

Teacher Strategy in Developing Language and Speaking Skills for Deaf Children at SLB-N Kapten Halim Purwakarta

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Abstract

Someone who can speak must be supported by good hearing, because language acquisition is formed through the process of imitating and listening. If hearing function is impaired, the process of language acquisition and communication will also experience obstacles. Deaf children are children who experience hearing loss which is classified into deaf and hard of hearing which will have an impact on hampering verbal or oral communication. This research aims to find out teachers' strategies for developing language and speaking skills in deaf children. The method in this research is descriptive qualitative with data collection in the form of observations, interviews and documentation. This research was conducted at SBL Negeri Captain Halim Purwakarta with the subject being a teacher who taught deaf children. From the results of observations, researchers concluded that the development of children's language skills can be obtained from conversation or total communication and the use of strategies in learning can be done using reading, storytelling, writing, speech reading methods, also equipped with forms of signs that can improve language and speaking skills for deaf children. at SLB Negeri Captain Halim Purwakarta.

Kata Kunci: *Teacher Strategies; Language Ability; Deaf Children*

INTRODUCTION

Education is a right of all members of the State, where everyone has the right to develop and play a role in society, including children with special needs. Through education, it is hoped that they can become independent people and have a number of skills to prepare them for the future. This has been stated in the National Education System Law no. 20 of 2003 Chapter 1 Article 1 (1), that education is a basic and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills that is needed by himself, society, nation and state (Suharsiwi, 2017). Every child basically has different problems in the learning process, some have mild levels of problems so that the child can overcome the problems themselves, there are also those who have serious problems or experience difficulties in learning so they need help from other people or experts who are competent in their field so that can be handled according to their needs.

By providing equal opportunities for children with special needs to obtain education and teaching, it can reduce the gap between normal education participation

rates and children with special needs, provide skills, reduce the level of anxiety among parents and society which is expected to make a positive contribution to national development. PP No. 17 of 2010 Article 129 paragraph 3 stipulates that students with disabilities consist of students who are blind, deaf, speech impaired, mentally retarded, physically disabled, have difficulty learning, are slow learners, are autistic, have motor disorders, are victims of narcotics, illegal drugs and addictive substance abuse. others and have other abnormalities. The form of educational unit according to specificity in Indonesia is known as SLB. SLB-A for blind children, SLB-B for deaf children, SLB-C for mentally retarded children, SLB-D for children with visual impairments, SLB-E for deaf children and SLB-G for children with multiple disabilities.

Deafness is a general term that is often used to describe the condition of someone who experiences hearing problems. Deaf children have obstacles in their hearing development, which can also hinder their communication development (Smart, 2010) so they are usually called speechless. The inability to communicate has a broad impact, both in terms of language skills, reading, writing, social adjustment and academic achievement. Therefore, deaf children need special assistance and guidance in the world of education, especially in reading and language skills that are appropriate to the level of deafness experienced by each student. The way a deaf person communicates with other individuals is by using sign language which varies in each country, while the finger alphabet has been patented internationally. A deaf child is someone who experiences a deficiency or loss of the ability to hear, either partially or completely, so that he cannot use his hearing aids in everyday life and this can have a complex impact on his life. Therefore, deaf children need guidance and education, especially in language (Aulia, 2012).

The classification of deaf children is divided into three, namely deafness, severe hearing loss (hard of hearing) and central hearing loss (central auditory) with categories of degree of hearing loss, namely 15-20 dB small level (Slight hearing loss), 20- 40 dB mild level (Mild hearing loss), 40-60 moderate level (Moderate hearing loss), 60-80 dB severe level (Severe hearing loss) and >80 more severe level (Profound hearing loss) (Uyu Mu'awwanah, 2021). A person is said to be deaf if their hearing loss is so severe that their hearing does not function, whereas hard of hearing means they have real hearing loss that requires special adjustments. In general, deaf children have normal and average intelligence (Irdamurni, 2018).

One of the limitations that deaf children have is not being able to communicate well, between individuals and society in the form of sounds or signs issued by someone to convey their feelings to other people, which is called language ability. Language ability is influenced by hearing ability, lack of hearing ability is caused by damage to the entire hearing apparatus which results in obstacles in the development of communication, language, intelligence, emotions and social so that it requires special guidance. In order for deaf children to gain information and insight, they can replace their hearing with the visual sense, so that their intellectual abilities can develop optimally, and also develop

their reading abilities. Reading is a knowledge that must be possessed by everyone without exception. Reading is one of the language skills, including listening, speaking, reading and writing, which is very important for every individual to learn. Reading can obtain a lot of information and also increase knowledge. Basically, reading is similar to receptive skills, but reading skills are much better for filtering knowledge and knowledge (Ermanto, 2008). According to Abdul Razak, reading comprehension is "the reader's ability to recite the contents of argumentative, expository or descriptive reading about a particular topic." Reading comprehension for deaf children is seen as an irreplaceable tool in language development, because this ability is the basis for having further abilities (Razak, 2005).

All children have the right to education, including deaf children. It is very important to allow and provide training to deaf children in developing communication skills with other children. Children will start to learn from within, which means from their own desires, from their family, and from the surrounding environment, including their friends. By observing other people's conversations, for deaf children this can be used as learning material about communication. When children participate in their family and surrounding environment, they also learn about emotions and build their emotional skills. Sending children to school is a way to communicate with other people who don't know sign language. Reading can help deaf children develop and generate ideas, emotions and experiences, both from themselves and from others. Meanwhile, writing can help them share the thoughts and emotions they feel. Educators or teachers are factors involved in the process of teaching and learning activities at school, how teachers use their teaching strategies and influence the success of learning for deaf children.

