

CHAPTER V
SUMMARY, CONCLUSION,
AND SUGGESTION

CHAPTER V

CONCLUSION

This chapter consists of two parts. The first part is the conclusion of which deals with the summary of this thesis. The second part is deals with some suggestions.

5.1 Summary

Since English becomes the most important language of the world, the writer focuses her study on the teaching English with pictures to Junior High School deaf students. She thinks that the deaf students do not have the same opportunities as many as the normal students have because of their language deficiency. According to some experts, who have been mentioned in chapter I, the language deficiency can influence their intelligence. A child with hearing impairment, automatically the ability of language achievement is low because he had never heard the information from his society. Furthermore, memory and attention have very important role in all communication process and speaking ability. A deaf child, who does not hear processes his memorization only through the stimulus that he sees – he sees the movements, imitates, then memorizes the movements. Therefore, the impression of visual object has an important role for the deaf children. Stimulus that the child receives through the modality of eyesight modality, sense of hearing, or sense of

touching will strengthen the child's memory. For instance, this child will have a stronger memory of flower if he hears the word of "flower", feels, and smells the real object named flower. A deaf child cannot hear well as the result of his acuity limitedness. Therefore, the deaf child expresses the concept of flower using a sign in the form of a hand movement, which describes a flower – because he cannot receive a stimulus through the sense of hearing.

The writer found out two important matters during the observation done in SLB Bhakti Asih Junior High School Surabaya. First, the writer found out that the students have difficulties in learning vocabulary. Secondly, the writer also found out that the English teacher did not use pictures as the media of teaching, whereas pictures have many advantages when they are applied in the classroom.

By carrying out this study, the writer hopes that the teachers can help the students master the materials given. Then, it is expected that the students are able to understand the information or instructions, such as in shopping center, railway stations, airports, restaurant, hospital, etc, which is presented in English.

According to Meyerson (1974:121), the deaf are those who were born totally deaf or sufficiently deaf to prevent establishment of speech and natural language; those who become deaf in childhood before language and speech were established or those who become deaf in childhood so soon after the natural establishment of speech and language that the ability to speak and understand speech and language has been practically lost to them.

Identifying hearing loss is a technical problem. Hard hearing loss is easy to be identified, but children who have slight or moderate hearing loss are not easy to be identified. Therefore, parents and teachers should know the characteristics of deaf children, which can be seen on chapter II. According to Hallahan and Kauffman (1978:275), there are five degrees of hearing loss, they are slight or mild, moderate, moderate severe, and deaf. Slight or mild, moderate, and moderate severe are in the hard hearing range. Then, severe and deaf are in the deaf range.

In educational of the deaf, there are two communication ways in communicating with the deaf society. First, speech and speech reading (lip – reading), which relies on auditory and speech training. Secondly, manual and vocal communication, which includes the use of signs and finger spelling.

It is suggested that the teachers use pictures as the media of teaching, besides the Grammar Translation Method, the Total Communication Method. Then, in teaching vocabulary using pictures, the pictures used should be fitted for then classroom situation. A picture is a visual interpretation of persons, places, or things. The writer suggests to use: Individual pictures, a situational picture, a flow chart, and a wall chart. She suggests to use these media because they are inexpensive, easy to make, and they have many advantages when they are applied in the classroom.

Before conducting the teaching learning activity in the classroom, the English teachers should prepare five important matters. They are preparing the General Instruction Objective (GIO) and Specific Instruction Objective (SIO), preparing the

materials, preparing the pictures as the media, preparing the activity in the classroom, and preparing the evaluation. These preparations are very important because by preparing them well, the teachers will get the best results as it is hoped.

From the discussion above, it is undeniable that deaf children need special communication in their education. Nevertheless, the teachers cannot only depend on the teaching methods during the teaching learning activity, because of the students' language deficiency. Therefore, they should be helped by providing pictures in order to make them easier in understanding the material because pictures can arouse the students' interest and make the class more interesting.

Hopefully, by using pictures during the teaching learning activity the deaf children are able to develop their English skills especially in learning vocabulary. In this way, they can use in daily life, such as understanding the instructions or information in public places, which are presented in English.

5.2 Suggestions

5.2.1 Recommendation for the English Teachers

The writer suggests the English teacher at the school for the deaf to use pictures in teaching vocabulary to deaf students, since pictures give a lot of advantages. One of the advantages is that those deaf students could understand the vocabulary taught faster because they have a correct and clear concept of the vocabulary taught.

5.2.2 Recommendation for Further Research

The writer would like to suggest that there will be a study which is going to prove whether the suggested technique could improve the deaf students ability in learning vocabulary.

The vocabulary taught can also be varied such fruits, transportation, clothes, etc and the time allocation should be longer, a term (4 months), if possible.

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