

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter presents the following sub-topics: (1) conclusions, and (2) suggestions of the study.

In this chapter, all of the result from finding had been concluded. The researcher also presented the suggestions that were expected to be useful for teachers, students, and other researchers.

5.1 Conclusions

Based on the result of this study that collected through interview of English teacher at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang. The research problem was answered in this. The research problem was to find out the problems faced by English teacher in teaching English to visually impaired students. All the data was obtained from interviewing the participants involved. The researcher found some problems that discussed in the previous chapter.

Based on findings and discussion in the previous chapter, there were some problems in teaching English to visually impaired students faced by the teacher's of English, as follows: a) time management, b) lack of students attitude, c) lack of available textbook, d) poor classroom condition.

There were four problems that the English teachers had encountered during their time teaching English language to visually impaired students. The first problem that the teachers had experienced was the time management. Time teaching in SLB

was very limited when it comes to teaching English. The time was only given 20 minutes for each lesson, and it had been held two times in a week to teach the class in SLB. Looking at the many skills in English such as grammar, listening, speaking, reading and writing, the time given only 20 minutes was barely enough time for teachers to teach the visually impaired students. Hence many had problems in managing the time.

The second problems that the teachers have encountered was about the lack of students' attitude. The attitudes of the students that were from SLB were very different than those in normal schools. Many of them did not pay attention to the teacher, and did not care about the lesson because they think it is unnecessary. This had become a problem that the teacher had to face because whatever they did, some just did not listen.

The third was the lack of available textbook. During its teaching time in SLB, teachers did not had any guidance book as a helping hand for them to teach the visually impaired which made it problem to teach English. Even in normal schools they had known the important role that textbook plays for the teaching and learning process. However, in SLB, they did not provide such facility and the teacher had a tough time in preparing the lesson that took their time, energy and money.

The last problem that the English teacher had to face was about the poor classroom condition which the teachers had experienced. The teachers had problem in teaching the class that had no ventilation. The humidity and smell was what made the teacher uncomfortable while they taught the visually impaired.

5.2 Suggestions

According to the conclusion described above, the researcher delivered some suggestions related to the English teaching and learning to visually impaired students at SLB A PRPCN Palembang. The researcher would like to give the suggestions for the department of SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang, the English teachers and further researchers. First, for the department of SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang, the researcher suggested to add a daily disciplinary program for the visually impaired students. This should be held in order to manage the student attitude and discipline in class and out of class. Second, for the English teachers, the researcher suggested to motivate and drill the students to be more active and responsible in English class. Moreover, the teacher could create some fun games after or before the lesson to grow interest for the visually impaired students. Finally, this study can be used as sources for the further research. The researcher expected other researchers can dig more information about the problems faced by English teachers in teaching English to visually impaired students.