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# **TEACHING ENGLISH BY USING COGNITIVE LEARNING STRATEGIES FOR SPECIAL NEEDS STUDENTS AT SMALB BINA MANDIRI CILEDUG**

**A THESIS**

**Submitted to the English Education Department of Tarbiyah Faculty of Syekh Nurjati  
State Institut for Islamic Studies in Partial Fulfillment of the Requirements for Islamic  
Degree in English Education**



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## ABSTRACT

### HANIFAH SUPRIHATININGSIH: TEACHING ENGLISH BY USING COGNITIVE LEARNING STRATEGIES FOR SPECIAL NEEDS STUDENTS AT *SMALB BINA MANDIRI CILEDUG*

In this chapter is aimed to find out the implementation of Physical Education in Disable School (*SLB*) *Bina Mandiri Ciledug* in teaching English by using Cognitive Learning Strategies for Special Needs students especially autism students at *SMALB*. Chapter one discusses the problems in the lift in this thesis entitled "Teaching English by using Cognitive Learning Strategies for Special Needs students at *SMALB Bina Mandiri Ciledug*. Like the other students in general education in the academic field is also very necessary. There are some who has a problem in teaching English language in *SMALB* namely: The student's weakness in teaching English, difficulties with memory recall, the students poor concentration and lack of focus.

This chapter discusses about the *SLB Bina Mandiri*, especially in English language learning in students *SMALB*. Students autism was also studied and the outcomes of this study are reviewed, problems and questions with regard to diagnosis and intervention of multilingual specific language impairment is examined. The writer interested to analyze English learning by using the Cognitive Learning Strategies at *SMALB Bina Mandiri Ciledug*. In observance, writer examines methods of Cognitive Learning Strategies for *SMALB* students. Basically a lot of the methods used in learning English, but with this method the writer tried to develop the student's knowledge (cognitive aspects). If it is said 100% percent success in learning, to students of *SLB* different percentage 60 or even 70% when the English proficiency of students said it was passed, and it worked.

Chapter three introduces the various methods used in the classroom to assess student's performance. This study was using Cognitive Learning Strategies method. Data collecting was using observation. The participant is the teachers of Physical Education and autism students in Disable School (*SLB*) especially for autism students, such are *SLB Negeri Pembina Yogyakarta*, *SLB Negeri Semarang* and *SLB YPAC Solo*. The total of sample is teachers, parents and autism students. The data analysis is using qualitative method which is formed in descriptive. The studying result is showing that physical education teacher in teaching English of lesson matters has appropriate with curriculum.

In this chapter the writer discusses how the teaching of English in *SMALB Bina Mandiri Ciledug*, using the method of Cognitive Learning Strategies. There are several steps that the writer took in researching autism students in learning English, with the assessment. Progress for the purpose of making data-based educational most curriculum-based measures includes four aspects skills:

1. In reading, students read aloud from basal readers for 1 minute. Students can read the spelling correctly.
2. In spelling, students write words that are dictated at specific intervals for 2 minutes. The number of correct letter sequences and words spelled correctly are counted.
3. In written expression, students write a story for 3 minutes after being given a story starter (e.g.: "Pretend you are playing on the playground and a spaceship lands. A little green person comes out and calls your name and . . .").
4. In Listening, students **listen** to what the teachers say (e.g.: Listen to me, and repeat after me!).



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The writer found that by using Cognitive Learning Strategies the writer can begin to understand how students does with relationship to initiating functional communication in learning English, listening actively, abstract and inferential thinking, understanding others perspectives in teaching English. The writer hopes that this thesis can be used as a basis or reference for learning to better in teaching English in the future, and of course, can opened old thinking, students at *SMALB* well as other students in public school, they are trying to learn and understand their own way of thinking.



