

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research about what are the difficulties that the English teacher faced in teaching English speaking skill to ASD students in an inclusive setting and what solutions the English teacher used in solving the difficulties in teaching speaking to ASD students in an inclusive setting, the writer describes the conclusion as follow:

1. The English teacher's difficulties in teaching English speaking skill to students with ASD in the inclusive setting are: facing ASD students who did the repetitive movement, facing an ASD student who looked down and remained silent as if she did not understand or were not interested in the learning process, facing ASD students who not focus/lack of motivation on the learning, and facing ASD students who do not master vocabulary.
2. The English teacher's solutions to solve the difficulties in teaching speaking to ASD students in an inclusive setting are: using an individual approach, using the pull-out technique, using the learning listen strategy, using differentiated instruction strategy, using repetition strategy, and using the help from the assistant (apply co-teaching strategy).

The researcher results in this study that the difficulties the English teacher faces in teaching English speaking skill are related to the behaviour and

competence of ASD students. In overcoming those difficulties, the English teacher needed the help of a co-teacher/assistant and applied approach also strategies appropriate to the ASD students' needs. Another result that researcher found in this study is that the inclusive setting provides students with opportunities to learn and accept individual differences.

B. Suggestions

After finishing the observation and interview about the difficulties that the English teacher faced and the solution the English teacher used in overcoming those difficulties in teaching speaking skill to ASD students in the inclusive setting of SMP Mutiara Bunda Cilegon, the researcher would like to give some suggestions as follows:

1. For the English Teacher and the Supporting Teacher

The researcher suggests to the English teacher and supporting teacher to apply more varied approaches, strategies, and media in teaching students with ASD in the classroom. The teachers also should motivate the students so that they can be motivated to speak English and can improve their speaking skill.

The researcher also suggests that the teachers be patient and understand that students with autism rarely, if ever, intend to disrespect or undermine teachers' authority. They may not understand what types of responses are appropriate or inappropriate in specific scenarios.

2. For the Parents

The researcher suggests to parents of ASD students that they should understand their child's unique strengths and what motivates them. They also should encourage and support their child's communication. The researcher also recommends the parents to take speech therapy for their child in order to build up their child's speaking skill.

3. For the Other Researchers

This research study analysed the English teacher's difficulties and the solution that the English teacher applied to solve those difficulties. The other researchers expected that this study's result could be used as additional references for the following research related to teaching English speaking skill to ASD in inclusive settings.