



Verbal Language Method Application in Effort of Increasing the Communicating Capability of Hearing-Impaired Child of Early Age From 6-7 Years Old

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Abstract

This research aims to increase communicating capability of hearing-impaired child of early age through verbal language method. This research was implemented at Poyowa Besar Primary School of Special Needs at Kotamobagu City. The research method used in this research was action research. The conclusion of this research result was that there was an increase of communicating capability on two hearing-impaired children researched at cycle I, it obtained outcome percentage of 10 %, at cycle II, it obtained 20%, and at cycle III, there was 80%. Based on that analysis result data, it says that percentage of preliminary research from cycle I, to cycle II, and cycle III underwent the increase.

INTRODUCTION

To train the communicating capability through oral (lip) language is preliminary activity or basic provided by teacher. Communicating capability is an absolute demand that must be mastered properly by a learner, it is in effort of training the communicating capability that teachers themselves find rather basic difficulties.

Based on observation done in Poyowa Besarschool of special need in Kotamobagu City, it was in fact hearing-impaired child classified as mild, some of them after passing through preparatory class, in the beginning are not having well-communicating capability. After it was searched furthermore and attempted to observe from used approach of teaching thus new teachers applied oral language communication (*oral communication*) with numerous techniques. According to Crittwright and Ward, one of approached usable to train hearing-impaired child in communication is oral language method (*oral communication*) (1989:34). Method application of *oral communication*, in fact is not yet purely implemented and sometimes mingled with a beckoning language method. Oral (lip) language method is not yet ever applied, oral language method has a contribution to the communicating capability for hearing-impaired child.

Observing that symptom, it will attempt to apply *oral communication* (oral language). This method will be seen from its contribution toward communicating capability increase, is oral language method applied can have contribution to communicating capability for mildly hearing-impaired child.

It is necessary to take learning service individually for hearing-impaired child, namely the service is supposed to refer to existence and needs of hearing-impaired child can be seated as effort to maximize remainder of his or her hearing and his or her communicating capability that is an instrument in effort of developing talent and capability that he has.

Based on background of problem having been described, it resulted in identified problems that will be observed and given with treatment through research, namely: (1) Teaching method used by teacher in training of communicating capability of mildly hearing-impaired child by using oral (lip) language method and not yet ever implemented separately. (2) Hearing-impaired child after passing through preparatory class and attending or primary first grade has no communicating capability.

In accordance with background and problem identification having been described, thus it is necessary to do problem limitation that will be researched. This research will only limit a problem on the communicating capability increase for mildly hearing-impaired child of primary first grade.

Based on background of problem, problem identification and problem limitation that will be observed and given with treatment through this research, namely "How to increase the communicating capability of mildly hearing-impaired child through oral (lip) language method?"

Oral communication method is a method of oral utterance, meaning that hearing-impaired child receives message through the oral utterance. For hearing-impaired child, someone's pronunciation is hard to understand, since a lot of pronunciation is not explicitly expressed or exposed orally (through a lip).

The hearing-impaired child must know how the location and forms of speech instrument are, when one of sound instruments is pronounced by speaker. There are some speech organ not visible by the eyes in pronouncing lingual sound for instance: (1) lip location, velum, invisible sound membrane, (2) small alteration of mouth muscles takes effect on sound pending alteration. A small alteration, if we pronounce a word such as nail (paku) and palu (hammer), (3) There is lingual sound pronounced by same lip form, such as difference between *b* and *p* is caused by sound membrane. The difference between *m* and *b* is

caused by velum movement. Velum and sound membrane are not visible.

On speech exercise at the classroom of hearing-impaired child, the speech exercise shall be accompanied with lip-reading exercise, there are some directions of lip-reading exercise as follows: (1) speaking with face on same height with a child's face, (2) it is suggested that speaker faces toward the light so that his or her face is more clearly visible, (3) it is suggested to look at the face of speaker, (4) speaking clearly and strongly, but don't move lip excessively and don't yell.

In teaching practice, oral (lip) language method uses a word global method. Instance of word global teaching is as follows:

(1) In front of the teacher for instance there were four books known familiarly by learner. First step, teacher said "which one was book" (it can be coupled with normal sign, the two hands on the next), then a child was called, teacher held finger of child and guided finger of the child to show the intended book. It was the children trained to show an object that they read with a name. Second step, teacher said which was the book and the children themselves showed that book. (2) Teacher showed a picture of "car" and child must seek another card with the same picture located at one of places in the classroom. The longer the time the sooner the card was shown and at the end they were told "to seek the car". (3) In front of the class, there were table and chair. Children were asked to place something on the table, "put the dress on the chair". In this teaching, one more emphasized was global method, but if there is difficulty faced by hearing-impaired child is necessary to provide with exercise of syllable.

According to Hallahandan (2006), hearing-disability is a general term showing hearing-difficulty including overall difficulty from the mild to the serious, classified as deaf and lack of hearing. Smith defines that someone is supposed to categorize as deaf if he or she undergoes hearing damage fin serious/heavy level so that his or her hearing does not function. Meanwhile person lack of hearing according to Smith is he or she

undergoes hearing damage but his hearing instrument still functions.

