

CHAPTER VI

CONCLUSION AND SUGGESTION

The first part deals with the conclusion of implementation and difficulties of speech reading to teach speaking skill to deaf student. The second part presents some suggestions derived from the implications of the conclusions.

A. Conclusion

The result based on the research in teaching and learning speaking skill to deaf student of SLB-B Negeri Tulungagung, during the teaching and learning speaking to deaf student speech reading is used by English teacher to explain vocabulary, Pronunciation, Grammar. Based on story, observation and documentation, implementation of speech reading to teach speaking skill to deaf student at SLB-B Negeri Tulungagung is running as well to achieve a good teaching learning process, but speech reading cannot stand alone to be strategies in teaching speaking component. The teacher mix speech reading with sign language and written language. Properly, speech reading used to emphasize an individual speaking ability to deaf students.

The difficulties of teaching speaking to deaf student that faced by teacher in applying speech reading comes from, teacher, deaf student and curriculum. The difficulties from teacher is speech reading is wasting time in explanation process, so the teacher seldom use speech reading in teaching speaking skill and limited

time for English lesson once a week. The difficulties comes from students is speech reading need a full attention, so the student who does not give attention to the teacher they are left the explanation. The difficulties comes from curriculum are the curriculum force deaf student to achieve all speaking component without know the deaf student need and ability, curriculum, material and book are changed frequently.

B. Suggestion

Based on the drawn conclusion above, there are some suggestions which are important to be considered by deaf students, English teacher and future researchers.

1. Deaf Students

The writer suggest to deaf student to give attention and follow the teacher instruction during teaching learning process in classroom, So speech reading and media in teaching speaking skill can be more effective and done in order to make easy students to study speaking at SLB-B Negeri Tulungagung.

2. English Teacher

The writer suggest to English Teacher must use appropriate strategies that use to disable to learning how to speak in English language. So that the English teacher must enrich knowledge about speech reading and strategies to teach a deaf student to speak English, the writer also suggest to

English teacher to make individual class for teaching speaking to deaf student. Individual class is private class purposes to introduce a word in speaking. Its mean the teacher explain component of speaking skill to deaf student individually.

3. The Future Researchers

In this study, the researcher focuses on the using speech reading in teaching speaking skill to deaf students of SLB-B Negeri Tulungagung. The researcher tries to know how is the implementation of speech reading in teaching speaking skill to deaf students and what are the difficulties of teacher do in teaching speaking skill to deaf student. The future researcher can conduct the study focuses on speech reading effect to improve writing achievement of deaf student.