

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results and discussion in the previous chapter, this study found that all teacher roles in teaching students with special needs are implemented by educators in the learning process, but with varying levels of implementation depending on the classroom context and student needs.

There are 10 teacher roles in teaching children with special needs, namely (1) controller (2) organizer (3) assessor (4) prompter (5) participant (6) resource (7) tutor (8) observer (9) performer and (10) teaching aids, the teachers carry out these roles through individual guidance, structured classroom management, step by step instructions, direct demonstrations using gestures and expressions, and the use of learning media appropriate to students' abilities. They help students overcome difficulties by guiding each special needs student individually, repeating instructions and material gradually, managing the class systematically, providing direct examples through gestures and expressions, and using suitable learning media. This approach enables teachers to support students in overcoming difficulties in reading, writing, pronunciation, memory, intellectual differences, sensory challenges, and behavior management. It shows that teachers actively assist students in addressing a variety of learning challenges

5.2 Implications

These findings bring several theoretical and practical implications. Theoretically, this study strengthens the theory of teacher roles proposed by Harmer in (Naibaho, 2019). The results show that the ten teacher roles can be applied in the context of special education, including in English language learning in special schools (SLB). However, their implementation needs to be adjusted to the characteristics, needs, and ability levels of students with special needs. This indicates that the theory of teacher roles remains relevant, but requires adaptation in its practical application in special education settings.

Practically, this study shows that English teachers in special schools need to perform various roles flexibly and adaptively according to the learning needs of

students with special needs. In helping students understand the material and overcome learning difficulties, teachers may repeat instructions gradually, use gestures and facial expressions, and utilize learning media that are appropriate to the students' conditions. Therefore, teachers' pedagogical competence, creativity, and patience become important factors in creating effective learning for students with special needs.

5.3 Suggestions

Based on the conclusions above, the researcher Suggest that English teachers in special needs schools continue to optimize their role in learning, as teaching students with special needs requires appropriate and consistent strategies. Schools are expected to support the implementation of teachers' roles to ensure more effective learning. Future researchers interested in conducting similar research are advised to conduct a more in depth analysis of the implementation of each teacher role and also at other levels of education.