

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

This chapter provides information about some conclusions of the present study and suggestions for the further study. The sources of overall information are based on the investigation and the writer's experience during the process of conducting this study.

5.1 Conclusions

Based on the results elaborated through some discussions in this study, conclusions can be drawn regarding the teacher's preparation in motivating hearing impaired students to learn English, learning motivation of hearing impaired students towards English subject and teacher's strategies in motivating hearing impaired students to learn English as follows:

In the context of preparation in motivating hearing impaired students to learn English, the teacher makes a preparation by setting the syllabus and lesson plan in general, using some visual aids in teaching (such as pictures, magazines, VCD, etc) and applying a special method called total communication where in the process it focuses on lips reading, sign language and visual learning. When facing some problems in explaining some abstract expressions, the teacher tries to optimize this method and make a face-to-face interaction. Furthermore, the teacher makes a design of learning objectives based on students' acquisition and improves their motivation by using attractive visual learning and giving them some reward and punishment to build the spirit of competition in their learning activity.

Meanwhile in the context of learning motivation of hearing impaired students towards English subject, it is concluded that the learning motivation of hearing impaired students in SLB YP3ATR 1 Cicendo Bandung still indicates a low quality in its process of learning English subject. This indication is based on the indicators of motivation which show a tendency of being not diligent in doing the tasks, being despair and cheating in learning, being not keen on English subject, having less courage and confidence to express their English skills and having a tendency to get bored in learning.

Later, in the context of teacher's efforts and strategies in motivating hearing impaired students, *firstly* the teacher builds students' awareness by more focusing on a process of meaningful English learning, bringing them through a process of meaningful English learning with their surroundings and giving them more chance to express their English skills although they have a little courage and confidence to do it in front of the other people. *Secondly*, the teacher tries to improve the learning motivation of hearing impaired students by ways of respecting their expressions, showing motivating expressions in sign language, making some games such as quiz, puzzle, *etc.* The teacher also gives applause and compliment to those who are showing a good attitude and score in learning.

However, in the whole process of English learning activity, there are some important issues for the teacher of English subject in SLB YP3ATR 1 Cicendo Bandung to be considered. *Firstly*, the teacher does not always prepare the syllabus and lesson plan in every teaching activity. *Secondly*, the teacher does not make any conclusion of the lesson. Hence, in this matter, it is considered that the teacher takes less account of the management of lessons in the classroom activity.

5.2 Suggestions

Based on the previous results and discussions, there can be revealed some alternative approaches in this study of teaching-learning strategies for hearing impaired students. There are also some suggestions for the further study and for those who are in concerned with this matter, such as teacher of English subject and other teachers in general. The suggestions are as follows:

Among the whole implementation of teacher's preparation, there can be seen a fact that the teacher of English subject in SLB YP3ATR 1 Cicendo has tried to make a considerable effort and preparation to improve the learning motivation of hearing impaired students to learn English subject. Unfortunately, the teacher has less attention to the management of lessons in the classroom activity though it is very important to determine the aims of learning activity. Therefore, the teacher of English subject should be consistent and focused on implementing the management of lessons in order to improve a more conducive and interactive classroom activity. The rest, in teaching English for hearing impaired students, the teacher should keep active in improving their learning motivation by raising their potentials, encouraging their confidence and implementing the strategies of utilizing *total communication*.

Meanwhile, for the other general teachers or educators who are concerned with the strategies of teaching language, especially for hearing impaired students, firstly they should learn how to understand and practice the sign language. This sign language is used to facilitate the process of teaching-learning considering its function as a means of communication with hearing impaired students. Henceforth, the teacher can implement and

apply some teaching approaches that are suitable for hearing impaired students.

There are also some suggestions for the further study. Since the study of learning motivation is fluctuating and has various impacts, therefore it is highly-recommended for the next researcher to investigate the motivation of hearing impaired students to learn English correlated with the other relevant aspects of life, for example their self-esteem and self-acceptance. Afterwards, the data of this learning motivation to learning English can be identified, classified and measured with a validated instrument for recognizing one's learning motivation and how to cope with it.

Besides that, the learning motivation of hearing impaired students is only one of many aspects influencing their overall life in complex. Thus, it is expected for the next researcher to reveal other aspects, such as their social interaction and motives of achievement towards improving their skills in language, in this case English.

