

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After discussing all the details of the analysis of the results of the research in the previous chapter, it is time for the researcher to convey conclusions and recommendations regarding the research theme of listening for the deaf in English class. This research is aimed at readers who are interested in the topic of listening in the context of English foreign language, especially regarding improving listening skills for people with disabilities. Furthermore, the researcher will recommend several findings that are useful for future education and research purposes, especially for deaf people in English classes with the following structure:

A. Conclusions

This research focuses on the description of listening experiences that were specifically experienced by some deaf students in English as a foreign language class and their efforts to overcome this situation. Based on the research questions described earlier, the researcher will summarize the conclusions of the research in the order required.

Information has been found that listening for the deaf is still possible to do with a number of supporting situations such as having hearing aids or still having one of the senses of hearing that is quite functioning. In addition, the deaf also optimize the process of communication and adaptation in the listening class with the help of other senses, especially the sense of sight. They also do not burden the situation because they were used to interacting in a normal social environment and got support from both the environment and appropriate learning media.

In addition, even though listening must be recognized as the most difficult subject for the deaf, they still have the opportunity to develop listening skills with appropriate adaptation processes such as participating in student organizations or utilizing existing online media. Some of the online media that resource persons use during lectures are speech-to-text features that help optimize listening to lecturers' explanations in written form or using learning videos that students can play repeatedly.

Apart from that, they also try to improve their listening skills with online applications such as watching YouTube and its subtitles, and even working on a special listening application, ELLLO. Even though there are different perceptions in the selection of skills development media, all the gadgets available in the modern era are still consider capable of supporting facilities while being used optimally.

B. Recommendations

This research has brought researchers to the light of a suggestion both for researchers themselves and for other parties who wish to explore it. In an effort to learn a foreign language, English students do not need to worry too much about the various challenges in listening that are quite complicated, especially as students with an English foreign language context. Because a good learning process will bring real progress. As long as the learning period continues throughout life, the learning period will bring us to the substance of a meaningful life. Moreover, not all challenges in life will be similar to all the knowledge we have learned. The important thing is to give the best effort to achieve the expected goals.

Furthermore, it would be better if Indonesian education began to pay attention to the basic needs of disabled students as minority students in order to receive equal educational assistance. This is because some people with disabilities do decide to enter formal education among normal students instead of special needs schools with certain disabilities, as stated by the informants. In addition, whether we realize it or not, there are many students with various types of disabilities who participate in normal learning even though we cannot see it with the naked eye. Therefore, good attention and a comfortable learning environment can be an alternative that teachers can develop so that all students can mingle and develop in the school environment.

As for specifically, educators themselves can pay more attention to each student's learning pattern, especially some students who seem to have some learning difficulties. Of the various kinds of different difficulties, the direction of appropriate learning methods and motivation from the teacher will really help students get a higher enthusiasm for learning. Including people with disabilities, even though most people do not realize it directly. This support will make them tend to feel loved and supported so that they are more stimulated to pursue the expected learning targets.

As for researchers who have an interest in the field of listening for people with disabilities, it would be better if in the future research is carried out regarding media or appropriate listening methods for deaf people in the context of hard of hearing so they don't have too much difficulty adjusting to listening class. That way, equality of learning outcomes can be achieved more easily as expected. Because the simple research that researcher has do at this time will not give a significant impact without follow-up with further research.