

Chapter Five

Conclusion and Recommendation

This chapter contains the summary of this study and recommendations from the researcher. First, the researcher discusses the summary of this research about how to use flashcard in hearing impaired class in SLB N 1 bantul Yogyakarta and the teacher perception about the effect of using flashcard on the vocabulary of hearing impaired students. Second, the researcher gives recommendation after doing this study.

Conclusion

This research have a purpose to investigate teachers' perception about the use of flashcard and its effect on the vocabulary mastery of hearing impaired students in SMPLB N 1 Bantul Yogyakarta. The perception which were investigated in this research are how do teachers of hearing impaired students use flashcard in the classroom and teachers' perception about the effect of using flashcard for hearing impaired students English vocabulary.

The first purpose of this research is to find out teachers' perception about how do teachers of hearing impaired students use flashcard to teach vocabulary in the classroom. After the researcher did the interview, the finding showed that there are three aspects that teachers of hearing impaired should give attention. The first was about the time and fracuency of using flashcard at teaching vocabulary for hearing impaired students. The finding showed that Dini was more often than Putri in using flashcard because she teach students grade 7th. Then, hearing impaired students just had 70 minute to learn English language every week in the school. Second, learning

new vocabulary by using flashcard have two function such as to introduce vocabulary that have relationship with subject topic and to explain vocabulary that have relationship with daily life. Third, there were four activities that teachers use to teach new vocabulary by using flashcard. Those activities were showing flashcard, passive activity, active activity and games.

The second purpose is to investigate teachers' perception about the effect of using flashcard for hearing impaired students English vocabulary. Based on the interview result, the effect of using flashcard to teach hearing impaired students' English vocabulary was students can improve their vocabulary. The improving of vocabulary mastery of hearing impaired indicated by some steps. Those reasons were by learning vocabulary using flashcard, hearing impaired students easy understand a text. When teacher explain new vocabulary by using flashcard, students not just saw teacher explanation but also can learn how to write a vocabulary correctly. Play a game by using flashcard can make students more understand with the topic discussion because hearing impaires students interesting and they can be understand with the topic easier. By using flashcard make learn new vocabulary can be interesting activity and make students easier to learn new vocab.

There was another finding revealed in this research such as the use of other media to teach new vocabulary and the challenge of using flashcard. In teaching vocabulary for hearing impaired students teacher not only used flashcard but also used realia media, *logiko* and picture. Teacher used realia media to explain a thing in English and take the things into the class. Other media was *logiko*. *Logiko* is a media to teach new vocabulary. Students like to use this media because pion in *logiko*. Then, picture was also a media that teacher used to teach new vocabulary. Teachers used

picture when they felt difficult to take a real thing into the class. The other finding was about the challenge of using flashcard. There were three challenges that faced by the participants. Those challenges were flashcard cannot explained abstract vocabulary, flashcard were not practical and the flashcard was incomplete flashcard.

Recommendation

After finished doing the research, the researcher have some recommendation for hearing impaired students, the teachers, other researchers and educational institution.

For hearing impaired students. The researcher suggest to the hearing impaired students to have some flashcards in their home. It is to make them have more time to learn new vocabulary.

For the teachers. The teacher should have various activities to make students more interesting in that teaching learning process when using flashcard. It is better when the teacher using flashcard with using different method every time using the flashcard. So, students do not get bored at the teacher used flashcard to explained new vocabulary. When teacher difficult to looking for appropriate flashcard to teach subject topic, teachers can make flashcard by themself.

For other researcher. The other researcher are suggested to do a research on the students' perception of using flashcard for hearing impaired students. Other researcher can use other media to help hearing impaired students in learning new vocabulary.

For educational institution. They can help teacher to get many flashcard, so the teachers have various flashcard to teach vocabulary for hearing impaired students.

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