METHODS

The method used in this research is a qualitative descriptive method. The qualitative method is research that is descriptive in nature and tends to use analysis with an inductive approach. The research process and use of a theoretical basis are carried out in such a way that the focus is in accordance with the facts in the field and emphasizes meaning, reasoning and further research on matters relating to everyday life. -day (Rukin, 2012). The qualitative data collection technique that the researcher chose was through structured interviews and direct observation as well as from various other sources considered to support this research such as books, articles, theses and the internet that are related to the problem. The descriptive data analysis technique in this qualitative research consists of analyzing, describing and summarizing events from data obtained through interviews or direct field observation. The purpose of qualitative descriptive analysis is to describe in a complete and in-depth way the teacher's strategies for developing language and speaking for deaf children. The respondent in this research was a teacher who taught deaf children at SLBN Captain Halim Purwakarta.

RESULTS AND DISCUSSION

The results of the research after conducting interviews with Mrs. NT as a teacher or educator who taught 3 deaf children in class VII and 1 deaf child in class IV with different categories, there were those who were completely unable to hear and those who still had vibrations in their right ear and still good in pronunciation (clear). Mrs. NT has been teaching at the SLB for 1 year, previously majoring in C for mentally retarded children, so she is not very fluent in sign language. NT's mother started teaching using oral and written language. In class IV there are 2 children who can only read a few words, such as read or ca-ba and have to use sign language or total communication. Total communication is a philosophy that includes ways of communicating using a combination of aural, manual and oral so that effective communication occurs between deaf people and the wider community, so that there is mutual understanding between the recipient and sender of the message so that there is no misunderstanding and tension. Communication is considered effective if the stimuli conveyed and intended by the sender or source of the message are in line with the stimuli captured and understood by the recipient of the message.

The strategy used by NT's mother was to tell stories. Even though there were 2 children who did not really understand sign language, these two children used more body language which only they themselves understood. Therefore, Mrs. NT always starts learning by processing vocals first, so that deaf children can receive communication from those who can hear, because very few hearing people are willing to learn the difficult manual communication system. Therefore, deaf children who want to communicate with hearing people must learn to read speech. So at school we don't put too much emphasis on children continuing to use sign language but rather looking at what they say, so that when they interact with other members of the public they can understand what they are saying. Therefore, vocal training or speech therapy is very important in developing speech for deaf children.

Teacher strategies using an oral approach to help language acquisition. Acquiring language skills means that deaf children have receptive (passive) language skills consisting of speech reading, reading and listening as well as expressive (active) language consisting of speaking and writing vocabulary. The oral approach to assisting language acquisition is used without the aid of standard signs. Teachers are worried that children will get used to using signs and won't want to speak orally. In terms of the intonation of pronouncing sentences, even though children cannot hear the teacher's accent, to normal people's ears the teacher still has notation when speaking. Command sentences are spoken as commands, for example "let's march!", "the food must be finished!", "let's pray!". The teacher's facial expression also changes along with the sentence being said, for example when the teacher says a question sentence, the teacher's expression changes to one of wanting to know something while frowning. When giving commands, the teacher's expression changes to be firm, when joking, the teacher's expression can change

to relaxed. This is to make children aware that each sentence has its own intonation and expression. Conversation here is described as interaction between teachers and children or also with friends under the guidance of the teacher which arises from needs that are captured by the teacher and responded to in the form of appropriate language. However, the response must be such that it causes a reaction from the child or a friend. In its original form it is then processed by the teacher.

Another teacher strategy in developing children's language and speaking at SLBN Captain Halim is to use picture media accompanied by writing with pronunciation. Apart from orally these letters can be introduced from writing and reading, writing activities are closely related to reading activities. When children learn to read they will also learn to write. NT's mother usually writes on the blackboard, one example is the word chicken. Chickens are like that, global ideovisual. Children are not asked one by one for the letters of the word chicken. After this process has gone on for a long time, we will introduce the letters themselves. The process of writing letters in words begins with making the writing bold. The teacher guides the children to imitate the writing and copy the writing.

In social and emotional terms, deaf children can still be said to be stable. The obstacle felt by the NT mother in the teaching and learning process of deaf children was that there were 2 children who could not read, so they had difficulty understanding the lesson, such as composing simple words which were still not good.

Children who are deaf or hard of hearing have delays in language development, the ability to speak is related to the level of hearing damage and the age at which the hearing damage first appears. The importance of teachers and parents teaching reading to children is also a well-documented practice, with dialogic reading and repeated reading strategies. Dialogic reading consists of interactive shared reading books with illustrations where the adult and child switch roles to give the child the opportunity to be the storyteller, while the adult acts as an active listener and questionnaire. The strategy for mastering language according to Selinger is a long-term, abstract and constant cognitive process. Krashen stated that the term acquisition refers to the unconscious mastery of a language and is not influenced by explicit teaching about the system of rules that exist in a second language (Winarti, 2010).

CONCLUSION

From the results of research conducted at SLBN Captain Halim Purwakarta, it can be concluded that teachers' strategies for developing language and speaking for deaf children can be done by starting learning with vocal exercises or speech therapy, how to pronounce the letters a, i, u and so on. Apart from speech therapy, you can also use storytelling or conversation strategies using total communication or the entire spectrum

of language models, namely spoken language, body language, hand movements, reading speech and utilizing residual hearing. At this school, there is not much emphasis on children always using sign language, so that when they interact with other people or other normal people, they can also understand what other people are saying without having to use sign language.

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