

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter involves two main parts; conclusion and suggestion. In conclusion, all of findings and discussions previously mentioned in Chapter IV are drawn together to get the summary of the study. Several suggestions are also presented to improve teachers' reference in teaching English for autism in inclusion setting.

5.1 Conclusions

The study reports the result of teacher strategies in teaching English for Autism. As pointed out in the beginning, the purpose of this study is to investigate the strategies used in teaching English for autism in inclusion setting.

The findings of the study show that teachers employed six strategies in teaching English for autism in inclusion setting. The strategies include direct instruction, questioning, visual scaffolding, drilling, active learning, and cooperative learning. Furthermore, based on observation conducted, the most used strategies include questioning, drilling, active learning, and cooperative learning. In the meantime, based on the data obtained from interview, the most used strategies are visual scaffolding and active learning through role play and simulation activities.

It is important for teachers who have to handle students with autism to understand their students' learning strategies, which may differ from one another. In addition, teachers are also expected to be able to develop appropriate strategies to promote the potential of these young people. By considering those things, it can be concluded that there seems to be no single strategy that can be considered as the best for teaching autistic student.

Furthermore, the combination of some strategies is needed to handle the autistic triad impairments. It can be seen from the combination of direct instruction and questioning strategies which can help improve the autistic students communication skills. Besides, the result of combining the active learning and cooperative learning strategies can also help improve autistic students' social skill. In addition, the use of visual scaffolding and drilling seems to be useful for minimizing the autistic behavior.

Additionally, teacher's ability as a facilitator for all students in the inclusion classroom is highly demanded during learning activities as well as creating a suitable evaluation setting for autistic student. Besides having the proper skills in managing the class, teachers are expected to be skillful in selecting the strategies whether or not suitable for all the students' characteristics including special need students.

5.2 Suggestion

There are some suggestions that can be proposed from this study. In teaching special need students in inclusion school, teachers are expected to

understand the characteristics and needs of special need students, especially autistic student who has triad impairments. One of the teachers involved in this study seemed to be confused of teaching inclusion classroom in which there was one autistic student. Therefore, the teachers should enlarge their knowledge about teaching special need students, especially autistic student. Regarding the purpose of improving teachers' knowledge of teaching special need students, trainings and seminars related to teaching for special need students is required to be held regularly.

Furthermore, to build a good inclusion environment, cooperation from all school members, normal students and the teacher is needed. It is because they are the ones who directly interact with special need student in school. In order to improve the special need student's quality of life, the explanation about how to treat special needs student is highly recommended for all school members.

While conducting the study, there are several things related to teaching English for autism that can be investigated deeper. Further studies can be conducted in regard with the teaching English for autism in special need school setting. Moreover, further study may also investigate deeply about the use of one effective strategy in teaching English for autism.