

The Communication Ability With Total Communication Method of Hearing Impairment Children

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ABSTRACT

The ability to communicate with deaf children who experience obstacles to the auditory stimulus aspect affects communication skills. The selection of the total communication method in one of the Special Need School concern in hearing impairment became a reference in implementing language learning and communication. This research aims to determine the communication skills of deaf children in the aspect of social interaction with the use of total communicational supporting aspects. The study uses descriptive research methods with qualitative approaches (pre-field, field job, and data analysis). Data collection techniques through interviews, observations, and documentation. The data analysis techniques used are data condensation, data presentation, withdrawal of conclusions, and verification. The subject of this study was many 8 deaf children and 5 informers from the principal, two class teachers, and two teacher subjects. The ability of the child's communication from this research is dominated by cues, verbal and writing through up to three words with gesture and expression. The ability level of deaf children to use total communication can be demonstrated with various aspects of SPEAKING. His communication in terms of starting, maintaining, and terminating communications politely with a combination of all communication methods.

Keywords: *communication skills, total communication, hearing impairment*

1. INTRODUCTION

Deaf affects the function and development of a person. The main impact among the other effects of the other is seen in the development of language that will eventually impede the process of communication and social interaction. Judging by the minimal mastery of the word Treasury will inhibit the hierarchical language skills flow, where the deaf child's ability will cease and or less optimal after the listening ability. The development of communication in deaf learners is one of the main pre-requisites on the subject of school teaching. This is in the background of the initial ability of deaf communication that has undergone a special service in the development of its interaction communication due to the weak reception of information obtained through the auditory so that the perception is produced little and almost nothing.

Communication is transmitting information, ideas, emotions, skills, and so on, using symbols, words, images, figures, graphs, and so on [1]. Asleep or transmission process is called communication. Communicating is not only able to say ideas, wishes, and ask questions but where each individual can receive the results of communication from the adversary either in the form of solicitation, order, appeal, the prohibition of approval, or certain procedural acts. So, from the benefits of complex communication, you need to explain how effective commutators are delivering to deaf learners.

The form of early intervention given by choosing the appropriate communication method for its communication has been done in one of the Special Need Education (a concern in hearing impairment) in Sidoarjo to provide total communication methods in the effort to provide information, social interactions, and learning activities at school. Policies that encourage teachers to use all of the communication tools

they have including sign language, mother tongue, pantomime, drawing, and spelling of the fingers become the beginning of total communication. Adam and Rohring explained that: "Total communication promotes the use of all possible methods of communication (such as listening, speech reading, signing, using visual images, and mime) to interact during a communication situation." [2]

The use of communication methods in combination at the same time is the principal in total communication [3]. This means children with hearing impairment are directed to talk, read lips, and cue when communicating with others. The purpose of total communication to achieve effective communication between deaf people and the wider community by using speech media, reading lips, listening, and cue.

The ability to support communication is also noted to know the ability of deaf children's communication. Referring to the Sosilinguistic expert Wadhaugh explains the eight components that support the speech activity of SPEAKING. The supporting components consist of; S is the Setting and scene, P is Participant, E is End, purpose, and goal, A is the Act sequence, K is the key, tone and intonation, I is the Instrumentalities, N is Norm, and G is a Genre [4]. Based on the method chosen can provide the ability to communicate communication and language skills in deaf children.

2. METHOD

The study uses descriptive research methods with qualitative approaches (from pre-field stage, fieldwork stage, and data analysis stages). Data collection techniques through interviews, observations, and documentation. The data analysis techniques used are data condensation, data presentation, withdrawal of conclusions, and verification. The subject of this study was some 8 deaf children of class 3rd A and 3rd B Junior High School, and 5 pieces of information from the principal, two class teachers, and two teacher subjects (religion and sports) at the Special Need Education (a concern in hearing impairment) in Sidoarjo.

