

CHAPTER V

CONCLUSION & SUGGESTION

The conclusions and suggestions that have been obtained through thematic analysis are presented in this chapter. The conclusions are made from the main themes that were identified during the interviews, which reflect the experiences, strategies, and challenges those teachers encounter when teaching English to hearing-impaired students in special schools. The suggestions provide helpful insights that are based on the analysis of relevant literature to improve the effectiveness of future teaching practices and for future researchers.

5.1 Conclusion

Based on the research findings and discussion, here is an explanation of the conclusion. Concerning the thematic analysis of interview data from two teachers in a special school (SLB), 4 major themes become challenges when teaching listening skills to hearing-impaired students:

1. Limited Auditory Access and Communication Diversity

Hearing-impaired students exhibit diverse hearing abilities, influencing their capacity to develop listening skills. Those with residual hearing can partially speak through prior exposure to sound and hearing aids, while those with total hearing loss depend entirely on lip reading and sign language. Variations in sign language systems and limited proficiency in Indonesian further complicate communication. These conditions require teachers to prioritize alternative strategies such as visual aids, clear articulation, and sign language to ensure effective learning.

2. Inadequate Listening-Specific Resources

Not all hearing-impaired students use hearing aids due to financial constraints and their limited effectiveness, leading to unequal auditory access. Consequently, teachers rely on visual media such as projectors, videos, and

multimedia rooms and visual communication techniques like lip reading, supported by clear articulation and direct interaction, to ensure effective learning.

3. Insufficient Teacher Training and Professional Support

Both participants lack formal training and policy support in teaching hearing impairment students, relying on self-learning, collaboration, and creative adaptations such as visual-based listening activities to address limited auditory access and enhance student comprehension.

4. Curriculum Modification for Comprehension

Teaching English to hearing-impaired students requires significant curriculum adaptation and creative material delivery strategies. Teachers need to simplify content, translate it step by step from Indonesian to sign language and then to English, and use visual methods to clarify meaning. The greatest challenges arise when students cannot read, do not understand Indonesian, and are unfamiliar with sign language or any prior language. The success of learning largely depends on the teacher's ability to adjust materials and methods to the students' conditions and abilities.

5.2 Suggestion

Based on the conclusion, there are 3 suggestions:

1. For Teachers:

Teachers should develop alternative communication strategies, such as using sign language, lip reading, and visual media, to support the understanding of hearing-impaired students, as well as be creative in modifying learning materials to match the students' language abilities and comprehension levels.

2. For Schools:

Schools are advised to provide supportive facilities such as multimedia

rooms, proper lighting, small classes with a maximum of eight students, and access to hearing aids to create a learning environment that better facilitates effective communication and interaction for hearing-impaired students.

3. For Future Researcher:

Future research can focus on developing visual-based teaching methods, evaluating the effectiveness of various sign languages, and implementing teacher training policies specifically for English education for hearing-impaired students.