

CHAPTER V

CONCLUSION AND SUGGESTION

In this Chapter, the researcher put forwards conclusion and suggestions related to the strategy, material and media of the autism students to be accommodated for English conversation independent class in PPI (Individual Learning Program).

A. Conclusion

The researcher concludes the result of the research as follows:

1. The appropriate material of English conversation independent class in PPI for autism students is from KTSP (Kurikulum Tingkat Satuan pendidikan) with development material because based on class observation they can keep in talk and respond well what the speaker asks and the topic is same as the topic in regular class but modified it into a simple way so that they can catch the point.
2. The appropriate strategy strategies and media for English conversation independent class in PPI for autism students are based on their learning style. While the English Teacher teaches them s/he conveys with the appropriate strategy combining with the appropriate to get the purpose of teaching it. The researcher presents those two items in order to use in teaching English conversation independent class in PPI for autism students based on six autism students' learning style. The more explanation drawn on the table below:

Learning style	The strategies to teach English Conversation independent class in PPI for autism students	The media to teach English Conversation independent class in PPI for autism students
1. Dominant in visual	Convey with the visual cues	<ol style="list-style-type: none"> 1. Using real objects 2. Using picture representations
2. Dominant in kinesthetic	Physical prompt	<ol style="list-style-type: none"> 1. Directly moving a person or object to communicate 2. Using gestures or body actions 3. Using sign language gestures.
3. Dominant in kinesthetic and auditory	Physical prompt while listening	<ol style="list-style-type: none"> 1. Directly moving a person or object to communicate 2. Using gestures or body actions 3. Using sign language gestures. 4. Use song
4. Visual-Auditory-kinestetik	<ol style="list-style-type: none"> 1. Convey with the visual cues. 2. Psycal prompt 3. Listening 	<ol style="list-style-type: none"> 1. Using real objects 2. Using picture representations 3. Directly moving a person or object to communicate 4. Using gestures or body actions 5. Using sign language gestures. 6. Use song
5. Dominant in visual kinestetik	<ol style="list-style-type: none"> 1. Convey with the visual cues 2. Physical prompt 	<ol style="list-style-type: none"> 1. Using real objects 2. Using picture representations 3. Directly moving a person or object to communicate

		4. Using gestures or body actions 5. Using sign language gestures.
6. Dominant in auditory	Listening	Use song

B. Suggestion

Based on the conclusion of this study, it was proposed some suggestions below:

1. To design the material for English conversation independent class for autism students in PPI, The English teachers use development material from KTSP (*Kurikulum Tingkat Satuan Pendidikan*).
2. Knowing the appropriate strategies and media are also important in teaching English conversation independent class in PPI for autism student. This study suggested to the English teacher to know well the learning style of each autism students in order to find out the appropriate strategy and media.
3. The result of this study is only focusing general features of the needs of autism students which can be accommodated for English conversation independent class in PPI in term of the appropriate strategy, material, and media. So, the researcher gives a chance to other researchers in order to develop or to design English conversation independent class in PPI for autism student based on their three needs that already collected.