CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This research aims to answer two research questions which follow: "What are the challenges of inclusive education in the novel "Wonder"?" and "How do the characters cope with the challenges?". This study found that the challenges faced by Auggie are discrimination and bullying. In case of bullying, there are several verbal bullying events, but no non-verbal or physical bullying events. Regarding the second research question, it was found that Auggie's friends, and his school manage to solve bullying and discrimination: preventing bullying, and discrimination among disabled and normal students, responding and helping to solve students' problems, and embracing student's diversity.

Moreover, students, teachers, staff, and the principal of inclusive schools view disabled students as new and unique people similar to Auggie. Therefore, they accept and embrace their disability, and manage to help them when they have problems. It becomes their duty and responsibility to help disabled students and make them learn and play comfortably in class and school. Above all, the purpose of inclusive education is to combine all children to learn and play together despite their background and state. Combining disabled and normal children in the school can create togetherness, and friendship between them which already become the value of inclusive education (Stubbs, 2008).

5.2 Suggestions

There are several groups of society that the researcher would like to give suggestions after conducting the study.

a. Parents

  It is important for parents to help their children when they have a problem, especially disabled children. Therefore, parents suggest to hear their problems about their school, friends, education, and more. Soon, they will help and manage to solve problems with their children. This will bring a solution for their children in their lives and future.

b. Teachers

  It is important for teachers to help students when they have a problem, especially disabled students. Therefore, teachers suggest to help them when they have a problem with every lesson, friends, and more. It has already become their responsibility as a teacher to discuss and solve problems with them which will create their school activity better in school.

c. Students

It is important for students to help their friends when they have a problem. Therefore, students suggest to help their friends, and defend them who are in a weak position.

This will create a better relationship between normal and disabled students after discussing and solving their problems in their lives.

From above, these suggestions can bring a solution for disabled children with helping hands from their parents, friends, and teachers which become important aspects as Auggie, his parents, friends, and his school did in the story. The researcher hope that the next researcher will find more important facts or details about inclusive education which can bring insights and knowledges for people who want to become a teacher in inclusive schools.

REFERENCES

Ainscow, M. (2005). Understanding the development of inclusive education system. *Electronic Journal of Research in Educational Psychology. Vol 3 (3),* 5-20.

Abrams, M.H. (1999). A Glossary of Literary Terms: Seventh edition. United States of America: Heinle & Heinle.

Adesia, N (2018). *The moral values in encouraging special need child from the novel "Wonder".* Undergraduate thesis, Department of Literature and Art, Widya Mandala Surabaya Catholic University, Surabaya, Indonesia.

Cobley, D. (2018). *Disability and international development: A guide for students and practicioners.* London: Routledge.

Chbosky, S. (Director). (2017). *Wonder* [Film].

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* New York, NY: SAGE Publications.

Flemmimg, D. N., Germer, L. C., Kelley, C. (1993). *all things to all people.* Bloomington: Pantagraph Printing.

Florian, L., Black-Hawkins, K. & Rouse, M. (2017). *Achievement and inclusion in schools* (2nd ed.). London: Routledge.

Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y. & Burke, S. (2017). *A summary of the evidence on inclusive education.* Report prepared for Instituto Alana, in partnership with ABT associates. Retrieved December 22, 2022, from

https://alana.org.br/wpcontent/uploads/2016/12/A_Summary_of_the_evidence_on _inclusive_education.pdf

Kusch, C. (2016). *Literary Analysis: The Basics*. New York, NY: Routledge.

Mita, A. (2022). *Analysis of conflicts in wonder, a novel written by R.J. Palacio*. Doctoral dissertation, Teacher Education Faculty, University of Mataram, Mataram, Indonesia).

Pantić, N. (2006). Moral education through literature. *Zbornik Instituta za pedagoska istrazivanja*, *38* (2), 401-414.

Rieser, R. (2012). *Implementing inclusive education: A Commonwealth guide to implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities* (2nd ed). London: Commonwealth Secretariat

Singal, N. (2009). Inclusion in the real world: Practitioners making sense of

inclusive education in Indian classrooms. In M. Alur & V. Timmons (Eds.),

Inclusive education across cultures: Crossing boundaries, sharing ideas (pp. 210-

219). Los Angeles: SAGE.

Schuelka, M. J. (2018). *Implementing inclusive education*. Retrieved December
22, 2022, from https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/14230

Schuelka, M. J, & Johnston, C.J. (2012). *Global trends in meeting the educational
rights of children with disabilities: From international institutions to local
responses*. Retrieved December 22, 2022, from
https://pubs.lib.umm.edu/index.php/reconsidering/article/view/573

Stubbs, S. (2008). *Inclusive education - Where there are few resources.* Oslo: The
Atlas Alliance.

Palacio, R.J. (2012). Wonder. New York: Alfred A. Knopf.

UNESCO-IBE (2016). *Reaching out to all learners: A resource pack for
supporting inclusive education.* Geneva: UNESCO-IBE. Retrieved December 22,
2022, from http://unesdoc.unesco.org/images/0024/002432/243279e.pdf

Widuri, D. S. A., Valiantien, N. M., & Ariani, S. (2022). The moral development
stages represented by the characters in wonder novel by RJ Palacio. *Ilmu Budaya:
Jurnal Bahasa, Sastra, Seni dan Budaya*, *Vol 6* (3), 1218-1231.