The validity of data testing is necessary for every researcher. Data collected must be tested in the correct. Revealed that there were several data validity check techniques i.e. extension of participation, perseverance, observation, triangulation, peer inspection through discussion, negative leap analysis, member checking, detailed descriptions, and auditing [5]. As for testing the validity of data in this qualitative study such as; Test credibility (triangulation of source, technique, and time), transferability test, dependability Test, and Test confirmability [6].

3. RESULT AND DISCUSSION

The form of communication that is established in this school implements total communication that uses all methods of communication so that the perception and understanding of children are not limited to one communication ability because the more diverse children with various methods of communication will facilitate the receiving of stimulus, information, and materials without emphasizing on one method of communication. The subject is by the total communication concept of [2] that total communication promotes the use of all possible methods of communication (such as reading, speaking, gesturing, using visual images, and pantomime) to interact and communicate. So the utilization of various methods of communication will facilitate to interact and communicate smoothly.

Supporting the implementation of communication in the Special Need School (a concern in hearing) Sidoarjo Regency has also used a variety of media supporting the success of communication using both visual media images, video, and also direct practice. So that the child can know the integrity of the material in the way the visualization of the media is accompanied by the teacher's explanatory. Pragmatic refers to a study of the general conditions of use of language to communicate, with the principle of cooperation and politeness (norm of interaction and interruption) in communicating conducted on the different layers of society [7].

The principle of cooperation and politeness has been seen from the ability of students in conducting group communication and mutual respect, respecting both with friends and also teachers. The attitude of students who can cooperate following the aspects of Participant's efforts in communicating involving others to give each other and reciprocally receive messages [4].

The use of total communication methods is supported also by the Deaf Children Australian that the use of communication in combination at the same time is the subject of total communication [3]. This means children with hearing impairment are directed to talk, read lips, and cue when communicating with others. The goal is to develop the skills of speaking and reading children's lips and cue skills to help with communication and language development. The details of the communication skills [4] of each subject are thoroughly detailed as follows:

3.1. UM Communication Skills

UM pays attention to the successful communication aspects of either with friends, teachers, or others. The child can distinguish the opponent with two people and or groups, showing a polite attitude when talking to others with a smile, respect, facing the opponent talking using gestures, oral and also writing even though the sentence is occasionally rewritable.

The aspect of communication that Um also uses in the verbal communicating activities (praying for fast recovery), writing (narration, sentences), and UW also has Instagram social media account to communicate and interact socially by utilizing today's technological developments.

3.2. MW Communication Skills

MW has used supporting aspects in communicating. Some of the supporting aspects that MW has used in communicating include aspects in the number of a participant to realize language activities and communicate by communicating 2 people (friends) and communicating in groups with friends of one class. Furthermore, in the act of sequences or form and content in speech, MW dominant using sign language, accompanied by oral communication in communicating communication directly and communicating indirectly using words, sentences, and causal relationships limited to simple words and sentences.

3.3. DF Communication Skills

DF has used the supporting aspects of communication with others both using gestures, oral, and writing. DF also demonstrates the use of facial expressions on the conversation, not overall communication supported by facial expressions. The classroom environment as a place to communicate also supports DF because of good lighting so that it is not hindered by a lack of exposure to pay attention to or listen to the opponent.

3.4. HA Communication Skills

HA has used the supporting aspects and indicators in communicating and speaking using "SPEAKING" which affects the creation of two-way communication, involving more than two people either using oral, poorly written, and choosing a goal that is appropriate to the topic of discussion and can implement communication both to support sentences, narrative and also the need for praying.

3.5. ON Communication Skills

Writing skills are still not good ON combining it with gesture domination and using oral (speaking) so that the opponent understands even though not very understanding of the sign. The use of language and communication is orally (talking, praying) and writing in sentences or in the use of social media such as Whatsapp either by writing and also communication through a video call using spoken and cue.

