

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

As set out in the beginning of this study, the aims of the study were to find out the class activities developed by teachers for young language learners with visual impairments. This study also had discussed problems faced by the teachers in developing those activities. Therefore, at first, this chapter presents the conclusions of the study related to aims of this study and the theories used. In addition, this chapter presents suggestions for further researcher that will study in the same field, classroom activities for young learners with visual impairments.

#### 5.1 Conclusion

This study reveals that the teachers develop class activities from materials in general syllabus and textbooks with some modification based on visually impaired students' characteristics. General syllabus and general textbook here means syllabus and textbook that are used in regular school to teach students with no physical disadvantage. The teachers use grammar translation method in teaching English for visually impaired children by dictating vocabularies in the form of lists of secluded words (do not dissolve in the text).

The class activities developed by the teachers are divided into three phases: presentation, practice, and produce/performance. Those activities mostly employ dictation technique; however they rarely include special media for visually impaired students like Braille textbooks, cassettes/recorder, etc.

**Euis Wulandari, 2011**

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The teachers do not face many problems in developing class activities from general syllabus and textbooks. The crucial problems lie in choosing appropriate teaching media and the limitation of textbooks of English written in Braille mode. Overall, it can be inferred that in developing classroom activities for young language learners with visual impairments, it is necessary to be creative in harmonizing the material and the students' characteristics.

## 5.2 Suggestions

In this section, some suggestions are presented. First, the suggestions are addressed to the party related with the teaching learning process. Then, some suggestions are addressed to the further researchers interested in the topic. Those are the suggestions:

1. There are no specific curriculum for visually impaired students, so the teachers should be creative to modify materials from general textbook and syllabus with limitation of media. It is hoped that the school provides syllabus specifically for students with visual impairments or teaching media such as Braille textbook appropriate with the number of students.
2. In this study, the teachers did not have English education background thus it might influence the results of this study. For further study, it will be better if the subjects of the study are equipped with English education background. So, try to take a different location which has at least a teacher with English educational background.