

CHAPTER V
SUMMARY, CONCLUSION
AND RECOMMENDATION

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A study is not completed yet if there are not any conclusions, recommendation of the study and the summary. Therefore, the writer provides all the aspects mentioned above to complete this study in this chapter.

5.1 Summary

The writer conducted the study since she realized that everyone has a right to have education and the autistic children should had the same change in learning English. Before starting a study, the writer tried to find information about autistic children in SD Kristen Kasih Karunia. From her short observation, she also found out that the teaching English vocabulary done in the SD Kristen Kasih Karunia did not use pictures as a mean of teaching vocabulary well and some parents expected that their children to be able to communicate using English as they often go abroad. Having those reasons mentioned above, the writer decided to conduct a study to help these autistic children in learning English. Then, she prepared the research question that becomes the root of the study: “Do autistic children who were taught using pictures get better score then those who were assigned to in learning English vocabulary?”

At the end of the study, the writer expected that results of this study could give practical contribution for the teaching vocabulary to autistic children. By the

help of pictures, the autistic children were to be able to comprehend the vocabulary and apply them in their daily activity appropriately. The therapists were expected to be able to use pictures as a mean of teaching vocabulary and to improve his or her ways of teaching vocabulary to autistic children.

The population of the study was the autistic children in Surabaya. The sample was the students of SD Kristern Kasih Karunia Surabaya. The writer divided the sample of the study into two groups. The experimental group was a group of the autistic children who were taught using pictures; meanwhile the autistic children who were assigned to memorize the English vocabulary belonged to the control group. After giving treatments to both groups, the writer conducted the posttest to measure the autistic children's progress in learning vocabulary. As the result, the autistic children who were taught using pictures got better score than those who were assigned to memorize English vocabulary.

Based on the data, the writer concluded that pictures help the autistic children comprehend the English vocabulary, motivate them to speak clearly and fluently. Then, she also found out that some of those autistic children showed that their behavior problems had decreased.

5.2 Conclusion

Based on her study, the writer found out that the pictures motivated the autistic children not in learning the English vocabulary but also in expressing their ideas or their necessities in a spoken language. In line with behaviorism theory, the authors found that findings of the study indicated that autistic children required repetition in learning English. Those repetitions help them be able to use and apply English vocabulary correctly. In addition, the result of this study also supported Grandine's theory that mentions autistic children need pictures to learn the language and motivates them to speak fluently and clearly.

5.3 Recommendation

5.3.1 Recommendation for further teaching English vocabulary to autistic students

For further teaching English vocabulary to autistic children, it is expected that therapists may use pictures as a means of teaching autistic children. Based on the finding on her study, autistic children who were taught using pictures were able to speak clearly and fluently. It was also stated that there was an indication that some of those autistic children showed that their behavioral problems decreased.

5.3.2 Recommendation for further research

During the research, the writer found many difficulties in some points such as the time allocation, therapists, and the subjects of the study. Therefore, she would like recommend for further researches would have more time in conducting the study. If it is possible, the observation done in the school is about six months, because the time could be used to prepare the material well, investigate more about the autistic children and their learning vocabulary using pictures in details.

She also expects that further researches may include the therapists whose education and experienced background are the same, because different education background may affect the therapists' performance in handling and teaching autistic children.

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