

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This final chapter presents conclusions and suggestions from the research. The conclusions are formulated from the findings and discussions of the research. Furthermore, the suggestions will be presented for further researcher that will study in the same field, teaching English to students with vision impairment.

5.1. Conclusions

This present study was aimed at investigating the activities conducted by the teacher in teaching the speaking skill to students with vision impairment. It was also conducted to find out the visually-impaired students' responses to the implementation of teaching speaking activities conducted by the teacher in the classroom. Based on the data analysis, some conclusion can be drawn as the following.

Regarding the activities in teaching the speaking skill which were gathered through observation and interview, it was found that the teacher conducted five kinds of speaking activities as proposed by Thornburry (2005), which were drilling, dictation, discussion, guessing games, and word-cued task. According to her classification of speaking activities, those activities can be categorized to appropriation activities and autonomy activities.

Moreover, concerning the students' responses, it was found that the students showed a positive attitude toward English, speaking skill and the

activities conducted by the teacher in teaching the speaking skill. It can be seen from the analysis of the questionnaires result in the previous chapter. In addition, the students stated that conversation was the activities they like the most since in that activity they could practice speaking more.

5.2. Suggestions

Based on the research findings, discussions and conclusions of this research, the researcher proposes several suggestions for both English teachers and future researcher.

Firstly, this paper only provides a holistic description of how speaking activities were conducted in the classroom. Therefore, the observer may be undertaken to investigate the media or learning aids used by the teacher as well as the processes of the activity.

Secondly, the writer only carried out the observation for four weeks, thus this research might only capture the activities conducting by the teacher in limited period. The suggestion is that the observation should be conducted in a longer period. Therefore, the observer can gather more data and have enough time to analyze the data.

Third, the total number of students with vision impairment is not as large as non-disabled students. In this research there were only four students in one classroom. Therefore, the next observer may gather the data from different classroom or different grade.

Last, the activities conducted by the teacher in teaching the speaking skill to students with vision impairment were mostly passive activities. Therefore, the teacher may conduct the activities which require students to speak actively such as storytelling and role play.

