ABSTRACT

THE EFFECTS OF COOPERATIVE PLAY ON IMPROVING SOCIAL INTERACTION AND LANGUAGE SKILL IN CHILDREN WITH INTELLECTUAL DISABILITY AT SLB PUTRA MANUNGGAL GOMBONG

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Children with intellectual disability has IQ below 70 so it causes disruption in processing information. Most of children with intellectual disability shows a deficit of social and language skill that makes children tend to experience problems in social and communication aspects. Children with intellectual disability are difficult to follow orders, get rejected while playing with their peer groups which resulting in further social isolation and social disorder. Lack of language skill not only makes them get difficulty in communicating but also academic difficulties. This study aimed to analyze the effect of cooperative play on improving social interaction and language skill in children with intellectual disability. This study used quasy experimental design with pretest posttest control group design. 28 respondents were chosen as the sample by pusposive sampling technique. Data were analyze by using Wilcoxon Signed Rank Test (α<0,05) and Mann Whitney U Test (α<0,05). The result showed that cooperative play affect to social interaction (p=0,000), receptive language skill (p=0,000), and productive language skill (p=0,000). It can be concluded that cooperative play has influence on improving social interaction, receptive language skill and shows more significant result on productive language skill in children with intellectual disability. It caused by cooperative play capable to stimulate children with intellectual disability to communicate, make discussion and learn how to express their feeling.

Keywords : cooperative play, social interaction, intellectual disability language skill, receptive language, productive language, pediatric nursing