

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter delineates the conclusion and suggestion of the research. The conclusion is formulated from the research questions, while the suggestions present the recommendation for the further research and for the related parties.

5.1 Conclusion

This study focuses on the correlation between explicit grammatical knowledge and writing ability of EFL students. This study also attempts to find out in what extent the participants ability in the two of the following researched variables correlated: explicit grammatical knowledge and writing ability.

Referring to the findings and discussion that have been elaborated in the previous chapter, it was found that there was a very strong relationship between explicit grammatical knowledge and writing ability of EFL students since the correlation coefficient equaled to 0. 867. The correlation coefficient was positive meaning that if the score in explicit GJT increases, so does the writing ability. This supports Creswell's suggestion (2012) that in a positive correlation, the points move in the same direction; that is, when X increases, so does Y or, alternatively, if X decreases, so does Y. In spite of the difference score of the two variable achieved by a participant, the overall correlation was categorized strong. For instance, a participant who got 65 in explicit GJT achieved 80 in the writing test. The score in both tests are not the same where the first test score was lower than the second one. It may be influenced by the difficult item in the explicit GJT.

The average of participants' ability in explicit grammatical knowledge in this present study was categorized into sufficient mastery level. Meanwhile in the writing test, the average of participants' ability in this present study was categorized into consolidating level. The consolidating level as summarized from Education Department of Western Australia (1997a in Emilia, 2012) means that the students' ability has been at the phase of influencing the reader by the skillful word election.

The computation result regarding the correlation between the two variables concludes that grammatical knowledge accounts for writing ability. Grammatical knowledge as one of communicative competences is a control process for writing. It follows that the writing itself is an act of communication which takes place between the writer and the reader in the form of text.

Finally, the correlation between the two variables researched in this present study is very strong. The participants assigned in this study have the sufficient mastery level in the explicit grammatical judgment test. Meanwhile, in the writing test, they generally can be classified as good writer that may still have the possibility to show some progresses.

5.2 Suggestions

After drawing the inferences, there are several suggestions that hopefully can give the constructive ideas for the readers, especially for English teachers and future researchers. Based on the result of the study, there is a positive relationship between explicit grammatical knowledge and writing ability of EFL students. To recapitulate, the suggestions are as follows:

As we all know that a good ability in writing will be very beneficial for the students. They can explore and exploit their actual competency through writing. Hence, for a teacher, it is highly recommended to formulate the strategy of how to enhance our students' writing ability. One of the approaches to improve the writing ability as suggested from this present study is by applying grammar teaching methodology to build students' explicit grammatical knowledge. Based on this present study, the explicit grammatical knowledge has a great correlation with the writing ability. However, in line with the development of English teaching methodology, the teaching of grammar has been underestimated by some since it is not effective to improve learners' overall language skills. This is in one hand absolutely right due to the automaticity principle of language learning. A learner does not need some very complicated rules just to acquire a language.

The most recent English teaching methodology is contextual language learning (CLT). It is obviously very effective to be implemented in language teaching. Yet, based on the result of this study, explicit grammatical knowledge is also valuable to gain one of language skills namely writing. Gaining the explicit knowledge can be done by implementing some grammar teaching methodology suggested by some experts. Hence, for the future language teaching, it will be very challenging if in applying CLT, particular grammar teaching can be included into one of activities designed in CLT. Technically, while focusing on the linguistic feature taken from the genre or context presented in the instruction, teacher can explain the language feature by applying explicit grammar teaching. It is expected that the explicit grammatical knowledge of students will be gained. This is hopefully effective to enhance the successful language teaching learning. However this study basically explored the correlation between the variables. The way of how to apply the explicit grammar teaching within particular teaching method applied in the classroom should

Alfi Hayyi, 2014

***THE CORRELATION BETWEEN EXPLICIT GRAMMATICAL KNOWLEDGE AND WRITING ABILITY
OF EFL STUDENTS***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

be found out in the further research. Some have claimed that only minimal concepts of grammar should be taught while others have argued for the necessity of teaching the entire grammar. So the further research hopefully will explore which grammar to teach and how to teach it. As a result, the people devoting to English teaching methodology will have many considerations to teach writing in language teaching. In short, in this notion, the author recommends that whatever the teaching method applied in the classroom, explicit grammar instruction should be involved in it while explaining linguistic features of a text genre.

Alfi Hayyi, 2014

THE CORRELATION BETWEEN EXPLICIT GRAMMATICAL KNOWLEDGE AND WRITING ABILITY OF EFL STUDENTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu