



## The Application Language Ability Development on 3-5 Year Children with Hearing Dissability

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### Abstract

Descriptive Study of the Application of Deaf Children Language Development in TLO (Taman Latihan dan Observasi) Class in Semarang State Special School. Faculty of Education. Semarang State University. Indonesia. The Application of deaf children language ability development is a teaching-learning activity focusing on deaf children language acquisition through approaches, methods and media adapted to the children condition and needs. The research aims to 1) describe deaf children language development, 2) explain the application of deaf children language ability development in TLO (Taman Latihan dan Observasi) class in Semarang State Special School, 3) explain push-pull factors of the application of deaf children language ability development in TLO (Taman Latihan dan Observasi) class in Semarang State Special School. The research employed a qualitative descriptive method to understand the phenomenon happened by the research subjects, namely the language they possess, and push-pull factors of deaf children language ability. The subjects of the research are deaf students at the age of 3-5 in the TLO class of Semarang State Special School. The data of the research were collected by observation, interview, and documentation. They were analyzed by data reduction, data presentation, verification, and conclusion. The results show that most of all deaf children in TLO class were cried at post delivery as normal do. The fact that they have no stimulation response is a symptom their parents observe. Therefore, the push-pull factor here is the active role of the parents. Hence, there are three conclusions according to the research, namely the cry of deaf children at post delivery as normal do, heart to heart approach done by teachers and the active role of the parents in deaf language development. It is suggested that the teachers are expected to be more creative to conduct teaching activity. In addition, the community support is needed while government and education department formulate learning curriculum for special need children. As for the writer, the research is expected to analyze lesson plan.

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## INTRODUCTION

Independence is one that must be owned life skills of adults and is one of their developmental tasks. However independence will not appear on its own without the guidance and good conditioning from childhood. Fostering independence in early childhood is important for adults who are close to the child. Children need adults to help assess the limits of shame and doubt so that they become independent. Foster self-reliance is the responsibility of parents/families, teachers/school, and community (Yaswinda, 2013).

Independence early childhood in contrast to the independence teenagers or adults. If the definition of independence for adolescents and adults is the ability to take responsibility for what is done without burdening others while for early childhood are the capabilities that are tailored to the task of development. According to Erikson, independence/autonomy is also one of the important developmental tasks for young children because it is the foundation for the tread subsequent developmental tasks.

Independence is very important to support the ability of children, one of which is also associated with the development of language. Children language ability is developed as in line with curiosity and high enthusiastic gesture so that they will ask a question for the language ability. It is increased by their activity intensity with their peers. Children have an increasing interest in written language aspects. They are happy to learn interesting words. Therefore, they usually try to write the words they find. They are happy to write their own names and certain words related to something meaningful for them.

On the contrary, special need children, as for deaf children, are difficult to recognize language due to the impairment affecting on their development and growth. Deaf children have unique and special things to know, learn and examine. Those things include numerous aspects and each deaf child has specific unique and special things.

The education expert for the deaf, Ling (1976) stated that hearing impairment gives obstacles to language development. They affect complex aspects, namely education aspect, socio-emotional obstacle, intelligence development and personal aspect. It means that hearing impairment has impacts to the deaf children life. Ling confirms it by quoting Meadows (1980) stating that "deprivation happened to the deaf after they were born is not one that related to

hearing loss, it is the deprivation of language".

Reading and writing are natural extensions of language acquisition. Language can be defined as a means to deliver information to heart. Further, it is a means to communicate as well as to deliver insight, idea, concept and feeling. Bunawan and Yuwati (2000) defines language as a medium for people to deliver their insight to others. In addition, it is a medium to identify the deepest feeling to overcome personal problems and explore their world beyond today's vision.

The scholars have been stated language barriers related to language development from time to time. Quigley and Paul 1984 (in Bunawan and Yuwati, 2000) quote language barriers stated by Bloom and Lahey (1978) as, "language is a code which idea about world/environment is represented by a set of symbol that has been agreed to perform communication".

Mylkebust view quoted by Bunawan and Yuwati (2000) related to heard children language acquisition saying that symbol system is received through vision or kinesthetic-tactile or the combination of both of them. Hence, there are three alternatives, namely reading, sign language, and reading the speech. Mylkebust (1963) views reading the speech as a the most proper choice.

If reading speech is taught as a basis to develop inner language, then deaf children will learn to understand speech through this medium. In addition, reading speech is an element or basis of the inner language system. Therefore, deaf children language will consist of words seen on lip movement and color as the replacment of sound in the form of vocal, consonant, or intonation. The first requirement is the experience or situation with the parents. Massive language input is needed before the deaf children are expected to express themselves through speaking.

