

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter of this study presents conclusion and suggestions. The conclusion of this study is interpreted from findings and the process of discussion.

5.1 Conclusions

This study reports the learning activities that teacher used in teaching English through story in inclusive classroom with a dyslexic student and the difficulties encountered by the teacher during the teaching session.

From the data gathered through observations, document analysis, and interviews, it is found that the teacher uses combination of storytelling and games in each meeting. The way of she implements the activities is very interesting and subconsciously can be the treatment for helping dyslexic student in learning English. In storytelling, the teacher uses onomatopoeic sound and gesture to help in conveying message of the story. In games, she uses racing technique which makes students motivated in learning new vocabulary and story. Therefore, the use of storytelling and games in teaching English through stories can also motivate them to learn English better.

However, the difficulties in facing dyslexic student and variety of students' interest are encountered by the teacher during her teaching session in inclusive classroom. The use of helper in accompanying the lesson for dyslexic student is really important to help teacher focuses on the teaching for whole classroom not only focuses on the dyslexic student. In addition, the teacher's skills and experience are needed to face variety of students' interest. The various activities also should be implemented since those are helpful in dealing with variety of students' interest. If the teacher only uses games and storytelling in teaching through stories for a long time, students will

be bored in their learning. Therefore, in teaching through stories in inclusive classroom, many things should be thought of. Thus, the activities could be covering all needs of the students in inclusive classroom.

Unfortunately, in this study, the unclear lesson plan and variety of the activities become the major problems. So far, the teacher did not set objectives in teaching activities. The unclear lesson plan could shatter the lesson in the classroom, because the teacher does not have clear guidance to teach. The clear lesson plans will be useful to the teacher to prepare the lesson well. Thus, teacher should have detailed evaluation of each student and clear objective for all of them and states it in lesson plan.

5.2 Suggestions

From this study, there are some suggestions for teacher in teaching in Inclusive classroom with a dyslexic student. The teacher should be knowledgeable about inclusive classroom moreover about disability learners such as dyslexic student. The teacher needs to be capable in telling stories, how to use gesture and onomatopoeic sounds. And the last, the teacher also needs to be creative in creating and applying the activities in order to deal with variety of students' interest and to make students do not feel bored in learning.

There are also recommendations for the teacher in arranging the lesson. it is suggested to make clear a lesson plan, state the clear objectives of the lesson, and join the seminar about inclusive school.