

The Total Communication Learning Model to Support the Effectiveness of Social Interaction for Deaf Children

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Abstract—This study aims to describe the use of a total communication learning model for deaf children to support the effectiveness of social interaction. Learning for deaf children is still dominated by the use of sign language. Consequently only deaf children can understand, but others find it very difficult to understand and interact with them. Though deaf children as an integral part of society. These conditions encourage the design of a total communication learning model using the media of pictures, writing, and reading. This study uses a qualitative method. Data verification with source triangulation. The results showed that the total communication learning model can support deaf children understand language better, so they are able to interact socially and adapt to the times. Even, they can use applications and features on smartphone as communication media. The benefit of deaf children can live independently a carry out social functioning.

Keywords: *deaf children, learning, social interaction, total communication*

I. INTRODUCTION

This research is focused on total communication learning model to support the effectiveness of social interaction of deaf children. All this time, deaf children are given learning to use the sign language and symbols model [1]. But unfortunately, this model can only be well understood by deaf children and their family. Deaf children are still having difficulties to communicate and interact with most people because this learning model are not easy-designed for the society.

This spurred the development of instructional models using oral language and a set of 'hearing instrument' in the form of 'multi- sensor' designed to be placed in the child's ear [2]. These devices are designed for the purpose of amplifying the sounds coming to the children so that they will be able to hear clearly. However, the efficient and successful application of these devices in teaching deaf children requires that the devices must be use from early childhood and that the mother is privy to hear roles in helping the child [3]. In recent times, these hearing devices can be implanted into a child's ear through the use of advanced technologies [4]. As a part of the social community, deaf children are expected to communicate as a part of the social interaction.

Social interaction is actually a key for all the social lives. Because without the social interaction, there is no life together [5]. Social interaction is an important part for the development of the deaf children. The social interaction process can provide spaces for deaf children to learn about social communication. From that process, ideally they can actualizing themselves, achieved status, and role in a social life.

Unfortunately, deaf children are often get labelled as a part of community member who are suffered a problem [6]. For all this time, they even considered as a "second-class", because of their lack of verbal communication with the community [7]. This point of view creates spaces and discriminations for the deaf children with the society.

This situation is actually not helping the deaf children to accommodate the potencies they have, but more precisely burdened it. Unfortunately, most people do not realize that deaf children are actually have the same intellectual abilities, high awareness and logical reasoning as normal children have [8]. These condition causes several problem such as make them isolated, become irrelevant, depending, and be recognized as a social dysfunction. The worst of all, the deaf children cannot enjoy the social welfare.

The total communication learning model is designed to help deaf children improve their social interaction ability, especially in the aspect of communication. This learning model uses the help of picture, text, pronunciation, and reading. With a total communication learning model, deaf children can better understand the society language in general. They can write and read mastery. This learning model can actually improve the communication skill of deaf children by using normal language.

The total learning communication model is helping deaf children to use the features on the smartphones. So that can make them interact virtually in social media [9]. Deaf children also find out, any information's, sciences, knowledge's, skills, and so on. Then they improve capacity building.

For support the growing of this system, the teachers have a significant role in the class [10]. They can support these system using technology based on information on the social media. Besides that, the multimedia systems can be used as a learning

instrument for the deaf children using numbers and language [11].

The deaf children still need some improvements for using the structure sentences, so that it can be understood easily. But the main point is that they can communicate with other people normally. The impact is that the deaf children are not discriminated, their potential abilities could be accommodated, and they can live on their own.

This research focused on total learning communication model for supporting the effectiveness of the social interactions for the deaf children. Even there are some researches about the total learning communication model, but there are still few researches that using pictures, reading, and writing models. The purpose of the research is to offer the model of learning model that is more effective as a base of social interactions for the deaf children in the social life.

II. RESEARCH METHODS

As a qualitative research, this research is focused to understand critically and analyse the primary data using the total learning communication model for the deaf children in Jember. This research is using primary data that related with the total learning communication model, the methods, the problems, the parents and the society, and the results. The data collecting's are using participative observation, in depth interview, and focus group discussion (FGD).

The scope of the research is school and course institution that organize education using the total learning communication model in school or course institutions in Jember. The research place is based on consideration of an extraordinary school that using total learning communication model in Jember.

The informants of this research are the teachers who are related to the management of learning by using total communication model, both teaching in extraordinary schools and in course institutions. In addition, parents whose children take part in this study are also used as a research informants. The collection and analysis of data is carried out simultaneously. To ensure the reliability of obtained information's, the researchers validate the data using the triangulation methods.

