

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and suggestion for further researcher which study the same topic. At first, this chapter presents conclusions of the study related the theories used. Second, this chapter presents suggestion for further researchers who are interested in doing study that is in the same field, the teaching of English as foreign language for children with hearing impairment.

5.1 Conclusions

This study was concerned with the teaching of English as foreign language for children with hearing impairment especially in the classroom activities. The purpose of the study was to find out the EFL classroom activities for children with hearing impairment used by the teacher, the teacher's considerations, and the challenges faced by the teacher in designing the activity.

The result of this research indicated that the EFL classroom activities used by the teacher were contextual, focused on giving new English vocabularies, and appropriate for children with hearing impairment characteristics, abilities, and needs. Therefore, the classroom activities used by the teacher help the students to reach the target language.

In terms of designing and implementing the activities, the teacher also consider regarding the important ways in selecting EFL classroom activities, modifying classroom environment, providing visual supports, and improving the students' communication skill. There are many teachers' ways that in line with the existing theories that have been presented in Chapter II. Therefore, the teacher's considerations in designing and implementing those activities made the activities appropriate, helpful, meaningful, effective, and were able to be followed by the students. However, this research also found something that must be developed in designing and implementing the activities. The teacher needs more variations of the activities to make the students not bored and make the teacher can explore the material wider. Moreover, the arrangement of the students also must be developed which can make all of students can see each other faces.

In terms of designing and implementing the activities, the teacher also faced some challenges, the biggest challenge that the teacher faced is the students' limitations which bring to the students language skill and difficult to learn foreign language, but the teacher has some ways to overcome the challenges by giving a simple and easy activity and maximum visual supports to the students in the activity.

5.2 Suggestions for Further Research

Based on the research findings, discussions, and the conclusion of the research results, there are some suggestion for further research, as follows.

1. The variety of the EFL classroom activities for children with hearing impairment should be considered to make the classroom activities not monotone. It will help the teacher to be able to explore the material wider and make the students not bored.
2. The curriculum of English for children with hearing impairment is still need to be developed according to the children characteristics, needs, and abilities.
3. The visual supports from technology such as video or EFL interactive games on computer for children with hearing impairment are also needed.

