

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This was the final chapter of this research dealing with the conclusion and suggestions that might be able to take as the concern to the future research.

#### **A. Conclusion**

Based on the data in the previous chapter, it can be stated that students' grammar mastery and their ability to write descriptive text have a positive and significant relationship. The researcher discovered that the coefficient correlation was 0.903 after analyzing the data with the Bivariate Correlation (SPSS) 24,0 program. It indicates that the coefficient correlation table demonstrates. There is a considerable and very high correlation between students' grammar mastery and their ability to write descriptive text.

According to the findings of this study, the null hypothesis is rejected, and the alternative hypothesis is automatically accepted, confirming that there is a significant relationship between students' grammar mastery and their ability to write descriptive text. The results showed that students who succeed at grammar are likely to succeed at writing descriptive text as well. It's clear from their grammar and descriptive writing scores. It was discovered that some students who understood grammar well were able to write descriptive text more effectively than students who lacked grammar understanding, who struggled to write descriptive text appropriately. Therefore, It is very important to improve students' grammar skills so their writing skills also increase.

## **B. Suggestions**

### **1. For teacher**

Knowing the findings of the study, the English teacher, as an educator and mentor, can use a good way to explain grammar mastery and increase writing in descriptive text. Furthermore, the teacher can give some ways to improve grammar mastery especially in descriptive text from the language features in descriptive text like simple present, noun (plural and singular noun), adjective, action verb. And some ways to improve writing descriptive text from the generic structures concerning identification, description, and criteria to assess writing subjects for the students can learn more to organize the text well by considering content, organization, vocabulary, and mechanics in addition to focusing on grammatical aspects in writing (spelling and also punctuation).

### **2. For the Future Researchers**

If the future researchers want to conduct the title from their research the same as this research or relate to the correlation between grammar mastery and writing skill. Future researchers can do better, more detail, more perfect from this research. It means the future researchers can do research not only focused on one skill and can scope the subject of sample larger than this research. Because nowadays is pandemic and the researcher has limited time to research in the school. This research is only focused on one skill and the subject of the sample is

limited to one class (X-TKRO 4), which contains 35 students. So, future researchers can do better research than this research.