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## CHAPTER I INTRODUCTION

### A. The Background of Problem

Along with the changing times, the nation of language continues to evolve. Judging from the number of terms of different languages have different meanings, but the meaning is contained in the same sense. Language as a means of communication and a means of unifying. Language is a complex phenomenon, defining it is even more complex. It will also allow us and any other interested parties to develop new lessons at any time. While Cognitive Learning Strategies teaches only the basics of 'Cognitive aspect', the special terminology needed for the English and international communication, the final result should be a complete English course for the autism that enables them to learn English through their own national cognitive language. So that they can understand written (and maybe even spoken) English and write it themselves.

According to the writer itself that, although this is a beginning, the scope of 'Cognitive Learning Strategies' is still too narrow, in order to provide autism people with the same chances as a lack people, they need access to the same amount of information as the latter. This means that complete courses for autism people would have to be adapted by using 'Cognitive Learning Strategies' method to make them barrier free. Everybody ever read, hear, see, and tell something occur around us in daily life. As the human beings who live normally, we do our activities everyday. We never just quiet without do anything because we live in this world which full by things that we can do, see, hear, feel, and touch. The examples are reading newspaper, watching television, seeing a movie, and listening to the radio. Discussing about the language, the writer also explains the meaning of body language. Body language often



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becomes a habit, even a second language for students a particular disability, but it is possible to study and understand the meaning of body language of autism students in learning English.

Another expert, Tarigan (1995: 16), states that there are two definitions of language. The first definition is

*“Bahasa adalah alat yang dipakai untuk membentuk pikiran dan perasaan, keinginan dan perbuatan-perbuatan, alat yang dipakai untuk mempengaruhi dan dipengaruhi. “ The second definition is “bahasa adalah tanda yang jelas dari kepribadian yang baik maupun yang buruk, tanda yang jelas dari keluarga dan bangsa, tanda yang jelas dari budi kemanusiaan.”*

The second definition of language according to Tarigan means that language is a characteristic of a country and a nation. So, every country has the different languages. When it has different culture. (Nida Maulida: 2011)

“The technique of ‘reading’ people is used frequently. For example, the idea of mirroring body language to put people at ease is commonly used in interviews. Body language can show feelings to other people. People who show their body language to you can reveal their feelings and meanings. It is important to note that some indicators of emotion (e.g., smiling/ laughing when happy, frowning/ crying when sad). Greenal, et all (1951: 1) states that,

We read because of hunger of information or amusement or solace, owning appetite for truth seems to grow by what it feed on men read to discover themselves and their world, to asses their special rules in the universe, to learn the meaning of the personal struggles in which they are engaged in other worlds, we want to share experience.

According to Cummins, (2001: 32) “a language is a coding system and a means by which information may be transmitted or shared between two or more communicators for purposes of command, instruction or play”.

These are some of those definitions according to the *linguists*, such as:



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A system for communicating. Written language use symbols (that is, characters) to build words. The system is thought to be fundamentally different from and of much higher complexity than those of other species. Based on definitions above, there are two important points about language. Firstly, the function of language is to communicate and interact among people in society. Secondly is giving information between two or more communicators to get certain purposes.

Abdul Chaer (2010: 11) states, "*Bahasa adalah sebuah system, artinya bahasa itu dibentuk oleh sejumlah komponen yang berpola secara tetap dan dapat dikaidahkan*" Language is a system. It means that language is made by a number of components that are fixed and can be patterned.

According to Tarigan (1995: 20) on his book "*Analisis Kesalahan Berbahasa*" says that, "*Penyebab utama kesulitan belajar dan kesalahan dalam pengajaran bahasa adalah karena adanya inferensi bahasa yang rendah*". (The main causes of learning difficulties and errors in language teaching are because of low language inference).

Special Needs students are just the special whilest limited by there learning difficulties and lack of confidence, the speed with which they absorb some material and their enthusiasm for learning may well produce some surprise. Westwood, (2011: 5)

As a Special Needs classes tend to be smaller that others and can be only a half of students, real Q and A and conversation can be limited by small numbers. As much as you can, think like autism students. Question yourself, be flexible, and allow yourself to adapt to the autism students, without forcing to see the world through your eyes.