From the above interpretation, it concludes that inability of hearing in all sound tone intensity or sound. This situation is usually called as total deafness or condition of not hearing at all or dysfunction of hearing instrument even though with hearing aid or without hearing aid. It can be categorized as deaf. Meanwhile, condition of not hearing is only on certain intensity from sound or tone. Situation like this can be categorized as lack of hearing or deaf partly. This means there is remainder hearing since his or her hearing instrument still functions although with or without hearing aid. This can be categorized as lack of hearing.

Classification of hearing-impaired child based on hearing capability loss level of people's speech is grouped into 5 groups namely: (a) very mild condition of 27-40db namely difficulty of hearing far sounds, (b) mild condition of 41-55db namely understanding of speech-language, (c) moderate condition of 50-70db namely condition of only hearing from near distance, (d) heavy/severe condition of 71-90db namely condition of only hearing very near distance, (e) extreme condition of over 91db or deafness namely awareness probability of existing sound or tone or vibration.

Based on the mentioned description, which said that hearing-impaired child has hearing capability loss started from lack of hearing to deafness. However in this research researched is mildly hearing-impaired child. This research aims to increase communicating capability of hearing-impaired child of early age through verbal language method.

RESEARCH METHOD

1. Objective of Research

This research is aimed at increasing communicating capability of hearing-impaired child through verbal language method.

2. Place and Time of Research

Research is done at Poyowa Besar Primary School of Kotamobagu City, North Sulawesi

3. Method of Research

Method of research used in research is action research.

4. Design of Research

This Action Research uses working procedure developed by Kemmes and Taggard (1998) namely spiral cycle. Spiral cycle intended is one activity cycle encompassing steps of each cycle, namely (1) planning, (2) action and observation and (3) reflection, furthermore it takes re-planning that is a basic to solve further problem. Role and position of researcher in this research as a designer as well as research executor. Researcher will design and execute action as well as observe action implementation, record important things used as improvement for next cycles. Position of researcher in this research serves as active participant in conduct of observation.

5. Subject Involved in Research

This subject of research is hearing-impaired student of primary first grade from Poyowa Besar Primary School of Special Need at Kotamobagu City. This subject of research amounts to 5 (five) children of mildly hearing-impaired. Reason used to select this subject of research is that hearing-impaired student unable to communicate sufficiently, and teaching approach used by teacher in training of mildly hearing-impaired child's communicating capability, mainly approach with the usage of verbal language method not yet ever done purely.

6. Participant in Research

Participant in this research is principal and teacher of primary first grade from Poyowa Besar Primary School of Special Need at Kotamobagu City.

7. Data and Data Source

However data in this research is quantitative data, this data is obtained from assessment test, done in amount of two times preliminary test and final test. Meanwhile qualitative data is data describing learning process obtained through observation.

8. Data Collecting Technique

Data collecting technique in this research is observation, assessment, field notes, and documentary analysis.

RESULTS AND DISCUSSION

Description of Research Result

Based on result of pre-research, data was obtained that the two hearing-impaired children showing communicating capability was still difficult or still low. From percentage ratio of communicating capability on pre-research with data of cycle I there occurred increase of hearing-impaired child's communicating capability of 10% after action was done namely by exercising to read letter, read word, and short sentence. The result showed that hearing-impaired child underwent difficulty of communicating, it meant that this increase was not too significant. Based on research result obtained, researcher would optimize the communicating capability increase by exercising or drilling speech instrument of hearing-impaired child in order to read or pronounce the letter, word, and short sentence by using verbal language method. Based on the result, researcher would continue the research by performing the cycle II to obtain the communicating capability increase of hearing-impaired child to become more optimal again, since results of increase percentage obtained does not yet undergo significant increase. From research data of cycle II it obtained increase result of 80%. Based on result obtained at this research of cycle III, teacher research ended this research up to cycle III.

Research Data Analysis

Preliminary research implementation of cycle I on communicating capability of hearing-impaired child did not undergo significant increase. This means that hearing-impaired child was not able to read or pronounce letter, word, and sentence properly. At cycle II, children capability in reading letter, word, and simple sentence underwent increase of only 20%. Cycle II was necessary to conduct since hearing-impaired child did not undergo significant increase, it means that child is still necessary to practice or drill again. At cycle III, the two hearing-impaired children researched underwent increase. This was seen from

indicator of communicating capability undergoing increase at cycle III. This means that communicating capability of the two hearing-impaired children increased.

Research Data Analysis

This research is said to be successful if there is an increase in the communicating capability of hearing-impaired child from the preliminary research result. Based on data analysis result at cycle I with increase percentage of 10%. This analysis result is assessed as not yet optimal, thus action at cycle II needs to continue.

Data analysis result of cycle II obtains increase of 20%. It means that hearing-impaired child's communicating capability of hearing-impaired child is not yet optimal, Based on analysis result of cycle II, it was necessary to do action of cycle II. The result is analyzed at cycle III thus it obtains increase of 80%, it means that there occurs communicating capability increase from cycle I, cycle II and cycle III of 50%. Based on percentage result of cycle III, teacher and researcher decide to discontinue this research due to the increase having been commensurate with target expected.

CONCLUSION

Conclusion

Based on data analysis result on the preliminary research, there is increase of the communicating on two hearing-impaired children researched at cycle I it obtains percentage result of 10%, at cycle II of 20%, and at cycle III of 80%. Based on that analysis result data, it is said that percentage from preliminary research from cycle I, to cycle II and cycle III undergoes the increase.

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