

UNIVERSITI TEKNOLOGI MARA

**SOCIAL SKILLS FOR SOCIAL COMPETENCE:
A STUDY ON LEARNING DISABLED STUDENTS**

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**Dissertation submitted in partial fulfilment of the requirements
for the degree of
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(TESL)**

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ABSTRACT

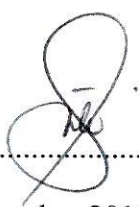
This study examined the social skills and social competence among the learning disabled students within the theoretical framework of Albert Bandura of Social Learning Theory (SLT). Evaluation on Social skills and social competence were done with nine Learning Disabled (LD) students age between fourteen to seventeen in SMK S, nine parents of the Learning Disabled (LD) students and two teachers who directly involved with them. The evaluations were using Social Skills Questionnaire (SSQ), Social Competence Questionnaire (SCQ), semi-structured interview, observation and document analysis. The Social Skills Questionnaire (SSQ) were designed using five point likert-scale; 5-Always, 4-Frequently, 3-Seldom, 2-Occasionally and 1-Never. The Social Competence Questionnaire (SCQ) were also using five point likert-scale; 5-Strongly Agree, 4-Agree, 3-Neither Agree nor Disagree, 3-Disagree and 1-Strongly Disagree. The purposes of the current study were to determine the social skills used among students with learning disabilities and to identify the level of social competence of the Learning Disabled students. Besides, it was aimed to identify the strategies used by teachers in implementing social skills among the students with learning disabilities. Results indicated that students with learning disabilities are having poor social skills. The inability to initiate and sustain appropriate social relationships resulted in poor development of the skills. Besides, having the difficulties with social cues hinders them in having more friends and this has affected their competency. The findings also stated that teachers do integrated social skills using their own strategies like simple body language, positive reinforcement as well as direct instruction. It is hope that the results will benefit the education system, policy development, teacher development, parents as well as the society in order to understand the Learning Disabled people.

CANDIDATE'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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TABLE OF CONTENTS

	Page
ABSTRACT	ii
CANDIDATE'S DECLARATION	
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF ABBREVIATIONS	ix
 CHAPTER 1: INTRODUCTION	
1.1 Introduction	1
1.2 Background of the study	2
1.3 Rational	5
1.4 Significance of the study	5
1.5 Objectives of the study	6
1.6 Problem statement	6
1.7 Research Questions	7
1.8 Limitations of the study	7
1.9 Definition of terms	8
1.10 Chapter Summary	12
 CHAPTER 2: LITERATURE REVIEW	
2.1 Introduction	13
2.2 Social Skills	13
2.3 Social Competence	14
2.4 Factors that influence social competence	16
2.5 The Importance of social skills and social competence in the LD classroom	18
2.6 Learning Disabilities (LD)	18
2.7 Theoretical Framework	25
2.8 Teaching Strategies	25
2.9 Related Research	26
2.10 Chapter Summary	28

CHAPTER 1

INTRODUCTION

1.1 Introduction

One of the important foundations in getting along with others especially in a place like school is having a good social skill. Lack of social skills will lead to peers rejection. School is an important place where children interact and make friends with peers, teachers, classmates and other school staff. Therefore, the important and wonderful experiences were built in school. Later in life, the interaction may be among colleagues, co-workers, supervisors, friends and others that the person met. Therefore it is very important for a person to have social skills. It helps people to interact with each other. Most children learn to socialize through interaction with others. They learn the social skills through interaction. However, not all children are having the acceptable behaviours. Sometimes there are children who behave awkward or unacceptable. This is most probably due to the disabilities.

Children and adolescents with disabilities are lack of appropriate social behaviour; therefore they are lack of social skills. No matter what cultural background they are, they will face cultural shock in their own culture. Thus, they are having difficulties in mixing around with others. Their behaviours sometimes are not accepted by others who are not having the disabilities. This is the reason why they are rejected from peers. Not only will it influence the communication of the children but also the academic achievement. An appropriate classroom environment is needed and the teachers must teach appropriate social skills so that the students can access to the academic curriculum. Students with Learning Difficulties (LD) need to be taught appropriate social behaviours like raising one's hand to signal for help. Once the LD students acquire the skills for interactions, they will be more likely to generalise the acquired skills to other settings which will contribute to their competency.