

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and suggestion are described below:

A. Conclusion

Having analyzed the data about “*strategies of teaching English grammar to students with hearing impairment*” which consisted of three points of objective study, the researcher concluded that;

1. Teaching strategies applied by teacher in English grammar to students with hearing impairment were *deductive strategy* and *inductive strategy* which combined with *individual strategy* and *cooperative strategy* included in (even individual and cooperative strategies applied by the teacher did not constructed independently). It was proven in observation I, how she applied *deductive strategy* when she applied *presentation* in the class which emphasizes on introducing formula, function, and examples of ‘*simple past tense*’. Then, the teacher applied *practice* stage by giving the students more activities for analyzing sentences (the formula of the sentences: ‘*simple past tense*’). Moreover, the teacher conducted *production* activities through matching activities about ‘*simple past tense*’. In this stage, the students were allowed to discuss about the task but they have different number to be answered (considered as *cooperative strategy*).

In *inductive strategies*, she applied it in observation II, at the beginning stage (pre-activity stage), the teacher directly gave a *practice* activity to open the class activity which concern on analyzing sentences. The English teacher firstly wrote some sentences in the white board. Then, she asked the students to analyze the sentences by differentiating two categories of sentences between '*past continuous tense*' and '*present continuous tense*'; what the formula are, what the examples are, and the function of it. For main-activity the teacher conducted *production* activity through making a sentence of '*past continuous tense*' in order to have the students be active about the lesson and also understand the topic more. In this stage, the teacher guided, analyzed, and corrected the students' task directly. This case was like the teacher gave a course (considered *inductive strategy*). Then, in post-activity, she applied *presentation* activity which emphasizes on reminding the formula, function, and example of '*past continuous tense*'. This arouses inference that the teacher only applied applicable teaching strategies by considering students' condition.

2. The difficulties encountered by the teacher during the class were in those strategies, as follow;

In *deductive strategy* the teacher felt difficult in giving understanding about the context to the students when the topic was 'simple past tense' since the time signal of it was difficult to catch by the students with hearing impairment. Concerning with *inductive strategy*, the teacher was looked that

she felt difficult to make the students understand and able to do the exercise in practice stage. The students failed to analyze the differences of '*past continuous sentences*' with '*present continuous sentences*'. The teacher said that those difficulties aroused because there were some causes; communication problem since there was a student still did not mastering sign language well, limited time problem, and tool and infrastructure problem which were caused by the absent of visual aid such as OHP or LCD.

In solving those difficulties, the teacher did some actions to her students such as being creatively in giving visual aid to help the students understand the lesson well, as like drawing the object on the whiteboard, being patient to overcome the students' difficulties, and giving and applying another appropriate strategies when the strategy applied in the class did not run well. It means that the teacher had and did the solutions to overcome teaching difficulties which she encountered.

3. The students' response about the teacher's teaching strategies during the class showed that the teacher's teaching strategies were interesting and made them enjoyable in learning English grammar. The strategies applied by the teacher were very appropriate to students' condition even there was not visual aid which is very helpful aid for students with hearing impairment. The good and positive responses help the students been motivated in learning English which influenced their success in examination, this was proven by their score of English subject examination; one student got 90 and one student got 82.

4. The teaching strategies applied by the teacher in teaching grammar for students with hearing impairment were effective strategies, because through *deductive strategy* and *inductive strategy* which combined with *individual strategy* and *cooperative strategy* included in, both teacher and students gained the result what is intended; understood the context of English language (for the data see appendix 2) able and success in doing exercises and tests or examinations. (for the data see appendix 6)

B. Suggestion

There are some suggestions that the researcher wants to give, as follow;

1. To the teacher
 - a. In deductive strategy (which has to do with emphasizing on the rule of grammar as led-in before getting into the stages of examples and practice which the rule is applied.) I give the teacher some suggestions as follow;
 - i. Teacher can give the students the simplest explanation about the topic. Sometimes teacher can use total physical response to explain the new vocabulary or new lesson.
 - ii. Teacher can use video or film in the process of teaching grammar. Because the movable objects will catch the students' attention quickly and make them understand better (sometimes ask them to go to internet to show education video). Give them interesting game relating to the topic on main-activity or post-activity stage to make them remind on it easily. Such as snakes and holders game.

- iii. Teacher can give extra time outside the class to students who get difficulties in learning process for helping them to solve their difficulties (it depends on teacher's will).
- b. Inductive strategy (which has to do with concern on starting some examples from which the rule is inferred). I give the teacher some suggestions as follow;
 - i. Teacher should always be creative in teaching grammar and make lively atmosphere during the class. Perhaps, teacher can stimulate them about the topic by some quizzes and small grammar games on pre-activity to make the students enjoyable to teacher's teaching before turning into next stages.
 - ii. Teacher can give extra time outside the class to students who get difficulties in learning process for helping them to solve their difficulties (it depends on teacher's will).

2. To the students

If students feel interested in teacher's teaching, students should prove that they can improve their grammar comprehend well. Students should always active in every task which will be given by their teacher and then their teacher will be proud of them. However, if students think that they feel bored and uncomfortable with teacher's teaching during the class, students should still keep respecting their teacher and tell the teacher about their problem when the class is over, probably they can learn grammar in private to the

teacher so that their teacher will pay them more attention to teach grammar. Even grammar is complex and difficult, students should remember that more practice will help them to mastering it. Students should always be confident and spirit to gain everything especially education since it will benefit them for all the time.

3. For further researcher

The researcher hopes that there will be more researchers which are interested in researching special education. Then for further research, use more subjects to make it credible research.

4. For the school or Education Government Ministry

Curriculum for special schools, especially for English language subject is still need to be arranged and revised according to the needs and condition of the students. But in fact, the curriculum for students with special needs was settled as like as students from common school, although their characteristics are different. So it needs to be reviewed again about the curriculum for special schools especially for English language subject by the education government ministry.

5. For English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya

In education world, innovation in teaching strategies is always needed, especially in teaching students with special needs. Recently, in English Education Department at State Institute for Islamic Studies Sunan Ampel

Surabaya, there was only curriculum (lesson subject) about teaching English to children (English for Young Learner). There were not curriculums (lesson subjects) of teaching English for specific purposes, especially teaching English for students with special needs.

Thus, hopefully this research will be a new idea and consideration for English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya to conduct or create the curriculum about teaching English for students with special needs. Since, in fact, there is English Teacher in special school which was graduated from non-English such as from exact. Therefore, if English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya conducts curriculum about teaching English to student with special needs, there would be more English teacher in special school which had mastered English.