

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion of the research regarding need analysis of EFL Learning media for blind learners. The following is the conclusion and suggestion relating to the topic.

#### **4.1 Conclusion**

Teaching English for blind learners is a challenge for teachers that requires the cooperation of all parties, be it teachers, students, parents and the school. There are various kinds of learning media that can be used by normal learners, but blind learners must be able to adapt to existing visual limitations.

First, based on the first research question regarding the implementation of EFL learning media for blind learners, the suitability between the lesson plan and the media applied in the classroom is appropriate. the media used by the teacher is a textbook explained by the teacher during the google meet session, WhatsApp as a source of information and giving assignments, and google meet for face-to-face class sessions. This happened because of the COVID-19 pandemic situation, which required a class transition from offline to online. Moreover, the students are already proficient in using handphone and laptop as one of learning media because the screen reader is proficient in using handphone and laptop. Furthermore, there are three learning media used by the teacher (before the covid pandemic) from the four media asked by the researcher, namely reglet and stylus, braille pocket dictionary, and screen reader. The audio book has not been used because the school does not facilitate it. The last, there are four guidebook which can be used by the teacher as a guidance to determine the learning media namely panduan pengembangan pembelajaran aktif, panduan pengembangan media pembelajaran sederhana, syllabus, and lesson plan.

Second, based on the second research question regarding the need analysis of EFL learning media for blind learners in the 21st century, from the

ten of EFL learning media asked (audio book, audio recording, braille pocket dictionary, braille book, braille box, screen reader, reglet and stylus, braillewriter, handphone, and laptop) the teacher has used seven media. It means that it can be concluded that 70% of it has been used to fulfill the needs of EFL learning media for blind learners and this is a good thing because it has been able to find the needs of media to help improve their English skills.

#### 4.2 Suggestion

After completing this research, the researcher realized that this research had errors and shortcoming. Accordingly, the researcher hopes for stakeholder, such as:

##### 1) **English Language Teachers**

Hopefully this research can be one of the foundations of teacher in determining appropriate learning media by paying attention to the needs of students, especially students with special needs so that students with special needs, especially blind learners, feel helped in the learning process.

##### 2) **English Language Department Students**

As a teacher in the future, students must be able to pay attention to the needs of his students, especially in the selection of learning media according to the needs of students because each student has different needs, especially for students with special needs.

##### 3) **Further Research**

For future researchers, this research can be useful because there are many aspects for researching blind learners. The future researcher could develop this research in other categories with different levels and also relevant to the 21st century because the researcher believes that there are still many gaps that can be explored more deeply regarding learning media for blind learners so it can complete this research.