

CHAPTER V

CLOSURE

A. Conclusion

Based on the results of observation and interview directly, the researcher known the process of English learning Implementation at Eight grade (PDCI) through Inclusive Education Based on Semester credit Unit (SKS) as follow :

1. English learning Implementation at Eight grade (PDCI) through Inclusive Education Based on Semester credit Unit (SKS) is the same as English learning in general. The English teacher taught well but there is no special treatments or activities in the class. Related to to the learning material, they learned English according to their grade which is Eight grade level. Based on the observation, the researcher found that they can learn and easy to understand the material but there is no additional learning material during the observations three times.
2. The difficulties faced by the teacher when he taught at Eighth grade (PDCI) lied on planning and implementation process. As the English teacher explained when the researcher interview him. He explained that he mus make extra planning, not only about learning materials, methods, and media, but also must consider several aspects, one of important aspect which is how to make fun learning. While in the implementing process,

the teacher still confused to develop learning activities to facilitate intelligence of students.

B. Suggestions

Based on the finding of the research, the researcher would like purposes the following suggestions :

1. Head of Educational office at Banjarmasin will be better provide to held teacher training to deal with *Cerdas Istimewa* (CI) students in order to maximize their potential.
2. English teacher at SMP Negeri 1 Banjarmasin who teaches in English at special class such as at *Cerdas Istimewa* (CI) class will be better to develop his teaching, included teaching in various ways, strategies, methods and activities to create interesting classroom interaction and avoid monotonous situation. Teacher also will be better if he or she more organized in the learning materials to be taught and considered about time management, considered how to make them learn English maximally but in comfortable ways and not pressure them.
3. The next researchers will be better if they can looking for more theories about the ways to teach English to *Cerdas Istimewa* (CI) students