

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 1.1 Conclusions

Writing allows students to express their feelings and to show what they know. Teachers can give students assignments to write without fear of a grade; non-graded writing allows students to put their thoughts on paper and get a response rather than an evaluation. Students with learning disabilities also have more errors in punctuation and spelling in their writing and their handwriting is harder to read. All of these factors make writing for the learning disabled student very difficult, and it starts to become something they choose to avoid. The teacher should encourage the student to continue to write. If students become frustrated, the teacher need to let them know that they can in fact write.

Writing has a process. In some writings, the researcher found some words were written similar consistently such as *bani* for *bunny*, *de* for *the*, *voldm* for *fall down*. From some writings observed, the researcher found that the writings of autistic student were mostly dominated in the transitional stage. His writing was developed by the time. Based on the punctuation, capital letter, handwriting and spelling, the writing of an autistic student in this research is in the stage of beginning writing because it was found some errors in his writings, but based on the idea, words and sentences, the stage of the writing of this an autistic student was accomplished because it was found more ideas and words used in writing was complete sentence. It was affected by the use of picture books which enrich his vocabulary.

## 1.2 Suggestions

The stages of writing are important markers of student development and must be adequately monitored. Thus, teachers must know when students are to move from one stage to another and how to help them along. It is also the teacher's responsibility that students get off to a good start with writing and monitor their progress as they enter and exit grade levels. Waiting until the student is heading to high school is not the best time to notice that he doesn't write as well as he should. There is of course a difference between lack of motivation to write well, physical or mental challenges that interfere with writing, and developmental delays as he attempts to move from one stage to the next.

