

CHAPTER V

CONCLUSION AND SUGGESTION

At the conclusion of this thesis the writer would like to summarize what he has discussed in the previous chapters; then, he would like to give a suggestion that can be useful for the English teachers when they want to teach English to their students.

5.1 Summary and conclusion

- In the discussion in the previous chapters, it has been shown that the characteristics of the communicative approach are:
1. The communicative approach is a holistic approach. The communicative approach goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
 2. The communicative approach framework for organizing and sequencing the content is based on the function. The framework through the communicative approach is:
 3. Accuracy is less important than conveying a message. Fluency may be more important than accuracy. The ultimate criterion of communicative success is the actual understanding or receiving of intended meaning.
 4. The communicative approach students ultimately have to use the language productively and receptively in unrehearsed contexts.

... learning activities, ... aspects of the appropriateness to the context than the grammatical accuracy the students need and the language functions.

Actualy, 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 never subjectively.

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 below.

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 passage has never been read before by the students.
3. Use the cloze test and the comprehension question in presenting the test.

4. The main result of the test is discussed in the
conclusion in terms of its relevance to the context of the reading passage
rather than the grammatical accuracy.

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



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