CHAPTER V

CONCLUSION AND SUGGESTION

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5.1   Conclusion

In this study, the writer tries to combine the old structural based course with the new one. In her attempt to make the teaching learning atmosphere interesting, she proposes to apply the cognitive approach in teaching structure to the third year students of senior high school. Besides, in relation with putting the structural items in contextualized situation, communicative spoken-written exercises are taken to be applied as a mean of teaching structure because it serves as a bridge for learners to the communicative use of language. The communicative spoken-written exercises can also be an oral interchange between two or more people that represent real communication of ideas from one person to another.

In carrying this technique, the teacher should consider the student' level of English proficiency, the student's interest and also structural items being taught. Besides that, the teacher should have a good preparation, an interesting presentation, and a good evaluation so that the objective of teaching the structural items through dialogues can be achieved.
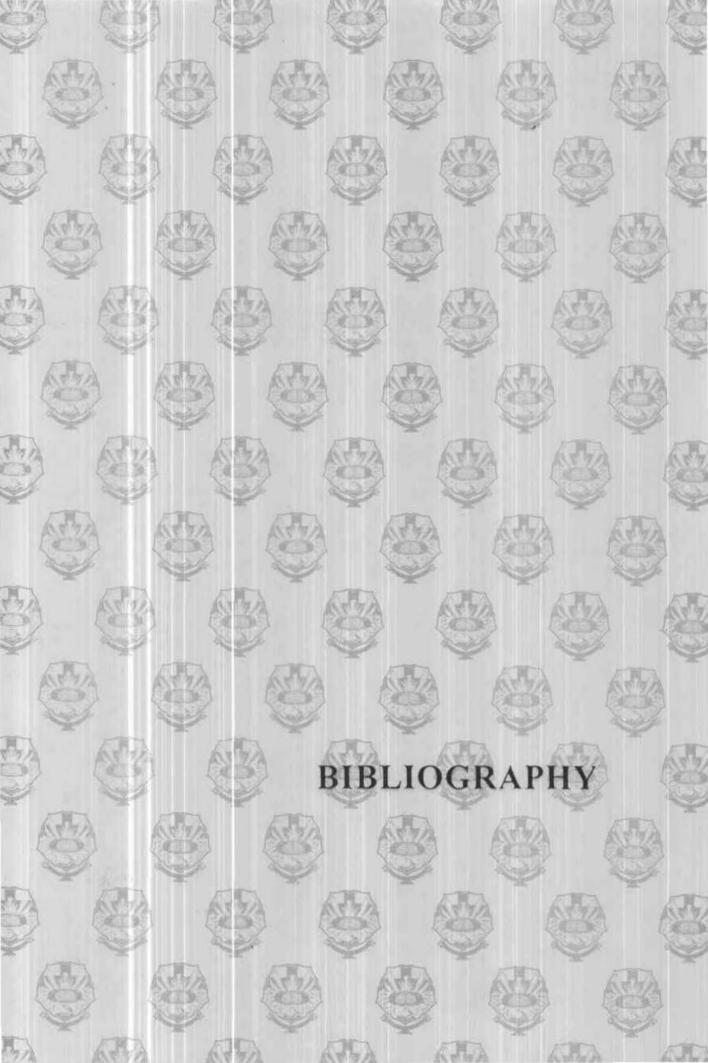
5.2   Suggestion

Making the teaching learning successful partly depends on the teacher because he or she plays a very important role in teaching learning process.

Therefore, the teacher should be creative in preparing the materials and improving the teaching techniques. He or she has to choose the most suitable material according to the level and interest of the students so that he can present the material successfully and interestingly.

The writer realizes that using dialogues for teaching the structural items must take a lot of time, so she suggests that it would be better if the teacher divides the time needed for presenting the dialogues wisely in order to make the teaching learning goes on smoothly.

The implementation of this technique, hopefully, could encourage the students to learn structure patterns easier, more enthusiastically, and develop a communicative interaction in the classroom. As the students always worry about making mistakes, the teacher should encourage them to interact with each other even when they make mistakes. If the students feel comfortable and nervous during the lesson, they will find that learning English is easier so that they will enjoy practicing what they have just learnt.

By using this technique, it is expected that both the teacher and the students are aware of the communicative values and language function of the grammatical patterns they use.

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