conclusions and suggestions. The conclusions were based on the findings of this study, and suggestions were derived from the conclusions.

5.1. Conclusions

Based on the findings of this study already discussed in the previous chapter, the researcher points out the following conclusions:

- The correlation between the second grade students" grammar ability and their speaking ability at SMAN 2 Koto Baru was a positive correlation.
- The correlation between the second grade students' grammar ability and their speaking ability at SMAN 2 Koto Baru was significant.
- 3. The alternative hypothesis "there is a significant correlation between the second grade students' grammar ability and their speaking ability at SMAN 2 Koto Baru", was accepted.

5.2. Suggestions

Since the findings of this research showed that there was significant correlation between students' grammar ability and their speaking ability, some suggestions were presented as follows:

1. The students are suggested to improve their grammar and more exercise to improve their speaking ability.

- 2. The English teachers are suggested to guide their students to develop their speaking ability by motivating them to learn more grammar.
- 3. The researcher suggests to the further researchers to do the related research dealing with other aspects and factors that influence speaking ability.

REFERENCES

- Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners.

 International Journal on Studies in English Language and Literature
 (IJSELL), 2, 22-30.
- Afriyeni, C., & Zaim, M. (2023). The Students 'Perception toward Reward and Punishment to Increase Their Motivation in Learning English. *Journal of English Language Teaching*, 12(3), 703–714.
- Amri, H. dan Yetti, Z. (2012). *Meningkatkan Kemampuan 'Grammar' Mahasiswa Jurusan Bahasa Inggris Fbs Unp Secara Lisan Dan Tulisan*. Universitas Negeri Padang. Lingua Didaktika, 04, 1–17.
- Arikunto, S. (2012). Prosedur Penelitian. Jakarta: Rineka Cipta.
- Baso, F. A., & Amelia, R. (2014). Using Practice Posters To Improve Students' Speaking Skill. Exposure: *Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 3(1), 29.
- Brice, Alejandro & Brice, Roanne. (2009). Language development: Monolingual and bilingual acquisition.
- Brock, et al., (2002). Grammar Alive: A Guide for Teachers. National Council of Teachers of English.
- Brown, H. D. (2007). Teaching by Principles an Interactive Approach to Language Pedagogy (3rd Edition). San Fransisco: Pearson Education, Inc.
- Brown, H. D. (2004). *Principles of Language Learning and Teaching (5th Ed.)*. New York: Longman
- Brown, H. Douglas. & Abeywickrama, P. Language Assessment: Principles and Classroom practices. Pearson Education. 2010.
- Celce-Murcia, M. (2007). *Rethinking the role of communicative competence*. California: University of California.

- Creswell, J. W. (2012). Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Pelajar.
- Crystal, D. (2004). Making Sense of Grammar. Pearson Longman
- Davies, A. (2007). *An Introduction to Applied Linguistics*. Edinburgh: Edinburgh University Press
- Debata, Pradeep. (2013). The Importance of Grammar in English Language Teaching: A Reassessment. Language in India.
- Erlangga, I. P. B., Suarnajaya, I. W., & Juniarta, P. A. K. (2019). An Analysis of Grammatical Errors Made by the Seventh Grade Students of SMP Negeri 2 Sukawati in Writing Descriptive Texts in the Academic Year 2018/2019. Language and Education Journal Undiksha, 2(1), 19–29.
- Fulcher, G. (2003) Testing Second Language Speaking. Pearson Education.
- Ginzburg, J., & Poesio, M. (2016). Grammar is a system that characterizes talk in interaction. *Frontiers in Psychology*, 7(DEC), 1–22.
- Harmer. (2007). *The Practice of English Language Teaching*. Fourth Edition. England: Pearson Education Limited.
- Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge.
- Hirai, D.L.C., Borrego, I., Garza, E., & Kloock, C. (2009). Academic Language/Literacy Strategies for Adolescents: A "How-To" Manual for Educators (1st ed.). Routledge.
- Huddleston, R. & Pullum, G. K. (2010). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press
- Khairanis, R., Putri, N., & Dinata, R. S. (2023). The Correlation Between Grammar Mastery and Reading Ability. *Proceedings of Imam Bonjol* 2(2)
- Kolln, M. & Funk, R. (2010). Exercise for Understanding English Grammar.

 Pearson

- Luckin, R. (2018). Enhancing Learning and Teaching with Technology: What the Research Says. UCL IOE Press.
- McCombes Sh, (2019). Correlational Research.
- Nadeak, V., Tambunan, B. H., Hutasoit, R., & Nababan, J. (2021). The correlation between grammar mastery and writing ability (a correlation study) at the tenth grade of SMK negeri 1 Siborongborong. *Jurnal Littera: Fakultas Sastra Darma Agung, 1(2), 175–186*
- Nordquist, Richard. (2019). Types of Grammar and Counting.
- Nordquist, Richard. (2023). 10 Types of Grammar (and Counting).
- Nurah, A. S. A. (2016). A Study on Students' Grammatical Errors in Writing Invitations Cards at Eight Graders of SMP Negeri 2 Purwokerto in Academic Year 2015
- Parker, F. K., & Riley. (2009). Linguistic for Non-Linguistics. Pearson Education
- Purpura, J.E. (2004). Assesing Grammar. Cambridge: Cambridge University Press.
- Rao, P. S. (2019). The importance of speaking skills in english classrooms.

 March.
- Refnita, L. (2018). Educational Research: A Guide for Beginners. LPPM Universitas Bung Hatta.
- Renouf, Antoinette & Morley, Barry & Kehoe, Andrew. (2003)
- Sayin, Betul. (2015). Considerations on Speaking Skills: Essence of Learning and Teaching Speaking. Sino-US English Teaching.
- Shamsan. 2016. Investigating Morpho-Syntax Translation Errors Made by Yemeni EFL Students. Saudi Arabia: Arabian World English Journal
- Shukla, R. (2018) Spatial Disparity in Sanitation Facility: An Empirical Analysis. Journal of Infrastructure Development, 10, 80-95.

- Snow, Don. (2007). From Language Teachers to Language Learners. Alexandria: TESOL.
- Spratt, M., Pulverness, A., & Williams, M. (2005). The TKT (Teaching Knowledge Test) Course. Cambridge: Cambridge University Press.
- Sugiyono. (2019). Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D. Bandung: ALFABETA.
- Thornbury, S. (2005). *Materials Development in Language Teaching*. Melbourne: Cambridge University Press.
- Ulfa, N., Hardi, V. A., & Ayu, C. (2022). The Correlation between Grammar Mastery and Speaking Skill of the Eleventh Graders of SMAN 1 Koto Kampar Hulu. *Tell-Us Journal*, 8(3), 49–57.
- Zam Zam, F., Suriaman, A., Rofiqoh, & Budi. (2021). *The Correlation Between Grammar And Speaking Skill.* 10(November), 250–262
- Zega. S., Tarigan, K., Ginting, F. (2023). The Influence of Interactive Method toward the Students' Speaking Skills at the SMP Santo Thomas 3 Medan. *Journal of English Language Learning*. 7. 384-399.