The world view of the student at *SLB* everyone is different, but they owned disorder is a unique asset that they have, because they are different and they are so special. Rahman (2008: 5) mengemukakan, *bahwa istilah luar biasa menunjuk kepada setiap anak yang performancenya menyimpang dari rata-rata (normal) ke atas atau ke bawah sedemikian rupa sehingga memerlukan program pendidikan luar biasa.*





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This research was started with the context of communication through local cognitive languages, a basic knowledge of English is indispensable nowadays. While there are many courses for autism people, there are few aimed at autism students who use a national language as their first or preferred language. This thesis describes about teaching English for Special Needs especially autism students at *SMALB*. Teaching English for beginners with cognitive language as language of instruction. This allows the autism users to access the course directly (the written language of their country is often a first foreign language). The target for autism adults of *SMALB Bina Mandiri Ciledug*, who can use the course in class but also explore English on their own. English is the modern ‘lingua franca’ without a working knowledge of English, the access to a lot of information and international opportunities is barred. This holds especially for autism people who use their cognitive language as first or preferred language. For them, English is at best or a second language, often even a third language (Hill and Firth, 2004: 58).

As expressed by Ciptono (a therapist of *Semarang*) on July 02, 2012:

Forget the myths about autism, every students is different. It is not because does not want, that students of *SLB* disorder is the same whatever it is God's creation, they are not a product of God that failed, because God never fails. Everything entitled to the same teaching in terms of education, but the means, methods, and different instruments. What they have is so special, because it is not owned by other students in general Autism students learn differently.

Theory of Islam also obligated for all of the Muslims to carry out of education. Islamic education is not only given to children who have physical completeness, but also given to children who have special needs, and physical or mental deficiency, because human beings have equal rights before God.

In the 5 subsection paragraph (2) stated that,

*“Setiap warga yang memiliki kelainan fisik, mental, sosial, intelektual dan atau sosial berhak memperoleh pendidikan khusus”.*



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*Dengan kata lain perkembangan manusia ada yang wajar atau normal dan ada pula yang perkembangannya terganggu (abnormal) yang akan berpengaruh terhadap mental dan jasmani. Sehingga dalam permasalahan pendidikan, tidak ada perbedaan antara anak yang normal perkembangan jasmani dan rohaninya, dengan anak yang mengalami kecacatan fisik, seperti anak yang mengalami kelemahan mental atau sering disebut Tunagrahita.”*

They behave differently, they have different interests to implement individualized cognitive learning strategies. Cognitive Learning Strategies is a method for teaching English for students with special needs, that there are several different models of learning of them. In this method, the knowledge (cognitive aspect) students who preferred, teachers must be more active in speaking words or sentences in English, because if students often hear the words in English, they are easier to remember, as a (second language) .

Special Needs students have low levels of confidence due or other difficulties and so need support and guidance in each new area to be studied, through repetition and review will allow students to see themselves making progress and frequent praise will bolster their confidence in their own abilities often Special Needs students period of concentration and focus in much shorter that the average students. Reed (2009: 67),

The results of the feedback to method of Cognitive Learning Strategies, is an English course for autism with knowledge of English at all. The new course includes of a native British speaker pronouncing all the sentences, words and phrases, this was included because the autism are interested in the correct pronunciation as the English pronunciation often differs widely from the written form and can be confusing, they would have trouble understanding other people or talking in English themselves. According to Bursuck (2006: 81),

The unique approach of Cognitive Learning Strategies, courses is that they try to give the learners the freedom to experiment with language on their own. Cognitive Learning Strategies are principles or rules that help students solve problems or complete learning activities independently for autism students. The autism students can try to understand what the teacher says, learn new words and phrases or do the exercises on their own.



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Besides the studies believe, that students become more interested in their own development in English when they assume the responsibility for their own learning. People have different learning needs and Cognitive Learning Strategies, therefore the course allows them to proceed on their own as much as possible. They can spend as much time as they want to on each part of the program. Each step may be repeated as often as they like without having to fear that they will get bad marks for making mistakes or advancing too slowly. Furthermore, cognitive language will provide teachers with the opportunity to use an English course for autism beginners.

