

The Development of Guidance in Language Development Field: Listening and Speaking for Deaf Child (Hard of Hearing) in Special Kindergarten Schools for Deaf

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ABSTRACT

The aim of this research development was to produce the product of guidance in language development field for deaf child (hard of hearing) in TKLB-B (Special Kindergarten School for Deaf) which is fulfilled the criteria of valid, practical, and effective. The guidance development in this research was used 4-D development model from Thiagrajan including define, design, develop. While disseminate was not done. The result of this guidance development was the product of guidance in language field: listening, and speaking for deaf child (hard of hearing) in TKLB-B which is packed in form of guidance in size 19 x 25 cm softcover binding. Meanwhile the number of participants in small scale test including six students, with research instruments used were validation sheets, teaching observation sheets, and pre test and post test questions, also the data were analyzed with analysis formula based on Riyanto's argument in Laksono and Sugiyono, to analyze in small scale test used sign test. This feasibility of this guidance product has been tested with earn the result of data analysis which was done by three experts including content expert is 4,3 (very feasible), design expert is 4,37 (very feasible) and practitioner/teacher is 3,75 (feasible), and the evaluation of practicality level is 4,25 (very good), also test for knowing the effectiveness level from small scale was obtained z count $2,449 >$ from z table 1,96. So it can be concluded that the development of Guidance in Language Development Field: listening and reading for deaf child (hard of hearing) in TKLB-B is feasible to be used.

Keywords: *Language development, listening, speaking, deaf child, hard of hearing*

1. INTRODUCTION

Children with special needs are currently viewed as a group of children who have complex problems that are generated by the social environment. Thus, children with special needs really need mutual attention and responsibility in the community. A group of children with special needs who need attention are deaf children of TKLB-B (Special Kindergarten School for Deaf) which is centered on deaf children or referred to as Hard of Hearing.

Donald F. Moores (in Permanarian 1996: 27) reveals that people who are less hearing are someone who loses the ability to hear at the level of 35 dB to 69 dB ISO so that they have difficulty understanding other people's speech through his own hearing, without or with hearing aids. This is in accordance with the findings of Tomblin, et al, (2014) that when children have a consistent

beginning and hearing ability with hearing aids, the results of their language are better compared to children who do not have access to consistent interventions.

Basically learning for normal children of kindergarten age is generally oriented by playing, but different from deaf children. Learning is emphasized in the language aspect, namely listening, speaking, reading and writing. The class teacher has a very important role in building the language environment in the classroom. The technique of asking teachers stimulates and guides children's thinking and the use of their language. In kindergartens, this questioning activity is increasingly used to discuss phenomena that are more complex and which are not in front of them when the discussion takes place. The teacher must use strategies that can expand the child's ability to think and present (Coppole et al., 1984).

Kirk and Gallagher's (1988) findings show that 7% of deaf boys have severe / extreme articulation deviations. Frein found out that (in Kirk and Gallagher, 1988) 54% of deaf students experiencing problems with the language. This means that deaf children have limitations in the communication / language system. Language is a medium that allows people to send thoughts to other people, their deepest feelings of identity, to help in solving personal problems, and to explore their outside world of vision and current time frames. In addition, language has been regarded by many as the single most important tool or obtaining knowledge and skills in our society (Clarck & Stewart, 1986).

Uden (1977) explained that the impact of extinction is a limitation in overall language mastery. With their limitations in hearing the language sounds, it has an impact on the acquisition of language they have, this is evident in the acquisition of language vocabulary that is lacking (vocabulary), so that they experience language development / speech that is slow when compared to normal children's language development. However, deaf children have the potential to learn languages, namely listening and speaking. (Pollack, 1981) states that based on experience, the best time to carry out language / speech education is at the age of 3 years. With the provision of language/speech education, the deaf child can reach the level of normal language skills in the same period of time as children with normal hearing.

Listening is a process of hearing to oral symbols attentively, understanding, appreciating, and interpreting to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker through utterance or spoken language (Tarigan 2008: 31). Generally listening to children with hearing impairment is limited only by vision (visual), that is by capturing the speech of others (through the lips of the speaker), so that if the speaker is not clear or too quickly pronounce it automatically the child will have difficulty or will not even understand the intention of the speaker .

