

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented: (1) conclusion and (2) suggestion of this study

1.1 Conclusion

Based on the analyzed by using thematic analysis, it was found that teaching and learning English strategy for visually impaired students were; (1) similar to the regular class, the process was well-paced with pre-, whilst-, and post-activities. The, the students were actively learning English and built good relations in the school environment. (2) adjusted to visually impaired students, the visually impaired students studied vocabulary instead of language four skills. Also the students were not forced to reach a goal and all of the class activities were handled by the teacher. Then, teacher provided reinforcements in the visually impaired stuents classroom, they did repition and individual approaches in delivering teaching and learning materials to make the students understand the leason.

Concurrently, there were some teaching and learning English strategies for visually impaired students. Initially, students had difficulty writing. They don't know how to put their ideas into sentences and have no knowledge of English grammar or structure. Second, visually impaired students lack reading skills due to visual impairments, they need time to read English word and they also cannot understand English texts. Third, students have limitations in speaking. They cannot pronounce English words correctly because their way

of learning has to be done repeatedly. Fourth, students must learn with audio for listening so that they can easily understand the material in English. They also couldn't speak their mind. Furthermore, visually impaired students don't lose their abilities because they can't see, visually impaired students can also rotate their abilities by participating in activities outside of school. Finally, every mentally retarded student has various retention abilities. The learning process is not carried out in the same way, students with a level of disability to see need more time to understand the material given.

1.2 Suggestion

This research only focused on eliciting to find out the strategies do the teacher employ in teaching English and to find out the strategies do the visually impaired students employ in learning English. It is hoped that similar researchers are expected to explain how visually impaired students learn to focus when reading books that are not explained in this study.

Subsequently, based on the research finding, it is expected that the teacher can maximize the way they teach English in visually impaired students. It would be better if the teacher try different teaching styles by arranging more attractive teaching and using various media. And, also give a wider chance to the students to build their English skills.

Last, by knowing the practices of to find out the strategies do the teacher employ in teaching English and to find out the strategies do the visually impaired students employ in learning English, it is expected that the school

will provide more sufficient facilities to improve the quality of English teaching at the school.