Language learning aspects according to Suparno (2001: 17) is paying attention. In this context, is a process of observing a thing well through sensing, concentration, and paying attention to an object (lesson). Speaking skill should be paid a serious attention by teachers. The efforts to develop speaking ability should be started by training to listen, breath and be accustomed to speaking organs. Reading in preparatory class can be done as early as possible, starting from matching picture to picture, or shape to shape. This approach is often called identification training which aims to know lettering. Writing is started by hand and finger movement skills. The goal to achieve is that the deaf children should be able to write well and to be better than the normal one. Writing skill for them is an important asset

to communicate, especially for those who have less verbal communication ability.

The research aims to 1) describe deaf children language development, 2) explain the application of deaf children language ability development in TLO (Taman Latihan dan Observasi) class in Semarang State Special School, 3) explain push-pull factors of the application of deaf children language ability development in TLO (Taman Latihan dan Observasi) class in Semarang State Special School.

## RESEARCH METHOD

Qualitative method is a research method based on post-positivism philosophy used to investigate natural object condition. In this research method, the researcher is the key instrument. Data source sample is collected through purposive and snowball whereas triangulation is used as data collection technique. The data analysis is inductive/qualitative and the result would rather emphasize on meaning than the generalization (Sugiyono, 2010: 15).

Descriptive qualitative research tries to describe actual symptom and event (Nasution, 1982). In this research, the researcher tried to portrait event as the center of attention which was then described as it was. He employs descriptive due to the fact that the research contains how and why questions related to the application of deaf children language development in TLO class in Semarang State Special Education.

The instruments in this research are observation sheet used to observe deaf children language development and interview sheet collect information related to deaf children language development.

Interview and observation can see the deep process and activity. Information can be obtained from reliable sources, i.e. teachers, parents, therapists or those who know the deaf children well.

The data sources of this research mean the subject where the data can be collected. If the researcher uses questionnaire or interview to collect the data, then the data source is called respondent (those who answer the researcher's questions whether written or oral). If the researcher uses documentation, then the data source is document or note (Arikunto: 172). The data source used according to (Azwar, 2011: 91) are primary data consisting of observation and interview results with research subjects consisting of children, parents, teachers, and therapists and secondary data consisting of books, journals, and

documents supporting the research.

The data collecting process uses as proposed by (Sugiyono, 2009). The researcher employs *immeasurable observation* which does not prepare systematically for the observation due to the uncertain potential event. He performed a deep interview with the teachers, parents, and therapists. He collected various document learning results of the deaf children as well as learning the menu and other data perceived necessary.

Data analysis technique was employed to answer problem formulations. According to Miles and Huberman (Sugiyono, 2009: 249), data analysis can be performed interactively through data reduction, data presentation, and verification or conclusion, whereas according to Spradley (Sugiyono, 2009: 253) stated that data analysis can be performed in series through domain analysis process, taxonomy, componential, and culture theme. The researcher will employ data analysis according to Miles and Huberman composing of, in sequence, data reduction, data presentation and conclusion.

## RESULTS AND DISCUSSION

Language development is started by crying, babbling, yelling, language development before enrolling Special Education, the early disorder symptoms of children language development, how they give an opinion, and communication process between parents and deaf children.

The results of the interview with the parents of TLO class show that nine deaf children cried at post delivery and two others did not. It means that the deaf children have general language development as the normal do, namely crying.

Crying is a baby language as explained by Ostwald and Plantsman (Hurlock, 1978: 179). They stated that "crying is one of the first ways of children to communicate with their wide environment." Through crying, they deliver their needs to the environment to overcome their hunger, sore, fatigue and other bad body conditions. In addition, crying is used by children to make their environment paying attention to them.

The next development is babbling. The results show that six deaf children were able to babble and five children were not. It signifies ability derivation from the next language development. Yelling is the subsequent development which is found that most of the deaf children in TLO class were able to yell and only one deaf child

did not yell. Yelling is one of many ways of deaf children to communicate. In fact, it concludes that deaf children are able to communicate in different ways.

The interview process with the parents shows different results about the deaf children language development before enrolling Special Education. The first result, four deaf children were not able to response conversation. The second, four deaf children were only able to communicate through sign language. The third, three deaf children were able to communicate with one to two words. Sign language usage according to Hurlock (1978: 182) is divided into two kinds, namely, sign language to replace and sign language to complement. Through the sign language, the deaf children try to re-explain words and meanings of what they want to deliver to others.

The analysis above concludes that the deaf children were able to cry at post delivery showing that they have language development as normal do. The next development can be shown to them, namely babbling. However, it is different from the time they start to babble but it is still in the same range of age, namely from delivery moment until one year old.

The derivation happened at the next development. The deaf children were not able to response stimulation given by their parents. It becomes the initial symptoms of a deaf condition known by the parents.

The application of the deaf children language development is started from the curriculum, material arrangement, initial handling after join class, learning process, and children development evaluation. It is an effort to support the deaf children language acquisition formed by the teachers through special teaching-learning approaches, methods, and media. It is adapted to their needs in order to develop their language ability to gain knowledge and become able to communicate with society (Fatimah, 2012).