While the relationship with speech is interpreted as the ability to say the sounds of articulation or words to express, express or convey thoughts, ideas, and feelings. This is in accordance with Fellenddorf (1973) revealing that errors that often arise from the words of a deaf child are errors due to disruption of breathing (respiration), phonation (which is related to sound), and rate (which is related to the speed of sound production) .

Thus seeing how important language is as a vehicle for human education, for this reason deaf children need to be given language / speech education as soon as possible. Some development experts state that every human being has the potential for language. Speaking is a skill and a skill requires a training process as a result of a response. So this is where the importance of how to create responses so that deaf children are interested in

starting to enjoy imitating the movements of the speech tools of people nearby.

Based on the previous problems, it is important for teachers to implement the strategy and have proper guidelines to boost the development of language: listening and speaking deaf children (Hard of Hearing) in TKLB-B. Thus learning in the field of language development for deaf children will be supported by a guide. Seel and Richey (1994) explained that development is the process of translating design specifications into their physical form. The development of a guide begins with plans which are the steps that will be taken to achieve the stated goals.

Thus the aim of this research was to produce the product of guidance in language development field for deaf child (hard of hearing) in TKLB-B (Special Kindergarten School for Deaf).

2. METHOD

This research was a research development using the Research and Development (R & D) approach , which is a research method used to produce a particular product, test the feasibility of the product and test the effectiveness of the product. The development model used in this study is a 4-D development model, namely Define, Design, Develop, and Disseminate. The development model used only reaches the 3-D stage, namely: (1) define (definition); (2) design (design) and (3) develop (development) because it has been tested so that the development of the guidelines is valid, practical and effective. Whereas for the fourth stage disseminate is not implemented. The subjects in this study were a teacher in TKLB-B Karya Mulia Surabaya as a guide user and six deaf students in the Karya Mulia Surabaya.

The research instrument used the research validity sheet including:

1. Validation Sheet by Materials and Design Experts
Validation sheets are used as a reference to assess the feasibility of the guideline component. The validity sheet referred to in this study is a material expert and design expert validation questionnaire
2. Teacher Response Questionnaire (Validation by Practitioners)

The teacher's response to the guidance in the field of development should be : listening and speaking for the hard of hearing is used to find out the response or opinion of the teacher as a guide user. The teacher response questionnaire is given to the teacher before the learning process by using the implemented guide.

As well as a practicality guide sheet which includes: teacher's observation sheet teaches and obstacle sheet, which includes the constraints and solutions to obstacles that arise during the implementation process by using guidelines for language development: listening and speaking. Alongside with the effectiveness of the sheet

guide in the form of matter that includes pre-test and post-test.

The data analysis technique used in this research was the data analysis formula according to Riyanto in Leksono, et al (2010) , while the practitioner validation data by the teacher is analyzed by the average formula adapted from Sugiyono (2013: 49).

3. RESULTS AND DISCUSSION

Results

Results of Development of Guidance in Language Development Field: Listening and Speaking for Deaf Child (Hard of Hearing) in TKLB-B

The results or product of this guide can be viewed from two aspects, namely physical aspects and content aspects, as follows.

1. Physical Aspects

This physical aspect can be viewed from two things, typography and guide format. Typography is the type of paper, paper color, paper size, type of font, and number of pages contained in the guidance in language development field: listening and speaking for the deaf child (hard of hearing) in TKLB-B Guidance format for the field of language development: listening and speaking can be viewed from the cover design and content design

2. Content Aspects

The content aspect of the guide consists of two aspects, namely the contents of the cover and the contents of each component in the guide. The guide contains four chapters.

Validity of the Field Guide for Language Development: Listening and Speaking

The results of the acquisition of the validator (material expert) on all assessment items obtained a score of 4.3 shows that the results of the validator (material expert) on all assessment items get very feasible results for the guidelines that have been developed. Furthermore, the results of the acquisition of the validator (design experts) on all assessment items obtained a score of 4.37 indicating that the results of the validator (design expert) on all assessment items got very feasible results for the guidelines that have been developed. While the results of the acquisition of the validator (expert practitioner) on all assessment items get a score of 3.75 indicating that the results of the validator (expert practitioner) of all assessment items get a decent result for the guidelines that have been developed.

