

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study based on findings and discussion in the previous chapter. Then it is followed by suggestion for further research in materials development field and also for language teachers who teach exceptional students especially deaf and hard of hearing learners.

5.1 Conclusion

The study aimed to find out the resources and learning aids which were used by the teacher for teaching deaf and hard of hearing students and also to investigate what the teacher did if she found the selected materials irrelevant. Based on the data which are obtained from document analysis, questionnaire, and interview, some conclusion can be drawn.

First, relating to first research question about sources and learning aids, the teacher used several sources of instructional materials including (1) published materials such as electronic school books (*BSE*), Erlangga textbook, exercise book (*LKS*), dictionary and pictures for pedagogical purposes; (2) authentic materials such as pictures browsed from the internet, realia, real sources, authentic text, audio visual, and multimedia; (3) adapting and supplementary materials such as materials which are adapted from the published materials or authentic materials; and (4) created materials such as visual aids and text or passage. However, the teacher preferred visual materials to other kinds of materials because the students who deaf and hard of hearing are visual learners and depend on visual materials. Then, to minimize their hearing impairment the school provided them hearing aids which are important for language development.

Second, in materials development process of deaf and hard of hearing teaching-learning, an adaptation process is very essential for developing English

Annisa Syamrotul Puadah2014

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teaching materials because it is needed to find and create relevant materials. Instructional materials which were taken from general textbook for hearing need to be adapted in order to meet students' need.

Third, to produce relevant English teaching materials for deaf and hard of hearing students, a teacher needs to adapt relevant instructions and select the materials which emphasize on visual exposures. Based on findings, it can be implicitly drawn that relevant materials are materials which are relevant to curriculum including Competences Standards and Basic Competences and also students' needs and characteristics. Competence Standards and Basic Competence which were designed by the government actually have been adjusted to students' development.

In conclusion, the good materials are materials which are relevant to curriculum and students needs. A teacher, who wants to create relevant teaching-learning process, should consider the contents or the materials which will be delivered to students. The most important considerations are curriculum and students characteristics. If the English materials have been met curriculum and students' characteristics, they will be relevant. Then, relevant materials lead relevant teaching-learning process. Regarding deaf and hard of hearing learners, visual materials are the most essential instructional materials and adaptation materials are the best way to find and produce relevant materials for them.

5.2 Suggestion

Based on findings and conclusion of the current study, several suggestions are proposed for English teachers of deaf and hard of hearing learner and also for future research.

The first suggestion is for English teachers, who teach deaf and hard of hearing learners, the teachers should be selective in selecting and evaluating materials which will be delivered for the students because the students have unique characteristics. Visual materials are considered to be the best and most appropriate

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materials for the students with hearing impairment. Furthermore, the materials should be appropriate and correct model for language teaching and learning. Then in modifying materials, the teacher should be creative either in developing contents or delivering in presentation. In addition, it is better to archive the adapted materials for evaluating or reusing the materials for future instructional based on objectives.

Then, for future research which intends to investigate English instructional materials for deaf and hard of hearing students, It can focus on the usage of visual materials in English teaching and learning because according to Luckner and Humphries (1992, cited in Easterbrooks, 2006), the researches on the usage of visual materials for deaf and hard of hearing learners are still less available.