**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**5.1 Conclusion**

In the movie “Taree Zameen Par”, Ihsan as main the character who has dyslexia does not understand about his disability and his parents also. There are several kinds of dyslexia that happen to Ihsan. They are directional dyslexia, primary dyslexia and phonological (auditory) dyslexia. First, directional dyslexia, for the example, Ihsan cannot distinguish between the alphabet of b and d. Ihsan feels dizzy to distinguish of those alphabets, because those alphabets look similar. Other examples for words, like when Ihsan wants to write “Table” it can be “tabl” and “tabal”. Ihsan cannot understand how to write the correct word, he always does some mistake when he learns.

Then, primary dyslexia, here Ihsan cannot understand what teacher says, moreover his teacher commands by a long sentence. He cannot remember what teacher says, just to remember the command he feels difficult. It is like (page 38, chapter, the first sentence and, point out the adjectives), Ihsan fully cannot understand to the command and just make him more confused. Third, phonological (auditory) dyslexia, Ihsan just keeps silent and takes focus on his activity, there is no answer anymore like say ok or others. When someone asks or talks to him, he does not respect to the speaker, he tries to understand but he is failed. This symptom usually calls phonological (auditory) dyslexia.

Second, Ihsan overcomes his dyslexia before meets his teacher, Ihsan always does the homework and learns with his mother and does painting, while he always finds something which breaks his concentration. When his teacher gives homework he always does the homework. Usually mother helps Ihsan to do the homework. But, her mother is always being shock when she looks at Ihsan’s books because Ihsan’s writing is too hard to read. He loves to paint; he paints everything he meets which he thinks it is interesting. For the example, when he goes back from school and he sees ice cream, he is going to paint it. Ihsan’s painting is very beautiful; it does not reflect that the one who paints is a child.

Third, the strategies used by Ihsan’s teacher to help him. His teacher understands what happens to him by looking at his books. He understands why Ihsan is silent and does nothing in the class. In those books, Ihsan always does the same mistakes. Whereas, normal people will not do the same mistakes when they know the right one. But not for Ihsan, he does some mistakes in writing alphabets, words and others. Then, Ihsan’s new teacher teaches him individually without other students, private learning happens in or out the class. Sometimes, Ihsan’s new teacher uses media for learning, like writing on the sand and also other medias that are used to teach Ihsan.

**5.2 Suggestion**

Based on the conclusion above, it is suggested that :

The teacher must have sympathy and empathy to the students especially the student who have different ability from each other students. As a teacher, of course understand which children are "smart" and which children who experience "delays". The teachers have to be able to identify the character of the students and the background of the family as well. As much as any student, a teacher must be able to recognize the character of each student even though the understanding is done in stages, ie when there are teaching hours and see the results of each student's assignments.