Practicality of the Field Guide to Language Development: Listening and Speaking

The results of the practicality analysis of the guide developed can be seen through the teacher's teaching observation sheet and the obstacle / constraint sheet during the implementation using the guide. The

practicality guidelines for the field of language development: listening and speaking based on indicators of the teacher's ability to manage learning are very good categories with an average score of 4.25.

While the obstacles / constraints faced during the implementation of the guidelines in the field of language development: listening and speaking for the deaf child (hard of hearing in TKLB-B by using the barriers / constraints in the implementation of learning using guidelines experienced by the teacher is when the core activities are in the activities speaking exercises sound patterns (tones) and at the time of the core activities that is training and correcting the words / formation of consonants / phonemes that appear on each material.

Effectiveness of the Field Guide to Language Development: Listening and Speaking

The results of small-scale trials conducted at TKLB-B Karya Mulia Sura aya with subjects as many as 6 deaf children, it was known that the results of the gain score analysis obtained an average increase in student learning outcomes using a guide was 34.6. Based on the criteria set then guideliness in the field of language development: listening and speaking for the deaf (hard of hearing) children at TKLB-B is effective in terms of improving student learning outcomes in language development subjects: listening and speaking.

Discussion

Development of the guidance book for language development field: listening and speaking for deaf (hard of hearing) TKLB-B children using the Thiagarajan (1974) development model known as the 4-D model because of a systematic model designed for the development of learning for children with special needs.

The validity results of the guidelines in this study through validation tests carried out by material experts, design and practitioners for guidelines in the field of language development: listening and speaking for hard of hearing children in TKLB-B obtained a score of 4.3 (very feasible) by experts material, score 4.37 (very feasible) by the design expert, and a score of 3.75 (feasible) by the expert practitioner / teacher. So it can be concluded that the results of the guidance in the field of language development: listening and speaking are very significant, so that the guide can be used very well. This is consistent with Nieveen (1999) explaining that the product is said to be valid if the validity is seen from the content and construct validity. Content validity is seen from the conformity of the product with the demands of the curriculum. While construct validity can be seen from the accuracy of the use of theories that are used as a handle in the formulation or preparation of the product.

Furthermore, the results of the practicality of the guide based on the teaching teacher's observations

showed a result of 4.25 (very good) and the obstacles / constraints experienced by the teacher were not too many, so it can be concluded that the guidelines for language development: listening and speaking are practical to be applied and used in improving listening and speaking skills of deaf children at TKLB-B Karya Mulia Surabaya. This is consistent with Nieveen (1999) suggesting that the product is said to be practical when viewed from whether or not the product can be applied.

While the results of the effectiveness of the guidelines are based on the results of trials conducted at the TKLB-B Karya Mulia Surabaya on a small scale trial. The results of the gain score analysis obtained an average increase in student learning outcomes using a guide is 34.6. Based on the criteria set out in then guide the field of language development: listening and speaking for the deaf (hard of hearing) children at TKLB-B is effective in terms of improving student learning outcomes in language development subjects: listening and speaking. This is in accordance with Nieveen (1999) suggesting that the product is said to be effective when viewed from whether or not the product can reach its intended goals.

4. CONCLUSION

Based on the results of research it can be concluded, that:1) The results of the product guide in the field of language development: listening and speaking can be viewed from two aspects: physical aspects and content aspects, 2) the validity results of the guide through validation tests conducted by material experts, design and practitioners in the field of language development guides indicate that it can be concluded that the results of the guidance in the field of language development: listening and speaking are very significant, so that the guidelines can be used very well, 3) the results of the practicality of the guide based on teacher's teaching to obtain a practical level of guidance. This is evidenced by the teacher's observations that showed a result of 4.25 (very good) and the obstacles / constraints that he experienced by the teacher were not too many, AND 4) the results of the effectiveness of the guidelines based on the results of trials conducted at the TKLB-B Karya Mulia with subjects as many as 6 deaf children, based on the results of the gain score analysis obtained an average increase in student learning outcomes using a guide is 34.6. Based on the criteria established, the guidelines for the field of language development: listening and speaking for deaf (hard of hearing) children in TKLB-B are effective in terms of improving student learning outcomes in language development field: listening and speaking.

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