

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

Based on the results of analyzing the data, the researcher concluded that there are various strategies that have been used by teachers to teach students with special needs. From the seven types of students with special needs described, there are only five types of students with special needs that have been researched by previous researchers in the 16 articles that have been analyzed. These include visual impairment, hearing impairment, mentally retarded, autism spectrum disorder and learning disabilities.

In this case, the strategies used in teaching English for students with special needs are in appropriate with the types of disabilities. The strategies are: first , the teacher used paper braille with pen reglet for reading paper strategies, JAWS App for reading e-text, strategy to obtain the content of instruction (using preview strategy, small group), strategy to obtain the language development (using total physical response, realia strategy, modeled talk), strategy to encourage active involvement (communication games, dictogloss), teacher-mediated, routine-based and specific naturalistic strategies for teaching English to students with visual impairment. Second, the teacher used visualization, explaining the subject matter, Strategy to explain meaning of words (used flashcards, pictures, visuals), asking the students to color the pictures, modifying classroom environment, strategy to definition of word (asked students to always bring dictionaries and used of computer dictionary software), strategy to spell out some

words (used alphabetic signs and used of computer dictionary software and patted the students' shoulders to get their attention for teaching English to students with hearing impairment. Third, the teacher used repetition strategy, giving examples, strategy to teach vocabulary (used the song), giving reward and strategy to explain material (used flashcards) for teaching English to students with mentally retarded. Fourth, the teacher used two languages (Indonesian and English), co-teaching strategy, IEP, differentiated instruction, developing oral language comprehension, echolalia, communication skills enhancement through the PECS method, strategy in imitating the right pronunciation in English (used direct method, TPR, lexical method) and strategy to facilitate matching task (used pictures) for teaching English for students with autism spectrum disorders. Finally, the teacher used the SIOP Model, instructional scaffolding, comprehensive support input, differentiated Instruction, strategy to explain the material ( used pictures, posters, real objects), TPR method with imitating, modeling strategies, innovative teaching methods and pictures in bilingual story in teaching English to students with learning disabilities.

In implementing the strategies used by the teachers in teaching English to children with special needs, only a few articles did not mention in detail the teaching process and generally described the teaching process.

## **5.2 Recommendation and Suggestion**

In a systematic literature review study there are many aspects that can be measured, but in this research, the researcher analyzed the research through general criteria. Therefore, it is suggested that future research should expand the

data sources for more careful analysis. Further research is also encouraged to conduct similar research, but with more up-to-date information and research data from various sources.

Second, this study investigates journals from the Garuda Portal database. Meanwhile, the researcher found that there are still few journal databases that discussed the problem of teacher strategies in teaching English for students with special needs. Therefore, for the future researchers may involve more journal databases to obtain more comprehensive information related to teachers' strategies in teaching English to students with special needs.

Based on the results of the research, the researcher proposes several suggestions, namely: First, because there are still many special school teachers who use strategies, media and general methods for teaching children with special needs, the researchers suggest to the Organization of English Teacher Special School, or MGMP, hosts conferences and seminars that include discussions or presentations on creating special teaching strategies for students with special needs. Second, because several articles in the article state that they still lack facilities in teaching and teachers take their own initiative in making teaching media, then as a school principal, it is recommended that you be able to seek facilities and infrastructure that can support a better learning process by holding intense meetings with the central government.

Lastly, for further researchers, the researcher hopes that further researchers can develop this research with a broad discussion.