

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this research, it has emphasized the importance of inclusive teaching practices in English language learning. Through in-depth understanding of the literature and thorough field research, the author succeeded in identifying various strategies and approaches that can improve English language learning for students with special needs. The research results show that an inclusive approach not only provides benefits for students with special needs, but also creates a friendlier and more supportive learning environment for all students.

In addition, this research also highlights the important role of teachers in implementing inclusive teaching practices. Teachers have a great responsibility to understand the individual needs of each student and provide an inclusive and supportive learning environment. By strengthening teachers' pedagogical skills and empathy, English learning can become more effective and meaningful for all students, without exception.

Apart from providing valuable insights into inclusive teaching practices in English language learning contexts, this research also contributes to the development of more inclusive curricula and learning strategies in the future. It is hoped that the findings and recommendations from this research can become the basis for further research in efforts to improve the quality of inclusive education in Indonesia.

Thus, this research not only provides a deeper understanding of the

importance of inclusion in English education, but also inspires us to continue fighting for inclusive and equitable education for all students. Hopefully this research can make a positive contribution to the development of inclusive education in Indonesia and become a stepping stone for further research in the future.

B. Suggestion

1. Conduct further, more in-depth research on the implementation of inclusive teaching practices in the context of English language learning at various levels of education, from elementary school to university. This research can provide a more comprehensive understanding of the challenges and benefits of inclusive practices at various levels of education.
2. Hold training and workshops for English teachers to improve their understanding and skills in implementing an inclusive approach to learning. This training can help teachers to more effectively support student diversity and create inclusive learning environments.
3. Conduct comparative studies between inclusive teaching practices in Indonesia and other countries to explore the best models for supporting student diversity in English language learning. This comparative study can provide valuable insights for the development of inclusive education policies in Indonesia.
4. Develop a practical guide or toolkit for English teachers to implement inclusive practices in daily learning. This guide may contain strategies, techniques, and supporting resources that can assist teachers in creating an inclusive and supportive learning environment for all students.

5. Conduct longitudinal research to observe the long-term impact of inclusive teaching practices on the academic achievement, social skills, and well-being of students with special needs. This research can provide strong empirical evidence about the long-term benefits of an inclusive approach in English education.

By implementing the suggestions above, it is hoped that research and inclusive teaching practices in English language learning can continue to develop and provide greater benefits for all students, without exception.