AN AUTISTIC STUDENT'S LANGUAGE LEARNING STRATEGIES IN WRITING POEM

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A B S T R A C T

This research sought to investigate the contribution of language learning strategies in the poem writing of an autistic student attending a special need school in Kuningan. This study used qualitative case, case study methods to analyze the cases in detail. To assess the data's naturalness, observations and interviews were used to gather the data. And to investigate the difficulties faced by autistic students writing poems. The research was done at a special school in Kuningan and included one student with autism among seven other students. Results indicated that autistic students utilized motivation in social-emotional strategies. It was also noted that students with autism found vocabulary, tenses, and rhymes to be a challenge in writing poems. But she also learned how to overcome vocabulary by using cognitive translation strategies to acquire new vocabulary she didn't know, and using tenses by asking questions about it using social-emotional clarification strategies.

Introduction

Learning is the change in behaviour induced in an organism by previous experiences. The goal of learning theory is to understand how people learn process, store and retrieve information. Understanding, learning, and retaining skills and knowledge are highly dependent on environment, cognition, emotion, and previous experience. According to (Gandhi and Mukherji, 2022), motivation is the driving force behind the actions initiated and maintained to achieve a goal. Motivation plays an important role in facilitating the learning process.

Learning strategies are personal. Each student will have a unique learning strategy as they are different for each student (Amir, 2018). Learning strategies are necessary to help students determine the types and methods of learning that are easy and appropriate to achieve their learning goals and academic performance. A good student is one who is aware of the learning process, sees himself as a student, and is motivated to explore ways to coordinate learning through appropriate learning strategies. The use of strategies in language acquisition is crucial because they give students the skills they need to learn English in an effective and entertaining manner. Effective language learners are more aware of the learning techniques that help them reach their objectives.

English, as we may know, has become an international language which is certainly very important to learn, especially if the knowledge regarding four skills exist in English can be deepened by learning. Those four aptitudes are language skills which consist of listening, speaking, reading, and writing. These four skills must inevitably be learned by students to understand English better. To understand and use the language and look for easy ways to comprehend English in their method. Students are ensured that they are provided with relevant and good learning strategies.

Metacognitive, cognitive, and socio-effective strategies are three primary types of language acquisition, according to (O'Malley and Chamot, 1990). lanning learning, reviewing the learning process, observing student performance and comprehension, and

evaluating learning upon completion of learning activities are all aspects of metacognition. One way that students may carry out their learning plans using the four language skills is through cognitive methods. This tactic combines summarizing meaning, repetition, structuring a new language, interpreting meaning from context, and memorizing through images. As opposed to this, socio-affective strategies incorporate student connection with peers and teachers in the range of learning activities. This tactic includes collaboration and clarification-seeking questions.

Autism is considered a mental handicap rather than a psychiatric disorder, and children who are autistic learners often need a specific educational procedure rather than aids to help them with their fundamental social, communication, and reasoning abilities. Children with autism also exhibit the attribute of learning by repetition, which is one method they might understand the learning process, Skewes, Kemp, Paton, and Hohwy (2020). Mainstream schools, also called inclusive schools, are mandated by Decree No. 7 In 2009, we guaranteed the right to education for children with special needs so that they could study alongside other students. According to (Alexandri and Papailiou, 2017), "inclusion" refers to the acceptance and inclusion of children with exceptional needs in mainstream classes their peers. There is no doubt that governments now care for people with special needs such as autism.

Giving children with autism, a social handicap, and developmental conditions the chance to attend ordinary schools also ensures that they will get the same kind of instruction, including English instruction, as other kids. The teacher who, for the most part, I find it difficult to teach autistic students in a regular classroom without prior knowledge of children with special needs. This circumstance may also provide teachers with an opportunity to be more inventive while instructing pupils, for as by finding new ways to teach English.

The poem is a piece of poetry. The term "poetic" already has a certain charm for a poem. A poetic definition is tough to come up with, according to Djoko Pradopo. He claims that anything is only considered poetry if it stirs up strong emotions, grabs attention, prompts a distinct response, or generally incites sensation. According to (Siregar, 2022) we must determine the essence of a poem's meaning due to its poetic character. For writing, a lot of difficult materials are required. (Azizi, Nemati, and Estahbanati 2017). These have an impact on data, linguistic information (vocabulary, grammar, and text structure), and planned conception (the accessibility of relevant information). They came to the conclusion that group writing exercises might improve students' writing abilities and standards. The researchers also suggest encouraging reader cognition to help students become more adept at organizing and making arguments.

According to (Benwell, 2019), language learners with autism can find it very difficult to understand colloquial and idiomatic English. In actuality, many autistic children have strong memory abilities and a wide vocabulary, which makes it simpler for them than their peers to comprehend and mimic formal written and spoken language. She contends that kids with autism may comprehend rules and organizational structures and can even enjoy picking up grammar in a foreign language.

