

## CHAPTER VI

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on findings and discussion of the data analysis.

#### **A. Conclusion**

##### **a. Learning strategies which used by hearing-impaired students in learning English**

Based on the findings and discussion of the research, it can be concluded that hearing-impaired students used three types of learning strategies. In *metacognitive strategy*, all of them were paying attention to the teacher's explanation. In *cognitive strategy*, they used taking notes, guessing word, translation, practice, correct spelling and memorization. And in *affective/social strategy*, all of them used asking pairs, asking teacher, and helping pairs.

##### **b. How hearing-impaired students use their learning strategies in learning English**

Based on the findings and discussion of the research, in *meta cognitive strategy*, they paid attention to the teacher's explanation. They focused on teacher's lip and gesture. In *cognitive strategy*, they used taking notes. They wrote new word while checked the meaning from the dictionary. In *affective/social strategy*, most of them were

active learners. They often asked to the teacher and to their friend if they were confuse with the lesson. most of hearing-impaired students used meta cognitive and affective strategies in their learning. But the mojority of strategies which used by hearing-impaired students were using gesture and taking notes in order to make them learning English easily. Generally, the difference of learning strategies between hearing-impaired students and normal students was in implementation of those learning strategies. The hearing-impaired students were used gesture and lip motion in their learning, beside normaly students used their senses, especially in hearing and speaking.

## **B. Suggestion**

Based on the result of the data analysis and conclusion, the writer proposes some suggestions as follows :

1. The parents of difable students should give proper education to their children, because they also have same right to get proper education such as regular students.
2. The teacher of SLB should help to motivate the hearing-impaired students to learning English, such as give reward to students.
3. The prospective teachers should gave motivation to the hearing-impaired students to learning English and should created new learning media for hearing-impaired students to make them easy to learn.

4. For other researcher should make experimentation to applying audiovisual media for hearing-impaired students, because so far hearing-impaired students only focused on visual media.