HAPTER V

CONCLUSION AND SUGGESTIONS

To be able to understand English, people should learn the English sentence structure. The mastering of the English sentence structure is impossible without knowing the structure of English sentence in which the adverbial clause is an essential part.

Adverbial clause is widely used and it occupies major parts of writing. So it is important to know and to understand it properly. Adverbial clause is stated as a compulsory grammatical item that should be taught and learned by the SMA students.

In this thesis, however, the writer only presents the description of the adverbial clause along with the methods of teaching it. To have a good view on the adverbial clause, the writer in this chapter III presents grammatical presentation of the adverbial clause. Not all of the items presented in chapter III are taught to the SMA students. The main point of this chapter is to give a general and a wide view on the subject.

In chapter IV, the writer presented some techniques of teaching the adverbial clause communicatively. In this approach, the emphasize of language teaching is moving from the language usage (how ideas are grammatically

expressed) to the language use (what expression should be used). Learners are encouraged to have fluency more than accuracy. However, learning the rules of grammar is unavoidable since the knowledge functions as monitor to generate utterances.

The process of developing communicative competence requires a lot of time and energy from the teacher. But as long as the teacher's techniques and methods in teaching are good, all of the activities in the process of teaching and learning will go on smoothly.

There are many definitions of communicative approach. However, in this thesis, the writer just presents the communicative approach according to J.A.Van Eck, Christina Bratt Paulston and Mary Newton Bruder, and Geoffrey N.Leech.

According to Christina Bratt Paulston, communicative approach is an approach which stressed the teaching point to get meaning across in a socially acceptable way and typically the exercises contain culturally relevant information-social interaction rules. So the objective of teaching grammar communicatively is the oral use of the target language for communicative purposes. The methods of learning must reflect that objective. The implication for the classroom is simple :

A grammar lesson should consist of grammatical rules which explain the particularties of the structural pattern plus a series of communicative interaction activities.

According to Van Eck, in teaching grammar communicatively we should remember some characteristics of teaching and learning communicatively. Those are the situation which consists of the roles of a language-user, the settings and the topic : the language activities, the language functions, the language forms and the degree of skill.

According to Geoffrey N.Leech, communicative grammar is an analysis of grammar on three distinct levels namely the syntactic level (form), the semantic level (meaning) and the pragmatic level(pragmatic interpretation). The teaching strategy is to combine the grammatical forms, their functions and the pragmatic forces.

The three kinds of techniques according to the writer are suitable for teaching and learning English at the SMA. They emphasize the ability of expressing the ideas without stressing on the perfection of grammar. The ample grammatical description of the adverbial clause in chapter III presents the possibilities that can be

manipulated in using the adverbial clause. By using the communicative approach, the writer does not expect the students to master their grammatical structure perfectly but mainly that they can have a good idea of how the adverbial clause work. Therefore, the writer primarily emphasizes the students' ability to know what the adverbial clause is and how it is used, even though they might be unable to use it perfectly in their communication.

If we observe carefully, we can say that communicative approach actually is not a new method. That the objective of teaching English is to enable people to communicate with the other people is the goal of every approach. So all of the approach have tendency to develop competency to communicate, only the methods and the techniques of teaching that make them differ.

In communicative approach, the students are given chances to express their ideas freely. The role of learner is as negotiator. While the role of the teacher is to facilitate the communication process and to act as an independent participant within the learning-teaching group.

To support communicative language teaching in class, the teacher may have a variety of games, role-plays, simulations, task-based communication activities or language-based realia, such as signs, magazines, advertisements, newspapers or visual sources around which communicative activities can be built such as maps, pictures, symbols,graphs, and charts.

Some suggestions for teachers or readers :

1. In teaching the adverbial clause communicatively, the teacher should encourage the students to have fluency more than accuracy. The teacher may not stress on the perfection of grammar but mainly on the students' idea of how to use in communication.

2. Language is said to be a set of habits. In order to make language as a set of habits, the students should often use it so that it will become a habit. Here lies the barrier of learning to speak English for indonesian students. They do not live in a society where English is spoken. Realizing this fact, the teacher should constantly find the techniques to motivate the students to speak English with native speakers outside the classroom or at least create English environment in class.

3. Communicative approach is more interesting and more lively if the teachers are creative and can speak English fluently.

4. The teacher should use time effectively so that teaching and learning English can be done effectively and efficiently.

5. For intermediate and advanced students, exercises that provide the students with opportunities to solve problems or accomplish tasks may be more useful. Students may work individually or in a group.

6. The class should not be crowded in order the teacher could pay attention to each student. It is impossible to have effective communication if the number of the students around forty-five or fifty students in one class.

7. The library should supply many English books to facilitate the students to gain their knowledges.

Finally, the writer hopes that this thesis could be useful for the readers. The writer realizes that this thesis is far from perfect. Therefore, the readers' suggestions for its improvements will be openly and gratefully accepted.

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