According to Miesenberger, Klaus (2010: 36) that,

Autism is a developmental disorder affecting social interaction and communication abilities. Interactive multimedia environments are increasingly being used to help individuals with such communication difficulties. Technology solutions have been shown to be effective in supporting people with autism either directly or in remedial sessions with specialists.

Medical examination of autism students reveals inflammation in the brain (Smith et al, 2005: 409) and gut, as well as abnormalities of neurotransmitters, brain. The high incidence of seizure disorders and familial autoimmunity suggests that autism is a visceral disorder.

## **B. The Identification of Problem**

The identification of the problem is needed to give clarification about the problem that will be investigated. The writer arranged the identification of the problem referred to the background of the problem above, they are:

### **1. The Field of Problem**

The writer is interested in doing research on users method in Teaching English by using Cognitive Learning Strategies for Special Needs students at



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*SMALB Bina Mandiri Ciledug* . The research done by the writer is related to the previous research because this research is also about how to help students with Special Needs students in learning English. But in this research the writer focuses on the method of teaching by using Cognitive Learning Strategies for autism students at *SMALB Bina Mandiri Ciledug*.

## 2. The Kinds of Problem

There are some problems in this thesis is in “Method of Teaching”:

- a. Students weakness in learning English, especially in speaking. They can follows what the teacher says when they have an concentration in learning.
- b. Students will be more active in teaching-learning process.

## 3. The Main Problem

The main in this research is the students weakness in learning English. Therefore, the writer tries to teaching English for Special Needs students by using Cognitive Learning Strategies. Motivation alone is not enough, will need specific training that is both theoretical and practical. Practical training will teach how to implement method cognitive learning strategies in learning English for autism students effectively.

## C. The Limitation of Problem

In this thesis, entitled "Teaching English by Using Cognitive Learning Strategies for Special Needs Students at *SMALB Bina Mandiri Ciledug*, the writer limit the problems in the study:



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1. The writer examined the students with disabilities in *SMALB Bina Mandiri Ciledug*, especially for autism students.
2. The writer examined the Method of Teaching in English by using Cognitive Learning Strategies for Special Needs Students at *SMALB Bina Mandiri Ciledug*. There are some advantages in using Cognitive Learning Strategies for Special Needs Students teaching English process there are:
  - a. The students are encouraged to automatically say the English words without feeling shy or afraid of making mistakes.
  - b. The students are strongly asked to use the sentences correctly to communicate with others.
  - c. The students are, in any situations, encouraged to use English confidently.

#### **D. The Questions of Research**

1. How are the Special Needs students at *SMALB Bina Mandiri Ciledug*?
2. How are difficultness Special Needs students in learn English speaking at *SMALB Bina Mandiri Ciledug*?
3. How are teaching English by using Cognitive Learning Strategies for Special Needs students at *SMALB Bina Mandiri Ciledug*?

#### **E. The Aims of Research**

1. To describe the students with Special Needs at *SMALB Bina Mandiri Ciledug*.
2. To describe the difficultness Special Needs students in learn English speaking at *SMALB Bina Mandiri Ciledug*.
3. To describe the method used in teaching English using Cognitive Learning Strategies for Special Needs students at *SMALB Bina Mandiri Ciledug*.





## F. The Usage of the Research

The writer is interested in doing research on teaching English by using Cognitive Learning Strategies for Special Needs students at *SMALB Bina Mandiri Ciledug*, expected in this thesis can provide usability, including:

### 1. For School

In this thesis, the writer hopes this thesis benefit for schools *SLB Bina Mandiri Ciledug*:

- As a reference for school learning for students with special needs.
- As a reference for teachers in the field of study, especially teachers of English language study.

### 2. For Teacher

This thesis is expected to provide benefits to teachers in schools to providing in teaching English:

- As a guideline for teachers to provide English lessons for students with autism.
- As a matter of evaluation in learning English using the methods of Cognitive Learning Strategies for students with special needs.



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