

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions. The conclusion of this research is based on the result and discussion on the previous chapter. After drawing the conclusion, the researcher proposed suggestions related to the findings.

5.1 Conclusions

Based on the research conducted in the inclusive classroom of second grade SMP Permata Hati Purwokerto in the academic year 2022/2023 through observation and interview, there are some conclusions to answer the research questions and fulfill the research objectives. The research questions are: (1) what methods are implemented by teachers to teach English in the inclusive school of SMP Permata Hati? (2) how do the teachers implement those methods through the teaching and learning process? and (3) what are the common challenges faced by the teacher in implementing the methods in an inclusive classroom?.

The English teaching methods used by the English in an inclusive classroom at second grade of SMP Permata Hati Purwokerto in the academic year 2022/2023 are translation and audio-lingual methods. These methods are chosen by considering the students' needs, students' condition, and content of the lessons. The English teacher said that most of the students prefer audio-lingual methods which are tangible and more enjoyable.

Based on the interview and observation data, the implementation of the teaching methods is that the teacher uses one-on-one sessions especially for students with special needs. It will help the English teacher to reach out to students and understand their needs while learning English. In general, the teacher will give a clear explanation, example, then give students some tasks, but the task is different for special needs students and general students. It is easier for special needs students.

While implementing the English teaching methods in an inclusive classroom, the English teacher faced a challenge related to the parents' collaboration. Some parents were less collaborative and helpful to their children at home. The parents' collaboration impacted the implementation of the teaching methods in the inclusive classroom, especially for special needs students.

5.2 Suggestions

The researcher purposes some suggestions to the English teacher and other researchers:

a. For the English teacher

1. The English teacher should give more attention to the special needs students while explaining about the material.
2. The English teacher can repeat the material, new vocabulary, or important points in the learning.

b. For the other researchers

1. The researcher hopes that the other researchers in the same field of study would give inspiration in doing similar research that will provide useful new findings in the future.
2. The other researchers could dig deeper about teaching and learning English in an inclusive classroom.