3.6. NS Communication Skills

The communication that NS has done concerning the supporting aspects of communication such as in starting talks, asking, providing assistance to friends is accompanied by expressions and also pay attention to norms and manners. The method of communication using total communication with the domination of sign language with oral (oral) with the use of simple sentences and general vocabulary because of the lack of child vocabulary. Communication capabilities have led to two-way communication and can receive inputs to correct *communication mistakes*.

3.7. ND Communication Skills

ND's ability to determine the purpose of communicating adapts to the current situation in the lesson or outside the lesson, with a friend or a teacher, so that it has applied the aspect of place selection and the use of modesty norms in respecting and appreciating the interlocutor of either cue or orally (orally). The language used by the ND is dominated by sign language, followed by oral and when the opposite is not familiar, it will give writing on the paper even though the sentence is written back and forth. The use of tone intonation in speaking and reading enough, the child can read quite smoothly.

3.8. YN Communication Skills

YN can use the supporting aspects of communicating as in choosing the speaking position, determining the time of starting the conversation, using the norm and courtesy of Satun in conveying communication or requesting help with a friend. Besides, YN's communication is not as borderless as it is supported by oral orally by reading lips. Selected communication media also utilize technological advances such as mobile phones, video, games, and social media. Although the grammar aspect is still back and forth because of the lack of vocabulary and understanding of the long sentence, with the repetition and simplification of the language of the teacher made YN understand.

The process of communicating has been shown to require coordination of various actions to communicate activity to be sequential, and effective and understandable and or acceptable to the interlocutor so that the equation of perception is manifested through transmission in communication [8]. Communicating is not only able to say ideas, wishes, and ask questions but where each individual can receive the results of communication from the adversary either in the form of solicitation, order, appeal, the prohibition of approval, or certain procedural acts. So, from the benefits of complex communication, we need to explain how to communicate effective communication for deaf learners to make communication more effective.

The implementation of communication that has been seen from the attitude of deaf children in using language to communicate already using four basic components. The development of basic skills in the use of language with four levels of pragmatic basic ability in the use of a language consisting of; request, respond, perform (performatives), and decrypt (description), [9].

The minimal vocabulary mastery of deaf children will influence the flow of language skills of listening, speaking, reading, and writing. The number of language understanding (vocabulary) that is owned will support the development of communication and social interaction that is supple and sustainable. But the deaf child in understanding the stimulus language as a form of listening (observing) language and communication stimuli needed complex language reseller tools both verbal and nonverbal so that the child can ignore the activity asked if not understand the language to get the information. This was used as a hearing assessment about the development of language in children with hearing impairment based on measuring language comprehension [10]. These measurements are already seen from the use of total communication methods that have been selected in one of the Special Need School in Sidoarjo.

The implications of this research result with the results that communication skills in deaf children by involving two-way communication through the use of total communication methods can play a role in knowing the level of language proficiency and communicating deaf children and can be known advanced steps in developing communication skills using long language (sentence), reading understanding and ability to interact with the people in the school environment. The language skills of deaf children can be seen through the selection of communication methods, namely the use of total communications methods to support social interaction in the school environment. The role of teachers and parents in developing pragmatic skills to be one of the factors supporting the success of speaking and communicating deaf children effectively, efficiently, and sustainably.

4. CONCLUSION

Communication has been applied both by the child and also the teacher by considering the aspect of setting (venue selection, timing, atmosphere, and lighting), the aspect of the participant that has done communication either two people or groups, can determine the purpose of communication, the use of short and clear language, able to use the ability of oral, writing and also the use of technology in communicating even though the grammar is still back-

The ability of the children's community is demonstrated by using language proficiency up to three words in the submission of sentences supported by other methods of

communication both gestures, oral and for the use of the sentence and complex exceeding six words children are still struggling. Therefore, the selection of learning media in school plays an important role in delivering good concepts and practices. Parental participation is also involved in the development of child communication because a good communication relationship can be established from various parties.

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