

## **CHAPTER FIVE**

### **CONCLUSION AND SUGGESTION**

Communicative Language Teaching is an approach that emphasizes on learner-centred, communication, and real-life situation. This approach is mostly appropriate to be applied in conversation or speaking class, which requires communication as the goal of teaching. Teaching English conversation class to the third grade of Senior High school students require the teachers to know and even familiar with the characteristics of their students' level of age in order to make the teaching effectively.

There are four main characteristics of adolescence, which can be a significant consideration for Senior High English language teachers while applying communicative activities in the Senior High English conversation class.

First, their cognitive ability is more develop. It requires techniques of teaching that can challenge them to use their logic or abstract thinking. The teacher can create a task for discussion or games that make the students give their own opinion on a real life situation or ask them to solve a problem out of a situation given.

Second, their attention span begins to lengthen but there are also more distractions of an emotional nature. By raising the teenager's real life situation, the teacher may acquire the students' attention and interest in speaking English language.

Third, their ego and self-esteem are high and they can be very sensitive to the ways other see them. Allow them to speak in English language without interruption on their grammatical errors can be a way of building their confidence in speaking the language. Other way is to give them sincere words of complement on their efforts in speaking English language.

Fourth, they identify themselves with the peer group. They learn more from their peer. The teacher can use group or pair work to do language games, discussion, or to solve a problem based on a real life situation. They can also practise everyday situation that involve communication, such as asking someone to go out, etc.

Finally, the present writer concludes that the implementation of Communicative Language Teaching will be effective if the teacher considers the characteristics of the students' level of age. Therefore, the present writer suggests the Senior High School English language teachers, whether a native speaker or not, to find out more about the characteristics of the Indonesian adolescence, and other communicative techniques that are appropriate with the characteristics and that support the development of the characteristics.

Meanwhile, considering the ineffectiveness of a class with a large number of students, the present writer suggests the school, SMAK 2 BPK Penabur, to arrange the conversation classes into classes with smaller number of students. She also suggests that the class meeting can be added to two or three times a week and the duration of each meeting should be added up to sixty minutes.