

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

This research shows several strategies used by teacher in teaching English texts to students with dyslexia. It can be concluded that the strategy that is often used by teacher at the SKHN 2 school in Serang City is the Fernald method strategy because it is more effective for teacher to use for teaching. English texts for students with dyslexia.

In the Fernald method there are 2 strategies used, namely the first is the teaching strategies and media used by teacher in teaching dyslexic students. and third, the Teaching Process Used by Teacher for Dyslexic Students. strategies in teaching English texts to students with dyslexia. To carry out this, it is usually done by first looking at the conditions in the class and also approaching students to make it easier to help students with dyslexia understand. studying and telling jokes during learning so that students don't listen and doing other non-routine activities so as to make students with dyslexia interested in studying again.

In the teaching strategies used by teacher in teaching students with dyslexia contained in the 2 strategies above, it can be concluded that there are several methods used by teacher in teaching, including:

1. Syllables

This strategy is used for students who are just learning to read by presenting words that have been arranged into syllables.

The pattern: Consonant + Consonant + Vowel + Consonant + Consonant (CCVKK)

Example: DRACULA (DRA_KU_LA).

2. Picture Word Cards are strategies in the form of cards and inside there are pictures and letters that match the picture.
3. Word cards are a strategy to help students' memory, especially students with dyslexia.

In using this strategy the teacher only uses one strategy a day but must adjust and correlate it with the material that will be delivered in class later.

Lastly, the learning process used by teachers for dyslexic students. In the learning process, teachers usually do this by making good rapport between the teacher and dyslexic students to create enthusiasm and enthusiasm for student learning. So they have motivation and direct support as well as the freedom to develop their way of learning. In addition, there must also be good interaction or communication between the teacher and the learning material.

In the learning process, the teacher must also be able to choose the learning that should be given to dyslexic students so that the learning process can run effectively.

B. Suggestion

Even though this research found some interesting things, there are still some limitations, both from the results of the research or the research time which should have been longer. Therefore, this study wants future research to study the topic of teaching English texts to dyslexic students. Research provide several suggestions, among others:

1. Students

Students can improve their ability to read English texts by studying at home using online media or self-taught at home and also studying with a special teacher to teach dyslexic students.

In learning, it can be accompanied by playing activities and student questions and answers with people at home, both parents, family and private teacher, which are carried out face-to-face so that they can be freer to ask questions and learn with people at home.

2. Teacher

In this lesson it is better to use the mother tongue first, namely Indonesian so that it is easier to understand and learn after almost

understanding, then start using English continuously so that students get used to the foreign language.

In particular, teacher who are currently dealing with students with dyslexia can use this method as reference material in teaching English texts for dyslexic students.