The writer became interested in this case because the student's autistic, enjoys using English, and has a variety of vocabulary in speaking, writing, listening, and reading that may be compared to her contemporaries who are not autistic. The writer's goal in doing this study is to understand more about autistic students' language learning techniques and writing challenges. This research is comparable to several earlier ones.

The first previous study is created by (Yusuf and Jusoh, 2019) which focuses on the outcomes of CL. (Cooperative Learning) to enhance the writing skills of ninth-grade students in a middle school in Kuala Lumpur. The Second study is written by (Yulianti, 2018) and focuses on Learning Language applied by students in writing English text. The third previous study written (Kurniawati, 2020) Personalized Learning: Empowering a Student with Autism Spectrum Disorder in Basic Grammar Course.

Based on the description above, the writer aims to see the contribution of language learning strategies used by autistic students in poem writing in Special Needs School (SLB) in Kuningan, and what kind of difficulties this autistic student faced in poem writing. Therefore, to realize this goal, the writer conducted this study under the title An Autistic Student's Language Learning Strategies in Writing Poem.

Research Method

The investigation in this study is qualitatively conducted by applying a case study design. Qualitative research includes social behavior that emphasizes how people interpret and understand their experiences in order to know the social realities of individuals (Mohajan, 2018). As described by Zohrabi (2013 in Mohajan, 2018), qualitative is the use of interviews, journals, journals, classroom observations and engagements, and open-ended questionnaires to assess visual and textual material. Extract, analyze and interpret data.

The data collection procedure contains the equation of quantitative and qualitative research. The same approach can be applied to qualitative data collection, for example through interviews and observations (Lamhot, 2022). In the qualitative method, the author sought to be deeply involved in the context of teaching and learning, thus interacting with people in their natural environment. Authors may conduct these activities by direct observation using field notes for the sole purpose of creating student records and interviews. The authors developed a structured interview question list based on the School Age Stuttering Structured Interview Guide. Therefore, the author initially focused only on the main topics. The author's purpose is to illustrate language learning strategies and the difficulty of writing poetry for her 7th-grade autistic student in a special needs school (SLB).

Observation is an important research method that is usually related to social circumstances, such as the behavior of the social actors or participants, how they interact with one another, also their routines, and episodes (Ciesielska, Bostrom, & Ohlander, 2017). An interview is a common source of data in quantitative studies especially in the form of person-to-person in conducted this technique.

This study, which used interviews in episodic qualitative research, generally used structured interview questions according to (Mcgill, Weybright, and Melillin, 2017), provided prior to the interview session to record respondent data. was carried out by qualitative research, data analysis entails preparing and organizing the data, such as text data from transcriptions or image data from photos, for analysis, then condensing and cording the data into themes, and finally presenting the themes in the form of images, tables, or arguments.

Result and Discussion

The results are based on two research objectives: the language learning strategies used by autistic students when writing poetry, and the difficulties in writing poetry faced

by autistic students from observations and interviews. increase. The research's first question is primarily answered through observations in special school classrooms where students with autism are learning. Meanwhile, the second question is answered by interviewing her two respondents, an autistic major and a regular student in the same classroom.

Language Learning Strategies	The Autism Student's Activities
Directed Attention (Metacognitive)	The autistic student raised her hand to read first the text of the poem as directed by the author so that she and all her friends could understand exactly what the poem was about.
Question for clarification (Socio-Affective)	An autistic student approached the author and asked for an explanation of the poem.
Translation (Cognitive)	The autistic student appears to be using a smartphone, and the author saw her Google Translate displayed on the smartphone.

Table 1. classroom observation result of language learning strategies

Directed Attention (Metacognitive): It was also the first realization on subject when the autistic students raised her hand to become a reader of poetry aloud. Students with autistic measured their reading comprehension and pronunciation by reading the poems aloud with metacognitive attention.

Question for clarification (Socio-Affective): At that time, an autistic student approached the author and asked him about the poem. The author said she was a bit confused and asked the author for clarification she had a "different understanding" of the subject, but her understanding was very difficult. It was difficult, so the author left her alone and looked at her will work later after she finished them. Therefore, the authors concluded that students with autism used questions to explain questions in the social-emotional domain.

Translation (Cognitive): The authors then walked through the class and observed the progress of each student, especially an autistic student who appeared to be using a smartphone. The author immediately noticed that there she was seeing Google Translate and concluded that she also uses Google Translate to find all the vocabulary for writing poetry. Furthermore, the author stated she noted that she soon wrote the poem in English with a pen and did not use drafts like others.

Poem Writing Difficulties Faced by Students with Autistic

A primary topic or interview with an autistic student should be an explanation of the answer to the difficulty of writing poetry, along with some additional information that cannot be obtained by observation alone (e.g., the student's mental or inner as it is related to the process) was also provided. Used by autistic students when writing poems.

