CHAPTER V

CONCLUSION AND SUGGESTION

At the conclusion of this thesis the writer would like to conclude what he has discussed in the previous chapters. Thus, we would like to give a conclusion that is relevant for the English teachers when they want to teach the form of text.

5. Summary and Conclusion

... In conclusion, if in the previous chapters, it is the characteristics of communicative teaching and learning:
hardly evaluated or focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
it is the 'act' framework for organizing and sequencing the function of the framework through the "I"... "Teign..." stage.

In this stage to conveying a message, fluency may be put in importance than accuracy. The ultimate criterion of communicative success is the actual achievement of intended meaning.

The communicative aspect students ultimately were in the form, productively and receptively understood context.
In learning activities, we need aspects of the appropriateness to the context than the grammatical accuracy the students need and the language functions.

Actually, there are many kinds of test in the communicative competence approach. There are three kinds of test that are gaining popularity in classroom: cloze, dictation and dialogue.

The important thing to be known about the test that is based on this approach is that the test must be ever effectively.

5.2. Suggestion

In presenting the reading test that is based on the communicative competence approach, the writer suggests the English teacher to realize some aspects we"n.

1. In selecting the reading passage, the teachers must think about the students needs and the language function that will be measured.

2. The reading passage that will be presented must be the most authentic one by means that the reading has never been read before by the students.

3. Use the cloze test and the comprehension question in presenting the test.
4. The main aim of the test is discussed in the
how it relates to the context of the reading passage
rather than the grammatical accuracy.

The writer realizes that this thesis is still a
theoretical device. The writer has tried this
way to test reading, but he hopes that someday there
will be someone who is eager to try this way to improve
his teaching program.
REFERENCES


