

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based on research findings in previous chapter. Besides, there is also point of recommendation for further research especially about the strategies that used by English teacher in teaching English to visually impaired students.

5.1 Conclusion

Based on the findings of the research and discussion in chapter IV, the proposed the following conclusion:

The strategies that the teacher used in teaching English to visually impaired students were three main strategies, cooperative learning, interactive read aloud, and guided reading. The teachers used these strategies to make the student independent with discussion each other, to checked students' pronunciation, and to help students in reading the text.

How the teacher implemented the strategies in teaching English in YAKETUNIS. The first strategy used by the teacher (1) Cooperative learning, one of the example of the implementation through cooperative learning strategy was when learning tongue twister. In this lesson the students have to browse the internet and to pronounce words. So, she asked students to learn cooperatively with helping each other in browng the internet. Actually, there were words in tongue twister that students could

not pronounce it, so their friends would help her/his how to pronounce words. Here was what the teacher called as discussion together. The role of teacher in that situation is helping students when they need and correct the wrong one.

The second strategy used by the teacher (2) Interactive read aloud, the teacher implemented this strategy through learning tongue twisters. She asked students to use their cellphone to search kinds of tongue twisters in the internet. Then, she asked students to write the sentences in their notebooks. Some sentences that students had from the internet are the new sentence or new vocabulary for them. Therefore, the teacher asked students to read aloud in order she can checked students pronunciation and students understanding. Furthermore, the teacher used this interactive read aloud strategy because the students must understand the reading text and the students guided to more focus on the text. This strategy was used by the teacher to see students' understanding with the text they read while reading orally. Interactive read aloud could help checked students' pronunciation and the students seem more easily remember the material.

The last strategy used by the teacher (3) Guided reading, the implementation of guided reading strategy is very useful to teach English to visually impaired students. For the first section, the teacher gave students the text. She dictated the sentences one by one to students. This activity usually wasted the time for one hour. Because of that the teacher continued the lesson with the same topic for the next meeting. After writing session, the teacher asked students to read (not read aloud) while checked their writing

carefully. For guide reading technique, she read the text slowly then students followed it. Sometimes, she managed this guided reading strategy with asked students one by one to read the text. She just guided students and checked their reading and their pronunciation.

Based on this research, those strategies were effective in teaching English because could help students to understand the material. In short, those strategies gave many advantageous for teacher to teach English to visually impaired students. Researcher concluded that by implementation of those strategies during the class, it helps student in mastering English.

In addition, based on the findings and discussion above, it revealed the emergent finding in this research which is about the use of student-centered learning strategy in teaching English to visually impaired students.

The teacher confirmed that she also used students-centered learning strategy in her teaching. She also mentioned that it was an effective strategy in the classroom. The teacher implemented this strategy through learning “Time”. This strategy could help the teacher to know students’ needs of material. Besides, the teacher used this strategy to make students independent in learning because it strategy centered on students. The teacher only explained the material, then the teacher asked students to discuss with their friends. Though this strategy, the teacher wanted to see the student’s response in capturing material. From the discussion, the teacher hoped that there would be various questions from them that will be discussed.

5.2. Recommendation

Based on the conclusion above, the researcher would offer some suggestions it is hopefully can be useful for;

1. For the teachers of visually impaired

This research can improve the quality of the English teacher in teaching English. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teaching learning process. Teachers should be wiser in using teaching strategies so that the material taught to students can be conveyed well.

2. For the next researcher

The researcher wishes that other researchers could conduct this research with the same topic but in different place. This reason is based on the desire of researchers to collect various references about strategies for teaching English which may be used by teachers of visually impaired. Therefore, that result will be more advantageous.