Language Learning Strategies	The Autistic Student's Activities/Proves
Recombination (Cognitive)	Autistic students tried to use images but found that they were not using them at all.
Self-management (Metacognitive)	The autistic student says she prefers quiet environments to noisy environments, especially when writing poetry.
Motivation (Socio-affective)	1. Autistic student wants to become a Quranic teacher.

2. Autistic student wants to become an English teacher so that he can speak English well because it is the teacher's responsibility to speak English.

Table 2. Interview Results of Language Learning Strategies

Recombination is used by an autistic student who tries to use figurative language, but she doesn't use these words or "beautiful sentences" at all to make her poems rich, colorful, and engaging. It turned out not to. Another reason for her to use the recombination strategy is that: She also learned the poem in elementary school. So when her author asked her to create an assignment for her poetry text, she was already drawing on what she had learned in grade school.

Self-management is used when students with autism prefer a quiet environment to a noisy environment, especially when writing poetry.

motivation to the social-affective field by the desire to become a teacher of the Koran, to become an English teacher.

Difficulties	How to overcome The Difficulties
Vocabulary	Use of online dictionaries (cognitive translation strategy)
Tenses	Ask a friend (using strategy questions to clarify social sentiment)
Rhyme	Write down keywords or ideas (using note-talking strategy in cognitive)

Table 3. Interview Results of Writing Difficulties

Based on interviews indicate that students with autism perceive vocabulary, tenses, and even rhyming in poetry as their primary difficulty in writing. However, this autistic student overcomes vocabulary problems by using online dictionaries (cognitive domain translation strategies) and tenses by asking friends (using social-emotional domain clarification questions). I seem to have found a way to overcome this. And you can also write down keywords and ideas to rhyme (using the cognitive memo-speech strategy).

Discussion

Below is a summary of the results of classroom observations and interviews on the language-learning strategies used by students with autism when writing compositions, which can clearly demonstrate what the authors are discussing here:

Language Learning Strategies	The Autistic Student's Activities
Self-Management (Metacognitive)	Students with autistic prefer quiet to noisy environments, especially when writing poetry passages.
Translation (Cognitive)	A student with autistic used an online dictionary (Google Translate) when she was struggling to create a poetry text assignment.
Recombination (Cognitive)	Autistic students used their previous knowledge to create a poetry text assignment on behalf of the author.
Question for Clarification (Socio-Affective)	An autistic student asked the author explain the poem.
Motivation (Socio-Affective)	1. An autistic student wants to become a Quran teacher. 2. Autistic student wants to be an English teacher so she can speak English well. Because it is the teacher's responsibility to speak English.

Table 4. Interview and Observation Results of Language Learning Strategies

Looking at the table above, there are more "dominant" motives in the social-emotional domain because, according to (Vandergrift, 2018), the social-emotional strategy relates to the student's emotions, motivations, and attitudes. Helps you learn languages. As you can see from the table above and her interview, she wants to become a Qur'an teacher.

Conclusion

The purpose of this study is do autistic students use when writing poem? What difficulties do autistic students face when writing? The author, therefore, examines the language learning strategies used by a student with advanced autism in creating poetry and her difficulties in creating poetry.

The author finds the answer first research question of the first chapter. Regarding the first research question, this study shows that autistic students use motivation in social-emotional strategies as their primary language learning strategy. as well as the translation, recombination, self-management, and explanation skills they use in writing poetry. It shows that it influences the four strategies of questioning. Autistic students use translation to find difficult vocabulary in English, whereas autistic students use recombination to apply prior knowledge and self-manage to find a calmer environment. Use the second study also reported that students with autism encountered vocabulary, tenses, and rhymes when struggling to compose poetry. But she also finds ways to overcome vocabulary by using translation strategies to acquire new vocabulary she doesn't know and clarification strategy questions to master tenses. This is because students with autism are at the level of high-functioning autism, and even students with high English intelligence may have the same abilities and difficulties as other typical students.

The core of this research is to provide new perspectives for teachers, especially those who teach students with special needs in inclusive schools, and how to achieve this with students with special needs, especially autism. of the importance of providing education to the students of as a representative example. The study also aims to learn the importance of teachers motivating students with special needs and paying attention to learning strategies that are appropriate and engaging for students. These learning strategies will help you reach your learning goals more easily.
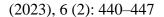
4. Her beloved family, someone special, and friends who have given prayer, love, support, and motivation in finishing this paper.

In the end, the researcher realize that the paper contains some weaknesses and was far being perfect. Therefore, she accepts every suggestion, critics, and comment from those who are concerned with this paper. The researcher hopes that this paper will be useful and give a contribution to the readers, especially for the next researcher who learn deeply about this research. Acknowledgments are addressed to various parties who assisted in writing, for example, research sponsors and resource persons.

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