CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two sections namely conclusion and suggestion of the research. After conducting the research, doing the analysis, and presenting the results, the conclusion will be drawn in the first section and the last section will be presented the suggestion of this research.

1. Conclusion

Based on the research findings and discussion, it can be concluded that there are several strategies of teaching English vocabulary for students with autism spectrum disorders. The strategies include describing picture, repetition, demonstration and imitation, giving direct example, role play, preparation and organization, and evaluation and giving reward. The teaching strategies employed by the teacher have shown that students can respond to English material especially vocabulary according to their abilities. It is also concluded that teaching and learning for autism students utilizes a picture and imitation model with an effective demonstrative strategy. Repeating the taught material helps autism students understand vocabulary about greeting in English.

Teaching English vocabulary to students with autism is certainly not as easy as teaching students in general. Therefore, teacher faced some obstacles in teaching English vocabulary to autism students such as student's lack of communication, student's lack of concentration, and student's

difficulties in memorizing vocabulary. In addition, the obstacles to teaching English vocabulary do not only come from students factors but also from other factors such as the lack of school facilities and the lack of teacher ability to use media.

This research provides important insights into strategies of teaching English vocabulary for autism students, but it is not free from some limitations. One of the shortcomings of this research is that it is limited to one skill only, namely vocabulary; therefore it is recommended that future research can involve other skills such as reading or listening. Additionally, the relatively short duration of the research may not have sufficient to see the long term impact of the teaching strategies implemented. Therefore, it is recommended that future research involve a more diverse skill focus, as well as be conducted over a longer period of time to get a more comprehensive picture of the effectiveness of this teaching strategy. Further research could also explore other variations of teaching strategies that may be more suitable for different types of autism students, as well as examine the influence of other factors such as home environment and parental support on vocabulary learning success. Thus, the results of future research are expected to contribute more broadly and deeply to the development of effective teaching strategy for autism students.

2. Suggestion

To complete this research, some suggestions were provided for useful information especially to the strategies of teaching English vocabulary for

autism students and the obstacles of teaching English vocabulary for autism students.

1. For the school

    School should provide various media tools, such as LCD projectors to aid and support the teacher in employing various strategies for teaching English, because media and strategies are related to each other.

2. For the English teacher

    Teacher should be able to use learning media such as LCD projector as one of the learning media that can be used to teach English for student with autism and it will be better if the teacher should add other interesting media to teach autism students in learning English.

3. For the next researchers

    Future researcher can further investigate the other strategies used in other English language skills such as speaking, reading; listening, writing, and the researcher hope that the result of this research can provide the benefits for the next researchers in the different areas.