# Chapter V

## Conclusion and Suggestion

This chapter presents the conclusion and suggestion as the final results of this research with the title "Exploring Problems in Teaching English for Students with Special Needs". This following is a more detailed explanation about the conclusion and suggestion.

### Conclusion

This research aims to explore how the way of English teacher in teaching English for students with special needs in this case is for blind students and also to revealed problems which occurred during the process of English learning in the classroom particularly for the students with visual impairment and how to deal it.

At first, this research finding showed that problems that often occur in the class on the blind students that was the students who were more likely to use their native language, students who did not want to try to talk with English and the capability of English teachers were not supported with reading and writing by using Braille. But in these issues, according to Jeremy Harmer's theory stated that to deal those situations; there are some ways to solve the problem.

Students kept using their native language and students did not want to talk about the problems are often encountered by teacher in SMPLB Kab. Gorontalo. Based on the

result of interview and observation with blind students in grade VII SMPLB Kab. Gorontalo, on English lesson they were often using Malay-Gorontalo language to ask permission to the English teacher. When the teacher also taught the blind students about speaking they chose to be silent and did not want to talk.

**Suggestion**

From the result of this research, there are some suggestions for the teacher, the next researchers who want to do a research with this similar research, and also for the readers.

To the teachers

To deal the problem of learning for blind students in the classroom, teacher must have some ways or methods to let the blind students can better be enjoying in learning English. The teachers and school parties in the school for students with special needs that different with normal school in generally must have provided the facilities that support the students with special needs to learn English, such as English Braille books. The school also must provides an English teacher who also has abilities in reading and writing by using Braille so that teachers will know the blind students' problems in learning English using Braille.

To the readers

This research can give information to the readers about common issues in English language teaching for blind students. Through this research, the readers can know that there is a difference of Braille system in each country.

For the next researchers

For the next researchers is possible to conduct further studies about common issues in English language teaching by using Braille for students with special needs except blind students. The next researcher also can analyze in the linguistic aspect (International Phonetic Alphabet). So hopefully through this research there will be the same Braille writing system in each country.

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