

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Based on the research was conducted in SMALB B/C Dharma Wanita Persatuan Banjarmasin, on “Multisensory Technique in Teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin” which was done through observation and interview. The researcher can conclude that:

1. In applying multisensory technique in teaching English in teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin, the teacher mostly concerns with visual and auditory actively by using letter tracing, text, reading, speaking and sing a song. She applied a combination of visual activity, auditory activity and kinesthetic activity applied by the teacher only twice. Meanwhile, the combination of visual activity, auditory activity kinesthetic activity, and tactile activity were applied by the teacher only once by using the object, pictures in the object, speaking, and clapping instruction.
2. The main constraint faced by the English teacher in applying multisensory technique at SMALB B/C Dharma Wanita Persatuan Banjarmasin that was the diversities condition of the special needs students. For example calm behaviour, talk-active (out of topic) during class, retarded in comprehend with the objective course, reading difficulties and so on. The teacher could not ward off this constraint.

Therefore, some activities of multisensory technique could not apply like the previous study that suggested.

### **C. Suggestion**

Teaching English is one of the difficult jobs for certain English teachers. In fact, the technique for teaching English have been developed from traditional to the effective technique. Talk about multisensory technique, it needs some support, encouragement, action, equipment, expense, socialization, and development to make the technique more effective in special need education or special needs education.

Based on the findings of the research, the writer would like to propose the following suggestions:

1. Teachers are expected to use different activities of multisensory technique to address the diversities of students' needs. In this case, the English teacher should acquire about various activities of multisensory technique in order to he or she is able to apply it. The teacher needs to modify this technique to make it appropriate with the condition of their students and the school.
2. For the schools, the multisensory technique needs some facilities to assist the application of this technique appropriate to the previous study. Also, provide various media sources and media teaching to help the teacher find new ideas related to this technique and help them to solve the

constraint and to achieve effective teaching-learning process. For example, guidebooks and journal related to multisensory technique, add the stock of posters related to the topic, add various object appropriate standard of special needs education, and workshop course about multisensory technique.

3. For the next researcher, it is expected this research can give beneficial information or enlighten to other researchers about multisensory technique. The writer hopes the next researchers who want to do the same research will make a better study and enriched information about multisensory technique in the future in any aspects related to multisensory technique.