

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter addressed to parts they are conclusion and recommendation. The conclusion is the result of the research which are discussed in the previous chapter and the recommendation related to the development of vocabulary material for the seventh grade hearing impaired students at SMPLB Kemala Bhayangkari Gresik.

5.1 Conclusion

Teaching process for hearing impaired student emphasizes on visual and the use of picture especially picture series which help them to know what the point from the matter what they learn easily, because the pictures represent some words, meaning or activity. The use of picture also enhances the hearing impaired students imagination about what they see in the picture. That is the reason why the researcher tried to develop vocabulary material using picture series for hearing impaired students.

Based on the result of need analysis from interview with the teacher, the researcher got information about the condition of the school, the school still used KTSP as reference in teaching and learning process. The researcher also knew about the way how the teacher taught the lesson. The teacher in this school did not use media. Then, about the condition of the seventh grade hearing impaired students, they seemed enthusiastic when they learnt English, because when they knew about English, they would imagine about overseas. Then, based on the

result of students' questionnaire that most of students stated that they liked learning English, but sometimes they also faced difficulties about vocabulary because they never knew about English before. All of the students also stated that they were interested in learning English vocabulary using picture series which they never knew before. The researcher concluded that the students were very interested when they learn English but there was no media like picture and no interesting learning and teaching process, so the researcher made vocabulary material in form of module and the content provided picture series made using hand by Ryan with some colorful and interesting pictures. The researcher developed the material into three topics which consisted of two skills they are reading and writing skill.

Based on the result of questionnaires score was 86, 5% which categorize yes. The result of students questionnaire after try out that all of the material which was taught to them was very interesting. They were also interested when they learnt English using picture series because the materials were easy to understand. Then based on the result from expert validator checklist, the score of the module was 92, 19%, it meant that the vocabulary material was very suitable to use for seventh grade hearing impaired students.

5.2 Recommendation

Dealing with conclusions above, the researcher provides some recommendations for the teacher and the next researcher as follows. For the teacher, when the teacher only teaches using traditional method and does not use

media like picture, it is very hard to applied in students with special needs like hearing impaired, because they will get difficulties or maybe they look like confused with the teacher explanation. So it will give impact to their lost understanding about what they learn because they do not know about what the material that the teacher explains. The teacher should consider the students with disability especially in hearing sense, even tough they can hear normally, but they still have sight sense. For introducing vocabularies, the teacher emphasizes more on their visual, and it can use picture. When the teacher teaches them using picture it is will help them to be enthusiastic to see the picture and they can remember the vocabulary easily. From the picture it self will help them to enhance their imagination about what in those pictures which they see, because picture represents something which can stir up the hearing impaired students imagination and their background knowledge.

For the next researcher, the researcher who intends to conduct the similar project as this study will be better to use this product as one of their reference in developing the material especially in vocabulary material for the hearing impaired students. Moreover, it is better to try to apply another media which emphasizes on visualization for seventh grade hearing impaired students of SMPLB to make them more enthusiastic, interested and easy when they learn Vocabulary.

For the students, this module is useful to help them to understand easily what the meaning of the some topics which they learn and also help them to increase their vocabulary which they never know before, because of their lateness of getting new vocabulary.

For introducing vocabularies the use of media like picture will help them to memorize and also understand what the meaning or point of the material easily especially for students with lack in hearing sense. So here the researcher developed the vocabulary material using picture series, with simple text to make the hearing impaired students have understanding about vocabulary from the picture which they have known before because of their disability. From the result above, the researcher suggested the teacher to use this product to help them introducing the students about simple vocabulary related to their daily life. Then, for the students, it is hoped that this module will be useful to add their vocabulary. The colorful and simple text is hoped can make them feel interested and more enthusiastic and also easy to understand the material. So when they feel interested, it will make them enthusiastic and easy to understand the material that they learn.

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