

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented: (1) conclusion and (2) suggestion of this study.

5.1 Conclusion

Based on the data analyzed using thematic analysis, it was found that the strategy used by the teacher in teaching vocabulary for deaf students was to use visual media which consisted of several strategies. The first is visual media such as picture and sign language strategies. Teachers apply this strategy because deaf students have visual learning. The teacher also used audio-visual media such as film subtitles. Apart from that, the teacher also used drilling of material, namely drilling pronunciation in the word and drilling showing the pictures. From this strategy, the teacher wants students to get the desired learning achievement. So, the teacher uses this strategy to make the deaf students interested and enjoy the teaching and learning process. So this makes deaf students understand the lessons taught even though at a low level compared to other normal students.

5.2 Suggestion

The researcher proposes some suggestions after conducting this research for teachers, for students, for special schools, and for other researchers.

For teachers, they must be more creative in using strategies when teaching English to deaf students. Therefore, teachers must also be competent in choosing the right teaching media for deaf students. The teacher also has to understand every student in the class, so it will help them in building their confidence in the class. Teachers must be active in stimulating their students so that students can provide feedback or answers in class.

For students, they suggest to be more active in class. They must participate in the teaching and learning process so that it will help them in understanding every material

explained by the teacher in class. Students must be confident and not afraid to make mistakes in English class because by making mistakes, they will learn from it. Students should also be brave to face their difficulties and share their thoughts so that it will help them to understand better in class.

For special schools, they can facilitate the needs of students who can support them in the teaching and learning process in the classroom. Not only for teaching media, but also a good strategy presented by the teacher. For other researchers, it is hoped that the results of this study can be used as a reference to conduct similar research on teacher strategies in teaching English to deaf students.