

## CHAPTER IV

### CONCLUSION

This chapter discusses the best solution to handle an autistic pupil in the regular class at level A BPPK Kindergarten School. After I analyze the problem of handling an autistic pupil, there are three causes why the teacher has difficulty in handling the problem class. The first is because the autistic pupil has difficulty with communication, the second is he needs special attention and the last is the teacher has no knowledge on how to handle an autistic pupil in the regular class.

The best solution to handle the problem is by hiring another teacher to assist the teacher in handling the autistic pupil in the class and the teacher uses techniques such as games, realia, and pictures.

The reason for choosing the combination of these solutions is because the teacher needs an assistant to guide the autistic pupil to study in the class, to reward him when he has done an exercise, and to make sure that he follows the lesson and does not do other activities which can disturb the concentration of other pupils and also the teacher. If there is no teacher assistant, the teacher will have to spend more time to handle all the pupils, including the autistic pupil. However, there is a special role for

the teacher assistant, as Hannaford et al. states “avoid letting the child become too dependent on any one person, the helper’s role should be to encourage the child to be more independent and to mix with other children” (par. 7). In other words, the teacher’s assistant must not help the autistic pupil all the time, but he/she has to encourage the autistic pupil and help him if he has a difficulty to follow the lesson, such as in the speaking activities and singing.

The reason for using techniques is the teacher will be able to grab both the autistic pupil’s and also other pupils’ concentration. In addition, if the technique is a game which includes a group work activity, it will make the autistic pupil mix with other pupils and be able to be involved with the class activities.

These solutions support each other. As an example in my experience, the teacher alternated with the teacher assistant in handling the autistic pupil and also the other pupils in the class, such as in giving attention, in giving a game instruction and controlling the class situation. If there was no teacher assistant, the techniques could not be applied well, because the teacher’s focus was divided in teaching, and in handling an autistic pupil and also other pupils in the class.

These solutions are effective for teaching in the regular class which has an autistic pupil. The teacher, together with the teacher assistant, is able to handle the difficulties in the class. Thus, the teaching and learning process will go well. The important thing that has to be done before using these chosen solutions is the teacher should inform the school first.

Furthermore, the cooperation between the school, the teacher, the teacher assistant and the parents is also important to support these solutions.