

CHAPTER V

CLOSURE

This chapter was divided into two parts. They are conclusion and suggestion. The first part will describe the research questions' findings related to the perceived impacts of grammar competence on speaking ability, the challenges of applying grammar in speaking, and the contributing factors that encourage the ability to use grammar in speaking. The second part included suggestions for English teachers, students, and researchers with related topics.

A. Conclusion

The researcher divided the conclusion into three parts based on the research questions in Chapter I, they are:

1. There are two kinds of students' perceived impacts of applying grammar in speaking: positive and negative. The students' perceived impact became one of the essential things to support the ability to apply grammar in speaking. The students can still talk in English well without a deep understanding of grammar, but they realize that using grammar can help them to talk formally and help them to reduce misunderstandings in speaking. The students also recognize that if they use grammar, it makes them difficult and makes them slow in speaking. The grammar and speaking test results showed that most

students have good grammatical awareness but perform poorly in speaking.

The scores of both grammar and speaking tests are not equal.

2. The challenges of applying grammar in speaking also become other essential things. There are various challenges that the students face in using grammar in speaking, such as; first language interference (the students always come back to their first language structure), lack of facilities (books in the library), teacher's wrong explanation when studying (the teacher did not correct the students when they made grammatical errors in speaking), and Carelessness (students lost interest in learning due to fatigue).
3. Another important thing is the contributing factors that encourage the ability to apply grammar in speaking. The English teacher explained that ambitions are the only factors that enable the students to apply grammar in speaking. The students also recognize that the factors that encourage them to apply grammar in speaking are ambitions to study abroad and situations. Several situations require students to use grammar in speaking, such as giving speeches and class presentations, because using grammar in speaking helps them make clear communication and also allows them to construct good sentences.

B. Suggestions

This study has several essential recommendations for English teachers, students, and further researchers with related topics.

1. Hopefully, this research can be considered for English teachers to find a better way to teach grammar to improve students' ability to use grammar in speaking. The teacher also can apply interesting methods to develop the student's ability.
2. This research found that students' speaking ability is worse than their grammar competence. So, it is hoped that students will improve their speaking. The students also need to increase their motivation and interest in learning grammar in speaking.
3. For further research, many aspects can be analyzed about using grammar in speaking. This study's results can also be used as a reference to conduct future research related to this topic. The next researcher is expected to be able to find student's attitudes toward their ability to apply grammar in speaking.