III. RESULTS AND DISCUSSION

A. Learning Model for Deaf Children

Deaf children are included in disability group of the difficult of hearing and speaking. This child is not able to get an education in public schools like the children in common. As part of the nation's next generation, deaf children have the right to be educated and learned. The message of constitution in the opening of the 1945, mentioned the importance of education the nation's life with no exceptions [12].

Recently, there are special schools for learning to use sign language and symbols [13,14]. But there are those who continue to call for developing media in education and learning for deaf children. The use of hearing aids is one of the proofs of its development. The goal is that they can hear more sounds

from the outside. There are groupings for deaf children in the school. The using of the hearing aids are considered to the children conditions. However the use of this tool must begin from the early stages of children [15,16]. In addition, it requires the involvement of someone who is very close to them, so that the use of this method is effective [17,18].

There is a virtual media introduced to bring concepts that make it easier for deaf children to understand all the vocabulary needed for effective communication. Now a special school for deaf children enables students from fifth grade to carry smartphones to communicate with each other and their parents via video calls, e-mails, Instagram, and WhatsApp. Deaf children can also learn to find various information from the internet. This shows that learning methods are adjusted to the development of information and technology.

B. Learning Models for Total Communication and Social Interaction

The total communication learning model was first developed by Holcomb for deaf children [19]. He combined a variety of learning media ranging from speaking, drawing and writing for deaf children. The introduction of this model aims to improve and enhance the ability of deaf children to use language as part of communication. The desire for the development of a total communication learning model using the media of speech, speech, sentence, spelling, touch or gesture, body language so that children can achieve effective communication from all language spectrums.

The total communication learning model was also developed by Suparno which included three elements. Included using hearing aids, oral communication, and sign language. Two important factors in this total communication learning model are spoken and manual language. They are important because they are complementary and cannot be separated from one element to another [20]. But applying the same method in teaching normal and deaf children shows inefficient results. Because deaf children cannot hear sounds perfectly and are not able to imitate others' voices properly. This reason demands further development of the total communication learning model in achieving better language skills.

The total communication learning model developed in this study mainly involved six elements. Includes speech, use of hearing aids, reading and writing, mime, reading the mouth, and using finger marks. Therefore, it is important to show added elements to conventional models of drawing, reading, and writing. All these elements are combined to achieve the objectives of this study.

For example, using some pictures and writing on social media can help deaf children improve their language and communication skills. By introducing several pictures or photos the parents help them remember photos effectively. Besides that, the use of pictures and written language can be expanded to include nouns, verbs, adverbs, and any words to recognize images and the words or sentences that describe them.

The total communication learning model actually uses teaching more than the use of hearing aids for deaf children

whose hearing ability is very limited and requires more training to imitate. However, it is important to reiterate that not deaf children cannot speak, only that the words are not easily understood by others.

Actually there is no difference in the learning abilities of deaf children and most children in general, while learning English. For example, like other people, they may not be able to say the words when they first hear from the tutor but with constant practice. Finally they get it from time to time. Likewise the process of imitation of deaf children requires more time, because of the difficulty inherent in the clarity of their words even after consistent practice.

In addition, writing and reading need to be emphasized in the total learning model because it is more effective than pictures. These two elements are very important for deaf children, because now most of the communication is done by writing and reading. If deaf children have the ability to write and read, so they can communicate with others, especially those in the community.

Now many smartphone features are displayed in pictures or words for people to read. By developing writing and reading skills it will be easy for him to communicate through the use of this application. In the near future the ability to write and read will be very useful for deaf children, because most of the communication process with others. Especially with the development of information systems and technology.

By using the total communication learning model will improve the communication skills of deaf children. The language they use is easily understood by the community, so this learning model supports the effectiveness in the social interaction of deaf children. Because the main problem of deaf children is the lack of communication skills.

IV. CONCLUSION

The total communication learning model helps deaf children improve communication skills as a condition for establishing social interaction. This learning model uses the help of images, text, pronunciation, and reading. With a total communication learning model, deaf children can write and read mastery. This model helping deaf children to use modern communication devices in social media. So they better understand and understand the language used by most people. The implication is that social interaction can be intertwined as it should. Deaf children also find out, any informations, sciences, knowledges, skills, and so on. The benefits of deaf children are not discredited, accommodated their potential, can carry out social functioning, and live independently.

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