

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the following subtopics: (1) conclusions and (2) suggestions of the study.

5.1. Conclusions

Based on the research results, teaching English for hyperactive learners at SLB Gentaralam Palembang: problems and strategies has been held as research conducted by researchers. There were six problems faced by English teachers and the strategy in teaching English for hyperactive learners in the classroom.

First, attention problems, training to focus on learning for hyperactive learners was the most difficult thing. Second, memory problem, hyperactive learners make teacher more active in repeating the material that has been given regularly. Third, temper problem, the different emotions of hyperactive learners, the teacher must know each student's character and act as a problem solver. Fourth, hopeless, the difficulties faced by hyperactive learners when doing the exercises from the teacher made the hyperactive learners did not want to continue the exercises. Fifth, socialization problem, the socialization for hyperactive learners was very important, not only useful for expanding friendships at school but also very useful in the future. The last, teaching strategies problem, verbal and non-verbal technique had difficulties in controlling hyperactive learners in the learning process. Additionally, there

was strategy in teaching English for hyperactive learners namely group discussion and teachers could make learning methods while playing so that hyperactive learners did not feel bored during the learning process.

5.2. Suggestions of the Study

According to the conclusions described above, the writer delivered some suggestions related to teaching English for hyperactive learners at SLB Gentaralam Palembang: problems and strategies. The writer likes to give suggests for the teacher in the institution. First, for the English teacher, the researcher suggests that English teacher must separate the class between mild and severe hyperactive learners. Second, for the English teacher, the writer suggests that the English teacher have to use the group discussion method more often in some meetings. Finally, this study can be used as sources for the further writer, the writer expects that other researchers can explore information about teaching English for hyperactive learner especially in problem, strategies and other field that the researcher hasn't known.