

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher will conclude this thesis from the previous chapters that have been discussed. The conclusions are:

1. The materials of English language teaching learning process at SMALB-B YASPENLUB Demak were appropriate to the students' condition. The curriculum used was KTSP that is composed specially for SMALB-B. The teacher then modified some materials from textbook and internet based on SK KD mentioned on KTSP. The teacher of English adjusted the materials to the students' real life. The basic materials on SK KD for deaf students were lesser than general students. It considered the students' limitation in hearing would need more time in mastering the material. Students had to seriously concentrate on the teacher's explanation. It also met to the principle of teaching difable children, which was readiness principle.
2. The methods used in English language teaching learning process at SMALB-B YASPENLUB Demak were Grammar Translation Method, Silent Way and Question-Answer. These methods were used by teacher of English to encourage students in teaching learning process. So that, the teacher was not the only one who dominated the class. Students were also motivated to learn English. These methods were appropriate in teaching deaf students.
3. English language assessment at SMALB-B YASPENLUB Demak was appropriate to students' condition. The teacher of English used both formal and informal assessment. Formal assessment which usually used written assessment made students easier to answer the questions. While informal assessment which was usually uses oral assessment trained students to communicate in the students' environment. It was also effective to keep students concentration on the teaching learning process.

B. Suggestion

According to the result of this research, the researcher would like to propose some suggestions as follow:

1. The teacher

The methods used by teacher have been appropriate to the students' condition. Even though, the teacher also has to vary more methods in order to make a comfortable learning atmosphere. The teacher also should use more media that can make students easier in receiving the materials such as video or movie.

2. The students

Students who are deaf have the same opportunity as hearing students. Their weakness is not a limitation in study. Students should realize that studying English is important because English has been used widely around the world. Students also should practice English more outside classroom.

3. The school

School has to pay more attention in teaching learning process by completing the infrastructure such as language laboratory. So that, the teacher and the students can use it optimally in supporting English teaching learning process. In addition, giving more chance to students to practice English such as held extracurricular English club can be an option.

4. The government

Today, there is no textbook composed specially for SMALB-B. The teacher takes materials from textbook for general school and internet. It will be better if the government provides a handbook for teaching learning process for deaf students.

5. The readers

After reading this thesis, the researcher hopes this thesis will be useful for the readers and as reference that deaf children can be educated as hearing children. Besides, the researcher hopes there will be more research because the researcher realizes this thesis has not been perfect yet.