

Chapter Five

Conclusion and Recommendation

This chapter provides two major parts namely conclusion and recommendation of this research. Besides, the conclusion explores about the summary of the research results. Additionally, the recommendation includes the suggestions for some parties related to this research.

Conclusion

The general aim of this study was to investigate teaching English as a foreign language among hearing impaired students. As the reason, the researcher is interested on how to teach English as Foreign Language for hearing impaired students. It is because the hearing impaired students cannot hear properly, and they are not exposed to sound well. That way, they do not know how to produce the sound well, and they will get the difficulty to listen and read in terms of receptive skill in teaching English. On the other side, it also affects the productive skill such as speaking and writing.

This study had been done at one private SLB in Yogyakarta. The researcher interviewed two female English teachers for hearing impaired students as participants. This study used descriptive qualitative as research methodology. The researcher found twelve findings related to the aims of this study. Hence, the findings of the study had handled two research question explained below.

The first research question of this study is about challenges faced by teachers to teach English as a foreign language for hearing impaired students. Based on the

finding, there are five challenges as stated by teachers. The challenges as follow; students' difficulties in hearing, limited of vocabulary knowledge, difficulty in teaching a long text, lack of communication, limited of using projectors.

The second research question of this study is about the strategies implemented by teachers to teach English as a foreign language for hearing impaired students. The teachers mentioned five ways that they implemented. The strategies as follows; strategies to face students' difficulties in hearing, strategy of adapting vocabulary in focus, strategy of implementing directional orientation, strategies to face students' lack of communication, using mobile phone.

Every teacher in teaching hearing impaired students have their own ways to encounter the challenges. Firstly, the strategies to encounter the challenges regarding to the students' difficulties in hearing are by strategies to face students' difficult in hearing such as giving a test and playing game. Secondly, the limited of vocabulary knowledge was overcome by strategy of adapting vocabulary in focus. Then, the strategy they used to overcome the difficulty in teaching a long text is by strategy of implementing directional orientation. The lack of communication was encounter by the strategies to face students' lack of communication such as using sign language, writing on the whiteboard and implementing the realia. The limited of using projectors was faced by using mobile phone. Based on the findings above, the similarly strategies implemented by teachers are used to encounter different challenges in teaching English as foreign language for hearing impaired students. Hence, the all strategies implemented by teachers in teaching English as a foreign

language for hearing impaired students made the teachers more ease to explain the material for hearing impaired students and it was supported to hearing impaired students in understanding the material that delivered by the teachers.

Recommendation

Regarding the research findings, the researcher proposes some recommendations related to this research. The recommendations are expected to be beneficial for some parties related to this research in the future. The recommendations are intended for special need English teachers, researchers, and other researchers.

For special school. Based on the finding, the researcher advises special school to provide adequate facilities in using projectors so that the hearing impaired students will be more enthusiastic by using projectors in teaching and learning English as a foreign language process.

For the government. They should be more aware in assisting the learning media for hearing impaired students. It is because learning media can facilitate the teachers in delivering material to hearing impaired students.

For the educational institution. They can support the English teacher in teaching hearing impaired students to gain a lot of learning media so that the teachers will have a wide variety of strategies to teach English for hearing impaired students.

For English teachers. The teachers should have a lot of various activities to make hearing impaired students to be more interesting in teaching English as a foreign language. Besides, the teachers should add more teaching strategy related to

the students' need. By implementing various ways of teaching, the students will be not bored when the teachers taught English vocabulary in the class.

For other researchers. Regarding the results of the study, this research only uses the interview as research instrument to collect the data, and it would be substantial if other researchers use the observation or other instruments of the research to gain more information about this topic.