

BAB V

CONCLUSION

A. Conclusion

The results of the research conducted at SKH Negeri 01 Tangerang Regency show that the English language learning process for students with special needs requires flexible, responsive and individually tailored strategies. Teachers apply a variety of methods, such as individualised teaching, the use of concrete media, a direct approach, as well as visual and communicative methods to suit a variety of disabilities such as blindness, deafness, autism, and students with intellectual disabilities.

The strategies used by teachers, such as the utilisation of visual media, simplification of language, emotional approaches, and collaboration with parents and peers, show that the role of teachers is vital in bridging the needs of individual students with the demands of the curriculum. Therefore, the success of inclusive education relies heavily on the capacity and initiative of teachers in adapting learning methods to the needs of individual students.

However, various problems arise when implementing this learning approach. Teachers must deal with issues such as diverse student needs, limited specialised training, communication barriers, a lack of appropriate tools, and difficulties in adapting the curriculum and assessment to students' abilities. This situation shows that the education system has not provided teachers with the support they need to realise inclusive learning.

B. Suggestion

This study investigates English teaching methods for blind and physically disabled students at SKH Negeri 01 Tangerang Regency. Based on the results, the researchers made several recommendations that could be useful for various parties.

First and foremost, it is recommended that future students or researchers continue this research with a broader approach and location. Further research could examine specific methods, such as the multisensory approach and the use of assistive technology, or compare methods in inclusive schools. As a result, the findings of the research will contribute more deeply to the development of inclusive learning.

Schools also need to provide ongoing training to teachers on how to use technology and implement learning strategies that are appropriate for students with special needs. It is hoped that schools will also purchase Braille books, visual media, and interactive technology to support learning. In addition, making schools more disability-friendly will also greatly help to create a safe, comfortable, and inclusive learning environment. Furthermore, the quality of learning will be improved by encouraging teacher collaboration through internal discussion forums.

Finally, parents must actively help their children learn at home. Schools can teach parents how to use learning aids such as Braille and

technology. Parents who are more involved help understand their children's development and contribute directly to the success of the learning process.

It is hoped that English language learning for students with special needs will be more efficient, enjoyable, and meaningful if schools, parents, and students work together.