

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusion of the findings related to study about a teaching and learning vocabulary for disable students at SLB B Negeri Tulungagung. Finally, based on the finding and discussion from chapter IV and V the writer gets conclusion as follow:

A. Conclusion

The the result based on the research in teaching and learning vocabulary for disable students at SLB B Negeri Tulungagung. During the teaching and learning vocabulary in class teacher use some strategy to make the process in teaching and learning better and the goal of study can get by the students. Based on the interview and doing observation, the researcher find a strategy that used by teacher in teaching and learning vocabulary at SLB B Negeri Tulungagung they are: Total Physical Response (TPR), this strategies used by teacher in class just to variation on teaching and learning vocabulary, because all of students there can't hear so this strategy must be used by teacher making a writing vocabulary to ask them doing command, actually TPR must be doing by teacher with orally. It's the reason why this strategy less effective.

The second strategy is using gesture to tech vocabulary, gesture seldom to use by teacher in class because according the teacher this strategy almost same with sign language. Sign language is a language that used by

deaf to students to communicate with other, usually if students can't hear or hearing impairment ordinary also can't speak because they never hearing language from other. The third strategy to teach vocabulary in SLBB is using sign language, sign language is strategy that very effective to them in teaching and learning process. This strategy effective because students already familiar about sign language, they used sign language start from their in kindergarten, so between teacher and students they also have a good interaction.

The fourth strategy that use by teacher to teach vocabulary is using written language. Written language is the kind of tools that use by students to commutate be sides use sign language. This strategy important to use by students, because if student forget with vocabulary material that given by teacher, they can see their note vocabulary in book. In every step in this strategy the students must be can spell every letter to know the writing of vocabulary in English. This strategy the next research that find by researcher is the teacher teach simple vocabulary that became material in English lessons. The reason why only simple vocabulary, because English is there only taught in general. English lessons are only taught at a glance because in the SLB curriculum students focus on the skills they will use after graduate. Only simple vocabulary and simple English sentences are taught, regardless of whether they know the English vocabulary around them, they must also prepare themselves for the national examination.

In addition to the strategy used by teachers and also vocabulary material, researchers also found a new thing that is the media used by teachers to teach vocabulary. Media used by teachers to teach vocabulary in SLB B the first is realia. Realia is the media that used to teach vocabulary by using real objects, Real objects are used because they usually only know the names of vocabulary in written Indonesian. Not only that, deaf children usually also do not understand and do not know the names of objects around them if they do not see the vocabulary directly taught by the teacher. This medium is very effective for deaf children because they can see, know the shape, and also the vocabulary usage / benefit taught by the teacher.

The next media is using real situation, Real situation is a media where the way of teaching using the classroom atmosphere created like the original in everyday life. But this medium is ineffective and also never used in vocabulary teaching. Because all the students there are deaf, this media is suitable if students who are taught are students who are blind or physically disabled. So this media is not suitable when used for deaf children. The next is using audiovisual that is video and slide in LCD and projector. This media is very suitable and also very interesting for students because of the shaped in the slide and creative video vocabulary made by the teacher.

The next media that find by researcher is using picture, this media is very effectively used teaching vocabulary in class, because deaf students can see directly vocabulary images taught by teachers. But they can't hold the original form.

B. Suggestion

1. English Teacher

The writer suggests that the English teacher must use appropriate strategies that use to disable students in teaching and learning English. So that English teacher must be enrich their knowledge about strategies, material and also teaching media that used in teaching vocabulary for deaf students in order to make successfully process teaching and learning both of students and teacher.

2. Disable students

The writer suggests for disable students to give attention and follow the teacher instruction during process teaching and learning in classroom, so the strategies, material and also media in teaching and learning vocabulary can be mare effective and done in order to make easy students to study vocabulary at SLB B Negeri Tulungagung.

3. Future Researcher

For the future researcher, the present study focuses on the descriptive study that the study teaching and learning vocabulary to disable students at SLB B Negeri Tulungagung. The future research can conduct the same study focus on correlation between teaching and learning vocabulary to disable students and strategies disable students in learning vocabulary at SLB B Negeri Tulungagung.