

Chapter Five

Conclusion and Recommendation

There are two parts in this chapter. The first part is conclusion that summarizes the study results. The second one is recommendation which explains the benefits of this research for everyone who related to this study.

Conclusion

Based on the researcher's informal observations, teaching hearing-impaired students was not easy and the researcher found some challenges. The researcher found in an informal observation that teachers needed strategies to teach English vocabulary for hearing-impaired students. Strategies are useful for students to improve their skills. Therefore, this research aimed to find out the strategies used by English teachers at SLBN 1 Bantul and also to discover the implementation of strategies.

This research used qualitative research design. It was chosen because the researcher wanted to know the information about the teachers' strategies used to teach English vocabulary for hearing-impaired students at SLB N 1 Bantul. There were two participants in this research. Those two participants were English teachers at SLB N 1 Bantul. Interview became the instrument to help researcher obtain the data. The researcher made an interview guideline in *Bahasa Indonesia* to minimize misunderstanding between the interviewer and interviewees. After the interview was done, the researcher transcribed the data verbatim. It means that the researcher did not manipulate the data. Last, the researcher did member checking and coding to analyse the data.

The finding of this research answered the research questions. There were two research questions on this research. The first research question is to know strategies used by teachers in teaching English vocabulary for hearing-impaired students. The second research question is to find out implementation of those strategies. The researcher made the summary of this research explained below.

The findings discovered that two teachers at SLB N 1 Bantul used various strategies to teach English vocabulary for hearing-impaired students. Based on the participants' answers, there were nine strategies in teaching English vocabulary such as using dictionary, game, picture, matching task, body movement, word and sentences completion, crossword puzzle, flashcard, object or realia, and matching.

Then, the strategies were implemented in several activities. The dictionary was used to find out the meaning of difficult words. Next, the teachers used games such as words and pictures and Logico game. The teachers applied the pictures to teach new vocabularies through showing up the pictures based on the words. Matching task was implemented by matching the words with pictures, and the word with word. Giving examples of vocabularies was implemented by doing body movement. Word and sentence completion was done by filling in the blank and filling in the underlined task. For the crossword puzzle, the students wrote the sentences related to the pictures on the book. The students showed the pictures based on the words. The realia used a statue of animals to demonstrate the vocabulary. The result showed that two teachers used the same media, but the implementation of those strategies was different.

Recommendation

After the findings have been exposed, the researcher mentioned the recommendation dealing with this research. The recommendations are for the teachers, pre-service teachers, the next researchers, and the institution.

Teachers. By looking at the findings, the teachers should choose the best strategies based on students' need, and should provide the media that make students interested. By reading this research, the teacher should know how to use it by doing well preparation.

Pre-service teachers. The researcher does hope that pre-teachers get information about the challenges when teaching English vocabulary for hearing-impaired students and the pre-service teachers should know what suitable materials to teach hearing-impaired students are. Moreover, pre-service teachers can know how to implement those strategies based on the hearing-impaired students' need.

Further researchers. This research is useful for further researchers who want to do research related to the teaching English vocabulary for hearing-impaired students. It can be used as a resource for their research. The further researchers can enrich a topic about strategies to teach English vocabulary for hearing-impaired student. Then, it can discover the challenges that teachers face by implementing the right strategies.

The institution. It is expected that the institution parties also know the strategies and how to implement those strategies. By knowing the findings of this

research, the institution parties can ask the teachers what the teachers need in a learning process, and can facilitate the English teachers.