

CHAPTER V

CONCLUSION AND SUGGESTIONS

The last chapter was divided into two points. They were conclusion and suggestions. The conclusion covered the answer of the research questions, while the suggestion concerned on the writer's expectation related to the result of this study.

A. Conclusion

According to the findings and interpretation on the previous chapter, this study focuses to discuss the strategy used by the English teacher of SLB Manunggal Slawi – Tegal, and the implementation of the strategy in teaching English for deaf students. The writer describes them with briefly explanation.

The writer got the data based on the result of interview and observation that conducted to the headmaster, English teacher and the deaf students of SLB Manunggal Slawi - Tegal. This research was aimed to find out teacher's strategy in teaching English for deaf students at SLB Manunggal Slawi. Statements of the problem covered the strategy used by the teacher in teaching English for deaf students at SLB Manunggal Slawi and how the teacher applied the strategy is appropriate to the theories.

From the result of conducting the interview and observation field notes, the writer can conclude that, English, as we know as the international language, often used by people around the world. And nowadays, many terms in social live used English as familiar language that people should know. By

this contemporary condition, deaf students should know English, no matter them as deaf who limited in both speaking and hearing. This study shows that SLB Manunggal Slawi is a proper school for deaf students to learn English. English subject is one of subject that will be examined in National Examination.

English subject is one of SLB Manunggal's subjects that will be examined in National Examination. The teacher holds an important role on students' learning goal. The appropriate strategy should be emphasizing on getting students' understanding the material. The strategy used and applied by Mrs. Kristanti, as the English teacher, can be briefly concluded as follows:

1. The strategy used by the English teacher of SLB Manunggal Slawi – Tegal were emphasized on conducting effective lesson by repeating the material and checking students' understanding periodically, individualizing instructional practices in measure each student's ability and students' sitting position as the classroom accommodation. The use of Total Physical Response, Grammar Translation Method as the English language development strategies in teaching English for deaf students Students were also motivated to learn English.
2. The implementations of the strategies were appropriate to the material given. The teacher taught the students systematically, she implemented the strategies in the right steps in teaching the English material. The steps of teaching English were pre activity, main activity, and post activity. In

addition, the teacher also cared to the students, so that the students were motivated to increase their ability in English Language.

The teacher applied Total Physical Response and Grammar Translation Method together with sign language, SIBI as the formal sign language used in teaching deaf students at SLB Manunggal Slawi. Writing and reading were the focus of English skills taught to deaf students.

There is no specific classification for students' different level of deafness. Fortunately, the school has anticipated students with different level of deafness, by managing their sitting positioning. The school differentiated into the fast and slow learner students. The slow and fast learners may cause by different level of deafness. The slow learners should be placed in the front line, for students more closely to the teacher and focus in teaching and learning process.

B. Suggestions

According to the result of this research, the writer would like to propose some suggestion as follow:

1. For the English Teacher

The strategy used by the teacher has been appropriate to the students' condition. Even though, it is recommended for the teacher to vary more new or any teaching strategy in teaching English for deaf students. It will build students' interest to learn English and make a comfortable learning atmosphere. The teacher may use more media or technology that can make students easier in receiving the materials such as video or movie. The

teacher should use the strategy that it can improve student's motivation in learning and using English as frequently as possible.

2. For School

School has to pay more attention in teaching and learning process by completing the facilities, and maximize the use of infrastructure such as language laboratory. Therefore, both teacher and students can use it optimally in supporting teaching and learning process. In addition, giving more chance to students to practice English, such as held extracurricular English Club could be an option.

3. For the Students

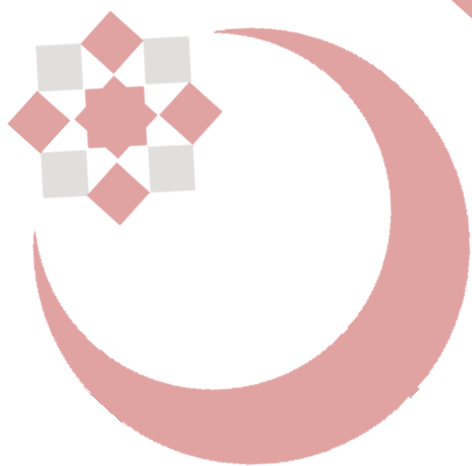
Students with hearing damage or deaf, have the same opportunity as hearing students. Their weakness is not being a limitation in study. Students should realize that studying English is important because English has been used widely around the world. Learning activities outside classroom also should be good solution for students get new experience in learning, and can lower their stress.

4. For Next Researcher

The writer hopes that there will be more researchers which interested in researching special education, especially about English topic in deaf world, in wider population and place. Then for further research, use more subjects to make it credible research.

5. For the Readers

After reading this thesis, the writer hopes this thesis will be useful for the readers and it such as a reference that deaf children can be educated as hearing children.



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