

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and offers the suggestions for related study. The conclusions of the study are made based on the findings and discussion in the previous chapter.

5.1 Conclusions

As shown in chapter IV, the teacher encounters some problems in improving the motivation of hearing impaired students: the students' psychological barriers, and the availability of learning media. In order to cope with the students' psychological barriers, the teacher must create enjoyable and comfortable learning atmosphere for the students. The teacher's consideration on choosing what kinds of activity that will not make the students get bored easily is important. The teacher's creativity in using available learning media for the hearing impaired students is needed in optimizing the teaching and learning process.

Furthermore, in relation to the strategies used by the teacher to improve the motivation of hearing impaired students in learning English, stating clear learning objectives explicitly and giving score to the students' work is necessary. Clear learning objectives are important for the students so that they will understand the reason why they are learning the material. Scoring is also important since the students will be motivated to get a better score in the future.

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5.2 Suggestions

Based on the research findings, discussions, and conclusions of this study, some suggestions in improving the motivation of hearing impaired students in learning English are offered as follows.

1. For teachers, it is important to state clear learning objectives to the hearing impaired students. Teachers should give clear learning objectives to the students so that they will understand the reason why they are learning the material. Giving score in evaluation is also important because it will motivate the students to learn since every student has willingness to get best result.
2. The implementation of total communication method actually requires cooperation from teacher, parents, and other hearing people to make the hearing impaired students train their oral language.
3. For further study, it is recommended to investigate whether there is a correlation between the classroom activities of the hearing impaired students and their motivation. It is also recommended that the participant of the study has English educational background.