

## ABSTRACT

### **Jannah, Faza Fauziatul (2025), Investigating the Correlation Between Academic English Grammar and Academic Writing Performance among EFL University Students**

This study investigates the correlation between academic English grammar skills and academic writing performance among EFL university students. The purpose is to identify whether grammar mastery significantly contributes to students' ability to produce coherent and effective academic writing.

The research employed a quantitative correlational design with 63 sixth-semester students of the English Education Department at UIN Sunan Gunung Djati Bandung. Instruments included a 20-item Academic English Grammar Test and students' academic writing scores from coursework assessments. Grammar scores were based on a 100-point scale, while writing performance was classified using Arikunto's (2013) scale. Data were analyzed using SPSS version 29.0 after confirming the reliability of the grammar test.

Results indicated that most students demonstrated strong grammar proficiency, with 63.5% categorized as "Very Good" and 31.7% as "Good." In terms of writing performance, 77.8% were "Good," 11.1% "Very Good," and the rest "Fair." Pearson's Product-Moment correlation showed a significant positive relationship ( $r = 0.460$ ,  $p < 0.01$ ), suggesting that higher grammar mastery supports clearer sentence construction, cohesion, and argument quality in academic texts.

The study concludes that grammar plays an important role in shaping academic writing performance, though other factors such as vocabulary, critical thinking, and academic conventions may also contribute. Future research should consider these additional variables for a more comprehensive understanding of writing development among EFL students.

**Keywords:** Academic English Grammar, Academic Writing Performance, EFL Students, Correlational Study.