

## CHAPTER IV

### CONCLUSION

My problem in teaching English to a child with hearing impairment has three causes. The first cause is the child could not hear properly. The second cause is the child could not speak properly. The third cause is I did not have any experience in teaching students with disabilities. Besides that, the problem has three effects. First, I needed more time to explain the material. Second, the other children got bored. The last effect is the child with hearing impairment could not keep up with the other children. The potential solutions of this problem are using visual aids, games, gestures and speaking in short sentences with a loud and clear voice.

This chapter will discuss my chosen solutions for the problem. My chosen solution is all of the potential solutions. The reason why I choose all of the potential solutions is because all of the potential solutions support each other. When I taught, I used flashcards and games accompanied by speaking in short sentences with a loud and clear voice.

Teaching English to a child with a hearing impairment needs more than one technique to apply. The teacher needs a lot of visual aids to deliver the lesson because a child with hearing impairment depends more on his visual than his hearing. When teaching, I usually used visual aids, such as

flashcards, to teach. Rosy states that, “A teacher should use pictures, images, graphs and gestures to explain things to hearing impaired children. Children with hearing impairments learn more easily by watching” (par. 5). Visual aids help children with hearing impairment to understand the lessons more easily. In every lesson, I also used games to review the lesson before they did the exercise. With games, the child with hearing impairment could still learn indirectly. Djiwandono states that games increase the interest of a child with hearing impairment to the lesson and increase the motivation to study (361). Therefore, I used games to motivate the children in studying. Besides, when teaching, I used a loud and clear voice, and short sentences. In “How to Teach Children Who Are Hearing-Impaired,” Ireland states that when teaching or giving instructions, use short and clear sentences (par. 3). The combination of these three techniques help me in teaching English to a child with hearing impairment.

To sum up, the best solution to teach English to a child with hearing impairment is to apply all the above potential solutions. Each of the potential solutions will support the other potential solutions; as a result, teaching English to a child with hearing impairment will be easier and more effective.