

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusions from the researcher related to the research. Other things such as suggestions for further research that have the similar concern are also discussed in this chapter as the improvement for all the lacks in this research to be improved for better.

5.1 Conclusion

The data shows there are four challenges and four strategies to cope those challenges by the teacher. The four challenges are first, communication between the teacher and the hearing-impaired students. The second challenge is the needs in preparing material for teaching English. The third challenge is the teacher needs to choose appropriate media in teaching. The fourth challenge is the delivering the material.

The teacher faced those challenges with several ways, the teacher uses the total communication approach to communicate with the hearing-impaired students. In preparing the teaching material, the teacher makes adaptations related to the students' characteristics and needs. She also uses visual and audiovisual as the media teaching for hearing-impaired students. And to deliver the teaching materials through the exact media, the teacher still requires to do repetitions.

The teacher explains her reasons for choosing the strategies is based on the teacher's experiences for years in teaching the hearing-impaired students. The teacher understand that the hearing-impaired students have limited access on audio

materials. This leads to the hearing-impaired students have less background knowledge compared to the hearing students, considering these conditions, the teacher stay patient with the students. Through the years of teaching the hearing-impaired students, the teacher is still looking for better way to teach them.

Although this research provides information about the challenges of teaching English to hearing-impaired students and its strategies, the findings of this research cannot be generalized to all English teachers in special schools. The findings and results of this study may differ from those of other special schools.

Furthermore, it is expected for English teachers to stay patient in teaching English for hearing-impaired students and keeps looking on the appropriate way in teaching English for the hearing-impaired students. In accordance with it, the researcher also expects for the results of this research can be useful for the English teachers to be better in teaching English for the hearing-impaired students despite several challenges that might appeared.

5.2 Suggestion

After conducting this research, I would like to give some suggestions related to this research, they are:

The researcher suggests the teacher to teach the students to use ASL (American Sign Language), because it will be useful for the hearing-impaired students in this modern era. The students might be able to communicate with people abroad directly or through various platform in the internet.

Next, the researcher suggests the school to provide the printed coursebook. However, the coursebook is the basic component that must be provided for the teacher and students.

Then, the researcher also suggests the school to provide a megaphone as additional media in the classroom. Based on the observation, the researcher found that sometimes the teacher uses audio-visual media in teaching but the students who still have residual hearing could not hear the audio clearly. Therefore, the school should provide the megaphone as supporting media in the class. It could help the students who still have a residual hearing to improve their ability in hearing.

Last, the researcher suggests the next researchers who determine to conduct similar topic as reading material or literature study. Moreover, the further researchers are suggested to expand their analysis and explore more aspect to be analyzed.