The interview results show that heart-to-heart conversation is used to socialize with the deaf children to make them feel comfy in the class. Hernawati (2007) explains that the Special Education teachers' task is to transfer the deaf children from pre-lingual to post-lingual through natural conversation. Speaking ability development is a series of effort to give knowledge, skill and attitude to express insight, idea and feeling to children. In addition, Suparno (2001) stated that language skill consisting of paying attention skill as one of the aspects

plays as a process to observe thing well through sensing, concentration to the object (lesson). The deaf children perform paying attention skill through visual. The preparatory class students may perform paying attention aspects by reading speaking training and audit training.

Further, Nugroho (2004) stated that speaking development has various materials, namely phonologic (segmental and suprasegmental phonemes), morphological (base word, derivative, repetitive word and compound word), syntax (affirmative, imperative, and interrogative sentences), and systematic materials.

Language acquisition process for the deaf children at school has been undertaken through special services emphasizing on a conversation between deaf children and their parents by paying attention to stimulation might be given. Conversation is the key to the deaf children language acquisition.

According to the interview with TLO class teacher, it is found that the curriculum used in the classroom is custom curriculum adopted from Early Childhood Curriculum and fitted to the deaf children. It is customized due to the absence of deaf children curriculum by the government. It is flexible fitted to the needs of them during the lesson. The material arrangement is fitted to the defined theme adopted to the general curriculum. However, the materials of the class are obtained from the students and linked with the previous theme. Such adopted curriculum is again fitted to the development levels of the deaf children at TLO class.

Bringing the deaf children own things or toys is one of the materials used in the class aiming to have them easily understood by the students as well as to enrich vocabularies. In addition, the materials are fitted to general lesson plan created by the teachers to achieve lesson goals. One of the most substantial language learning thing for the deaf children at the school is speaking. Through classroom learning, the teachers will be able to introduce various new words every day. It is hoped that the students will be able to understand their meaning and to practice them using repetition technique during the lesson.

Another aspect developed in language ability is paying attention where the students pay attention or observe the materials from the teachers. Reading and writing aspects are also developed by teaching the students to read new words. This approach is often called as identifying training by knowing the letter. The next aspect is writing new words followed by the picture in the students' sheet to make them remember and



understand those new words.

The goals to achieve in writing learning is that the students are able to write well or better than normal do. Writing learning for the deaf students is one of many important assets to communicate, especially for the deaf children who tend to have less verbal communication.

The teachers at TLO class hold an evaluation per six weeks in a form of learning results. They describe every aspect of the students development. They also employ portfolio as one of the scoring form of learning result and student works. The pull-push factors also play a big role in the application of the deaf children language development in TLO class. Based on the interview, the pull factors are the active role performed by the parents. They play a role as the teacher partner in their home to teach their deaf children. In addition, hearing aids and the hearing ability leftover also play as two pull factors for to develop the deaf children language. Those factors based on the interview with the therapists saying that the pull factors to develop the deaf children language are the parents' teamwork, the willingness of the deaf children to follow the command, good body condition and the time accuracy in learning activity.

The application of the deaf children language development also has various push factors. They consist of some conditions, namely the deaf children who are difficult to be parted with their parents during the lesson, slow ability to understand the materials, the inability to understand the teachers' instruction, the absence of teamwork between the parents and the teachers. The usual duration of the learning process at school for the deaf children is three hours per day. The parents play a pivotal role to train the language ability of their deaf children. However, most of the parents of the deaf have obstacles to communicating with theirs. According to Hong, Turnbull (2013), the parents of the deaf are difficult to communicate with their deaf children due to the different communication method, namely communication obstacles, the lack of time to communicate, the characteristics of the family members, communication barriers, the deaf children mood, and bad body condition.

## CONCLUSION

The research concludes that the initial development of the deaf children language is

crying. It is their first way to communicate to the wide environment. It has happened to most of all deaf children in TLO class which were crying at post delivery. The deaf children were not able to response stimulation given by their parents, either calling or playing. It becomes the initial symptoms of a deaf condition known by the parents. The application of the deaf children language development given is started from the habituation of direct communication to the deaf children from the heart to heart. Such habitations are greeting, introducing the activity to know their names, their friends' name, their teachers' name and all things taught by their teachers. The curriculum employs the general Early Childhood Curriculum fitted to the deaf children condition. Such curriculum is customized due to the absence of proper curriculum for the government. The pull factors of this application are the active role of the parents as the teachers' partner, the usage of hearing aids and the hearing ability leftover of the deaf children. The push factors are the inability of the deaf children to be parted with their parents during the lesson, slow ability to understand the materials, the inability to understand the teachers' instruction and the absence of teamwork between the parents and the teachers.

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