

## **CHAPTER V**

### **CONCLUSION & SUGGESTIONS**

#### **V.1. Conclusion**

After gathering the data by doing observation six times and interviewing the teachers of grades 1 and 2 at Sekolah Bintang Harapan, I analyze it to answer the identification of the problem. Finally, I can conclude that most of the characteristics of hyperactive behaviour stated in the theory by Dobson, Rief, and Flick, such as yelling and being easily distracted, are often shown by the hyperactive pupils, but not constantly.

In facing these characteristics, the teachers usually do some actions that are quite helpful to cause the hyperactive pupils to become calm and quiet. The actions are not always the same every time for the same behaviour, as the teachers have different ways of dealing with these characteristics. And the actions are not exactly the same as is suggested in the theory.

I also conclude that the most suitable way to teach English generally is by using a personal approach, which means that the hyperactive pupils

have to be helped individually in the classroom, by the teacher monitoring each pupil one by one.

Lastly, techniques for teaching English vocabulary that are stated in the theory are not used at all by the teachers at Sekolah Bintang Harapan. The teachers use other techniques such as rereading the vocabulary and asking pupils to repeat the words, and asking the pupils to translate the vocabulary. The techniques are quite effective to be applied in teaching hyperactive pupils, but it depends on the hyperactive pupils' abilities.

## **V.2. Suggestions**

While I do the observations, I recognize that teaching hyperactive pupils, especially in teaching English, is not easy. Because of that, I suggest that teachers at Sekolah Bintang Harapan continue to be patient in teaching English to hyperactive pupils. I also suggest that teachers at Sekolah Bintang Harapan try using other techniques in teaching English, as is stated in the theory. Although I still do not know from actual observation whether the use of the techniques stated in the theory are effective or not, hopefully it can give ideas for teachers at Sekolah Bintang Harapan to try when teaching English to hyperactive pupils. In my opinion, spelling the new words can also be used to help the hyperactive pupils remember the words, and this technique can also be tried by the teachers there.