

CHAPTER V

CLOSURE

A. Conclusion

Based on the description that has been put forward in the findings and discussion, it can be concluded that teaching and learning in SMPLB A Fajar Harapan Martapura, performed well. Implementation of English learning can be seen on several indications as follows:

1. Implementation of English teaching and learning applies approaches, methods, techniques and media of learning that varies and adapted to the English lesson materials, such as: for approaches using cognitive and communicative approach, for method using grammar translation method, audiolingual method, discussion method and Q & A method. These are supported by technique translating the word and sentence, playing audio (dialogue, conversation) and song that can be optimally students hearing, and supported by adequate media and a fairly good learning approach in the form of communicative and cognitive approach in accordance with the material presented. Likewise, braille English textbooks, reglet, stylus, song, Jaws application, Perkins braille, and tape-recorder are more than enough. So that the activities of teachers and students look active, with learning procedures in the form of pre-activity, while-activity, and post activity.
2. Obstacles and coping in tackling barriers in the process of teaching and learning English in SMPLB Fajar Harapan encountered in students and

teachers, both from internal and external factors. Obstacles that students experience come more from themselves, lack of confidence and acceptable motivation. While the obstacles of the English subject teachers is the lack of knowledge about the handling of visually impaired students because the teacher's educational background is not from extraordinary special need education but just English education. The copes are to improve students' self-confidence from teachers is the provision of motivation. While the copes that teachers did to improve the ability to teach English in impaired students is to learning and getting knowledge about the handling and learning of impaired students, both from books and other sources, internet and experience.

B. Suggestions

As a follow up of the research results, the following suggestions from researchers:

1. To educators (teachers), should be increase the knowledge, ability and skills, especially those related to the problem of processing the teaching and learning process so that become professional educator in carrying out his duties as an educator, especially English language teachers for special need students (visual impairment students, hearing impairment students, autism students, hyperactive students and etc).
2. To students, in teaching and learning process should be get correct education and compatible with their ability until capable to study optimally although with their disability.

3. To schools, in order to improve the professionalism and ability of its educators, therefore to fulfil it is expected the school provides an opportunity for educators to follow various trainings, so more motivate teachers in teaching and pass the motivation to the students.
4. To the environment (community), should always establish good cooperation in order to achieve the purpose of education is mutual attention and give each other and receive input as information related to education issues, so as to warn the quality and quality of education for their children.