

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The writer concludes this research to answer the formulation of the problem. The conclusion is based on the data finding and hypothesis testing:

1. Based on the data description of grammar mastery of eleventh grade students at SMKN 1 Serang City, it is found that the score is medium level. The average or mean score of 71.67 supports the characterization of grammar mastery as being at a medium level. The students' speaking ability is also at the medium level which is proven by the average or mean score of 75.09 supports the characterization of speaking skill as being at a medium level. In addition, the analysis of students' score in grammar mastery test and speaking ability also reveals that there are three categories of students' ability: firstly, individuals with outstanding grammar mastery who can express speaking fluently or they have limited grammar and they also have lack speaking, secondly those with outstanding grammar mastery but lacking eloquence in their speaking, and thirdly those with limited grammatical competence yet able to speak English. Based on the three

categories, the third category has the highest number of respondents compared to the first and second categories.

2. There is a significant correlation between students' grammar mastery and their speaking English skill of eleventh grade students of SMKN 1 Serang City even though it is the medium correlation. This is indicated by the value of correlation coefficient is $r_0 = 0.440 > r_t = 0.301$ and $t_{\text{count}} = 3.219 > t_{\text{table}} = 2.0167$. In addition, the students' grammar mastery contributes 19.3% (0.193) to the overall variation observed in their speaking skill. Intriguingly, the remaining 80.7% of the variance, not specifically addressed in this research, is attributed to other variables such as vocabulary mastery, fluency, comprehension, confidence, teaching methods, and various other elements that were not explicitly examined in this study. Previous research, such as the study by Minda and Perdana, emphasizes that each student has a unique learning behavior, and it is crucial to understand students' learning styles to meet their learning preferences.¹ These insights can be applied to this research, especially concerning the categories identified (proficient in both grammar and speaking, proficient in grammar but less in speaking, less in grammar but proficient in

¹ Sri Minda & Purnama Rika Perdana, "Learning Style and Vocabulary Achievement", *LINGUA: Jurnal Pendidikan Bahasa*, Vol. 19, No. 1, (2023), 109.

speaking). Exploring the learning styles in each category further can offer more valuable insights.

B. Suggestion

Based on the conclusion above the writer proposes several suggestions as follows:

1. For Teachers

The teachers should Incorporate grammar instruction into speaking activities to provide students with practical opportunities to apply grammar rules in real-life communication situations. They also can offer constructive and targeted feedback on students' speaking performance, emphasizing both content and grammatical accuracy.

2. For Students

The students should actively participate in class discussions, group activities, and speaking exercises. They can request feedback from the teachers on their speaking performance, specifically focusing on grammatical aspects.

3. For The Further Researchers

The further researchers should consider conducting longitudinal studies to track the development of students' grammar mastery and speaking ability over an extended period. They also should compare the effectiveness of traditional methods with innovative approaches to identify best practices.