

CHAPTER V CONCLUSION AND SUGGESTION

In this section, the conclusions and recommendations are derived from the study's findings and the discussions that followed.

5.1 Conclusion

Based on the research objectives that have been set, this study succeeded in revealing some of the difficulties faced by teachers in teaching English to students with special needs. These difficulties include: first, teachers have difficulties in teaching students with special needs; second, difficulties in communicating with students with special needs to convey lessons; third, difficulties in repeating material so that students with special needs can understand it; and fourth, difficulties in developing teaching materials that suit the needs and abilities of students with special needs.

In addition, this study also revealed efforts or strategies made by teachers to overcome these difficulties. These strategies include first, effective strategies for managing classes with active students; second, techniques that can be used to reduce tension in the classroom; third, the best way to build good relationships with students in the classroom; fourth, how to establish clear classroom rules and how to communicate them to students; fifth, efforts made to overcome learning problems in the classroom; sixth, ways to resolve conflict situations between students in the classroom; and seventh, efforts made if students feel bored or uninterested in the material taught in class.

5.2 Suggestion

In this chapter, we offer recommendations to enhance teaching practices and support for students with special needs, based on previous findings and discussions. We also outline future research directions in this area.

For Teacher

Based on the results of the research that has been conducted, several suggestions can be made to help teachers in teaching English to students with special needs and controlling classroom conditions. Here are some suggestions that can be applied:

1. Improve teaching skills

Teachers need to continue to develop skills in teaching students with special needs. This can be done through training or workshops that focus on effective teaching strategies for students with special needs. This will help teachers in dealing with difficulties in their teaching.

2. Improve communication

Teachers need to develop effective communication skills with students with special needs. This can be done by using appropriate communication techniques, such as using simple and clear language, utilizing visual media, or adopting alternative communication methods if needed.

3. Using effective repetition methods

Teachers need to find effective repetition methods so that students with special needs can understand and remember the material being taught. The use of techniques such as repetition through various approaches or the use of different media can help students with special needs gain a better understanding.

4. Develop customized teaching materials

Teachers need to develop teaching materials that suit the needs and abilities of students with special needs. Customized teaching materials can include the use of relevant content, delivery tailored to students' learning styles, and the use of media that supports the understanding of students with special needs.

5. Implementing effective classroom management strategies

Teachers need to adopt effective classroom management strategies to control classroom conditions. This can include the application of clear

and consistent rules, the use of techniques that can reduce tension in the classroom, and approaches that encourage good relationships between teachers and students.

6. Addressing learning problems

Teachers need to develop appropriate measures to address learning problems that may arise in the classroom. This may involve individualized approaches, the use of additional aids and supports, and collaboration with relevant parties such as parents or education specialists.

7. Handling conflict situations

Teachers need to have strategies to handle conflict situations between students in the classroom. This includes applying mediation approaches, fair and equitable conflict resolution, and promoting open communication and understanding between students.

8. Creating an engaging learning atmosphere

Teachers need to try to create an interesting learning atmosphere so that students do not feel bored or uninterested in the material being taught. This can involve using interactive learning methods, utilizing interesting media and technology, and adjusting learning materials according to student's interests and needs

For Students' Special Needs

1. Utilize effective strategies

Students with special needs can try to apply effective strategies that have been used by teachers to manage an active classroom. These include managing study time well, maintaining concentration, and using learning methods that suit each student's learning style.

2. Reducing tension in the classroom

Students can use techniques that can help reduce tension in the classroom. This includes regulating breathing, using relaxation techniques, or finding ways to distract from stressful situations.

3. Building good relationships with teachers and classmates

Students with special needs can work on building good relationships with teachers and classmates. Communicate your needs and expectations to

them, and seek support if you are having difficulties. Building positive and supportive relationships can create a better learning environment.

4. Understand clear class rules

Students need to understand the classroom rules that have been set by the teacher and how they are communicated. If there is any confusion, do not hesitate to ask the teacher for further explanation. Adhering to clear classroom rules can help create more organized and effective learning conditions.

5. Addressing learning issues

If have difficulty understanding or remembering the material, try to make additional efforts to overcome the learning problem. This could include repeating the material at home, asking for help from the teacher or classmates, or finding additional learning resources that suit the student's learning style.

6. Resolve conflicts well

When faced with conflict situations with classmates, try to resolve them well. Find ways to communicate effectively, listen to the other person's views, and find win-win solutions. Resolving conflicts well will help create a harmonious and supportive learning environment.

7. Seek alternatives if you feel bored or uninterested

If feel bored or uninterested in the material being taught, find ways to stay engaged in the learning. This could involve looking for interesting aspects of the material, discussing with the teacher or classmates, or finding creative ways to understand and remember the information provided.

For Further Research

Several suggestions can be made for further research in this field. The following are some suggestions that can be considered:

1. Conduct more in-depth research on specific English teaching strategies for students with special needs

Future research could focus on developing and evaluating more specific teaching strategies to meet the needs of students with special needs

in learning English. For example, studying the effectiveness of teaching strategies that are more focused on understanding, recalling, and applying English materials.

2. Explore the use of technology in English language teaching for students with special needs

Research could investigate the use of innovative technologies, such as educational apps or software, to enhance English language learning for students with special needs. Appropriate use of technology can help facilitate effective interaction, repetition, and feedback.

3. Investigate the role of parental support and involvement in the learning of students with special needs

Research could focus on the role of parents or guardians in supporting the English learning of students with special needs. Involving parents in the learning process and exploring effective strategies for collaborating with parents can have a positive impact on strengthening student learning outcomes.

4. Identifying environmental factors that influence the English language learning of students with special needs

Research could involve aspects of the environment that affect special needs students learning, such as the availability of resources, school support, and inclusive education policies.

5. Conduct comparative research between English language teaching strategies for students with special needs in different contexts

Future research could compare English teaching strategies for students with special needs in different contexts, such as in inclusive and special schools. This can provide a broader understanding of the effectiveness and suitability of teaching strategies in different contexts.



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