

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusion of the findings related to EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek. In this part, the researcher exhibits numerous commonalities of activities by the research subject of the study in teaching at the classroom. Finally, the second piece display numerous suggestions originated from the implications of the conclusion.

A. Conclusion

The current research reveals how EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek by the subject at the classroom teaching. The subsequent are the conclusion depicted.

1. The teacher preparation in EFL instruction at SMALB KemalaBhayangkari 1 Trenggalek.

Basically, the preparation starts from first stage that is planning stage. The English teacher designs a lesson plan that is appropriate for student with special need at SMALB Kemala Bhayangkari 1 Trenggalek. The components of the lesson plan are standard and indicator of competence, teaching material, teaching media, activities and evaluation. Besides, the standard of competence and its indicator are made to match with the goal of English teaching at SMALB. Moreover, the English teacher prepares two kinds

methods of instruction for the three different categories during teaching and learning process. They are direct method and TPR method employed to the students with special need. The teacher believes that two kinds of methods can help her student achieve the goals of instruction.

2. The teacher presents the material in the teaching activities.

In the teaching and learning process the teacher presents the material within three steps of teaching learning process: pre-teaching, whilst teaching and post teaching. In the pre-teaching the English teacher tries to build a good communication and activates students' prior knowledge or schemata through some oral questions. The teacher gives questions related to the previous topic and it functiones as one of indicators to confirm students' previous understanding on the preceding topic. Meanwhile, in the whilst- teaching, the English teacher explains the material for each category of the student with special need one by one. The provided materials are suited with SKKD, and they are taken from some sources combined with teacher's own words. Finally, in the post- teaching, the English teacher holds evaluation trough giving task questions. The English teacher evaluates the material taught with some questions addressed to the students for all categories. The purpose of evaluation is to get feedback.

3. Kinds of strategies employed to help students understand the material.

The teacher employes some strategies to help students with special need understand the material. Strategies are:

- a. Dictation strategy, it is given to the students category A to achieve the goals of instruction. The strategy is chosen due to the category A is blind.
- b. Due to the category B consist of students who have problem in listening or it is called impairment, the teacher employs imagery strategy to help the student achieve the materials. Trough imagery strategy, the students could catch the material with visual concepts in memory. Besides, the English teacher explains the materials by using gestures or body language.
- c. For category D, the English teacher uses dictation strategies and picture to help her students achieve the goals of instruction. The teacher emphasizes dictation strategy to train and know the students' grammatical ability. Moreover, the teacher provides picture to help her student achieve the goal in teaching learning process. Picture theory is one which draws on the visual analogy precisely because the propositions are themselves fact, not mental representation

4. The teacher's way to evaluate the students' English mastery

The English teacher's way to evaluate the students' English mastery through evaluation paper pencil test and non-paper pencil test during the teaching and learning process. In paper pencil test the English teacher conducted the results of mid-term test and final test. Meanwhile, in the non-paper pencil test students' participation in the classroom is also considered. Participant in this case refers to students' involvement in giving responses

toward the proposed questions. Moreover, evaluation is a way to measure the students' English mastery. The teacher used KKM as is standard of measuring. The standard KKM used is around score 65. The teacher argues that when the students can achieve 65, it can be indicated that they are successful enough.

B. Suggestion

Based on the drawn conclusion above, some suggestions are addressed to teachers, students and other researchers.

For English teacher; Teaching showed be always accompanied by guiding the students. The students with special needs have the same intention to be success. Due to their limitation, physically, guidance and also hard effort are needed to facilitate them to learn better. Selected media, materials, and strategy should be priority.

Meanwhile, for the readers, they are suggested to know that every individual can learn. Learning a language, for instance English needs serious efforts. Although learning English does not requires brilliant brain, it insist every learner to participate actively by practicing to use it regularly.

Finally, for other researchers, they can conduct a further study related to EFL instruction for students with special need. However, they can focus on a specific category of student. At least, on the basic of the founded weaknesses of the present study, methodologically better.