

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

The last chapter of this study is conclusion and recommendation. This chapter presents some conclusion as well as some recommendation related to the result of the study in the previous chapter.

#### **5.1 Conclusion**

Learning reading in the level of mentally retarded students does not require to be learnt deeply but they emphasize more on daily or in application for daily communication. Reading length for them contains short sentences, only three or four sentences. Mentally retarded students have low IQ and cognitive skill that influence them to lose his place in the page, jump lines or read wrong letters into the words and difficult to pronounce the certain words.

Based on the result of need analysis that is from the students' questionnaire showed that the students desired learning reading to understand the text and it was needed to add reading material for them. The students had less vocabulary and needed media such as pictures, video, and computer. Moreover, they wanted to learn material that contained story, paragraph, and dialogue. The activities that be able to support the students' learning are exercises with multiple choice, matching, and arranging random sentences that they could finish them individually, in pair, and in a group. Meanwhile, the result of interview with English teacher showed that teaching English in SLB Negeri Cerme was only as an introduction by teaching vocabulary for the students. The teacher utilized some

media such as a white board, an English book, and pictures to teach English. The researcher did not find more reading material in the textbook, it contains vocabularies and short dialogue. The teacher also created activities like introducing the vocabularies of the topics and gluing the pictures by giving their names.

From those reasons, the researcher decided to combine pictures, texts, and videos into a package through MASH (Macromedia flash) that contained three topics. The activities are guided by Project based learning strategy which have six phases; essential questions, Plan, Schedule, Monitor, Assess, and Evaluate. There were two experts to assess the product which were an English teacher and an Informatic teacher. The English teacher assessed the material with the score was 78% that identified in very good category and the Informatic teacher assessed the media with the score was 74% that identified in good category. While, the result of the students' response related to the product showed the total score was 79% and it meant that the students agree with MASH media to be used in learning process.

## **5.2 Recommendation**

Dealing with conclusion above, the researcher provides some suggestion for the teacher and the further researcher; as follows:

1. To the English teacher: Because of the teacher only provides some medias (whiteboard and pictures), it should be better to have creativity and innovation in creating more interesting media to teach English skills for

mentally retarded students. Even, it is able to compose simple reading material to enhance the students' vocabulary.

2. To further researcher: The researcher who plans to conduct the similar project as this study, it will be better to apply another media which emphasizes on more reading material and activities. The further researcher can also develop another skill of English through PBL strategy or others that be taught to mentally retarded students.