

CHAPTER IV

CONCLUSION AND SUGGESTION

The researcher came to the following conclusion, as the need analysis of this research contained of learning style and learning needs of visually impaired student in junior high school which learning English as foreign language either in online learning or in the classroom that synchronized with the 21st century skill. These are the final conclusions and suggestions based in the research.

4.1 Conclusion

Based on the finding of the research, the personality influenced the students' learning style in English. For the visually impaired students with a low sense of sight the learning activity effectively applied through listening or auditory and kinaesthetic. The styles tried to match with the student are; Divergent, Assimilative, Convergent, and Accommodative style. But only one point meets the student is assimilative style during English learning activity and what's interesting here is the researcher synchronized the result with the 21st century skills that should be implemented during learning activity generally nowadays. Related to the second finding of the research that learning needs of visually impaired student if determined with general theory there are; Learning Inputs, Learning Procedures, Setting and The Roles of Teacher and Student during English learning activity. But only one of the each point such as skill in learning input, activity related to input in procedure, grouping learning situation in setting and the student' role that deciding what actually student needs during English learning with kind of style of assimilative.

The learning styles concluded into two paths based on the visually impaired student doing learning through listening. First, there are not match of divergent style which consist of three points but not really match to the student because influenced by the students' personality with strong independence which is introvert. Second, the style of assimilative consisted of four points which well-match because those are point involved others or people around the student to

help her. Then convergent and accommodative style that well-match also in some point to the student English learning activity determined by the emotions should be controlled, good in technology but should be facilitated by the teacher and parent, and attracts to new experience but still need others but she was not really rely on the people around her. Something that not missed from this points, if those are synchronizing with the 21st century skill there are some points that strong enough to be mastered by the student, first is the creativity and innovation that created by her own style and second is the problem solving and critical thinking also for her own business depends on the capacity and capability.

Beside that the learning needs of the visually impaired student concluded divided into two aspects, first are learning inputs and procedures which related each other from the beginning the student starts the English learning activity to the middle process. Combined by the presence of the teacher to help the student improve the skill especially in writing in the classroom or online learning, the materials prepared before class, then a method that should be implemented by the teacher. Second are the setting and the role that planned for the student need from the middle to the end of the learning activity. There are kinds of setting to make the student enjoying for studying English, need a homework to make sure the student mastering the materials and is game evaluation best for the student. While the roles are related each other, but can be highlighted that the teacher should give a motivation to the student and the students should know how to accept anything from the teacher wither in online English learning or offline at school.

4.2 Suggestion

Suggested that in need analysis from this researcher, the researcher not only focus on the need but also the style then synchronized with the 21st century skills while learning English as foreign language for junior high school. There is should be determined to the further analysis that learning style for visually impaired students should focus on the auditory style because has low sense of sight. In addition, the finding maybe has different perspective if the student has different personality as the visually impaired, more various data collected that will

deliver to the different result and the styles of learning in English learning by the students also various.

The student needs influenced by the facilities provided by the teacher, school or parent. Importantly for the visually impaired students that need to be completed when she need a help, the teacher more pay attention during English class activity, as concerned by the students and if they want to mastery the materials the teacher should provide and treat them with the best methods and evaluation beside only giving the assignment that consisted on the material books.

Likewise, the parent of visually impaired students and the staff maybe should have a correlation how to push the children and daughter in right ways. Even though to mastery one of the English skill is not easy, but if the students sure and got a lot of support there will be goals and achievement by the visually impaired students even should be taught clearly and slowly.

