

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research about how does the teacher teaches speaking skill to autism students and hat is the teacher's difficulty in teaching speaking skill to students with autism, the writer describes the conclusion as follow:

1. The implementation of teaching speaking English skill that the teacher used individual approach to autism students, the teacher used direct trial method, the teacher used picture media and concrete object in teaching English speaking.
2. The teacher's difficulties in teaching students with autism because two factors: the internal factor of teacher's difficulties were the characteristics of autism students who difficult in comprehension and less focus, they were different with normal students who can classical and easier to follow the material well. The external factor was not book or module for students with special need especially for autistic students.

The researcher result this study that for teaching autism students the teacher must have a strategies, method, media, and approach appropriate with the students need because of the characteristic of autism students were lack comprehension and focus.

B. Suggestion

After finishing the observation and interviews in the implementation of teaching English speaking skill to autism students at SKh Yayasan Karya Dharma Wanita 01 Tangerang. The researcher would like to give some suggestion as follows:

1. For the English teacher

The research suggests to the English teacher to learn and explore more the characteristics of autism students in learning English for students with autism because the students with autism are different with normal students, they less in communication, so the teacher must have a solution to faced that difficulties. The teacher must have the approach, strategies, media, and technique in teaching students with autism. The teacher should give motivation to the students so that their students can be motivated in speaking English so that can help their communication.

2. For the Students

The students have to do more practice English exercise to improve their English ability and the students should be more concentration when study English especially in speaking.

3. For the Parents

The researcher suggests to parents of students, that they should guide their children to study at home and the parents also should more pay attention to helping children to prepare their school equipment.

4. For the Other Researcher

This research study was about the implementation of teaching English speaking skill to students with autism and the teacher's difficulties. It is expected for the other researcher that the result of this study can be used as additional references for the next research about teaching English speaking skill to students with autism.

5. For the Headmaster

It is better to give the consideration to make the syllabus, lesson plan and choosing the text book which appropriate with the condition or students need. Therefore, the purpose of the learning will be achieved.

6. For the Library

It is better to provide many books as the references in learning English. Therefore, the teacher and the students can get more knowledge if they read from many sources. The library can collect the books regarding teaching autism students, special book or modules for autistic students.

7. For the Committee

The committee can provides the aspirations, ideas, and various needs proposed by the teacher or school. And can recommend regarding program and policies school, encourage parents and community to participate in education to supported the quality of education with special need.

8. For the Institution

The institution can development curriculum and fostering special education students. The institution makes the strategies to achieve goals and develop school work activities. The institution can plans programs based on the 2013 curriculum and establishing communication between the provincial education office and school.