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READING AND WRITING APPROACH FOR CHILDREN WITH HEARING IMPAIRMENT

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Abstract - Reading and writing skills is coverage of more complex language skills of listening and speaking skills. We need the best approach in developing the literacy skills of children with hearing impairment. In some studies that focus on accuracy syntax hearing impaired children, it was found that they tend to use many of the same phrases over and over again in simple sentences, a little more complex sentences, and make lots of small mistakes in the use of sentence structure, word number, the use of pronouns and said pointer, and so on. This paper discusses several options approach in teaching reading and writing skills of deaf children, namely (1) conversations from heart to heart (perdati), (2) read ideovisual (percami), (3) read receptive, (4) the exercise of reflective, and (5) conversation or conversations linguistic grammar or also called reflective conversation grammar.

I. INTRODUCTION

For this year's International Symposium on Space Terahertz Technology, the organizing committee has decided to request extended abstracts from potential presenters that can be published as part of the conference proceedings in place of final papers submitted after the conference. This will allow a much more timely publication of the conference proceedings, and should make it easier for preliminary work presented at the conference to be completed and submitted to refereed journals as full publications following the conference. Deaf children's most perceived problem is in hearing, speaking and experiencing obstacles in language acquisition. Hearing is a very important sense for humans. Through hearing, the sounds or sounds in the environment can be detected and processed by the auditory organs. The result of the subsequent hearing process can determine the reaction to be given to the sound or sound. In terms of obtaining information and in communicating, deaf children prefer and optimize the ability that is visual rather than audibility as a basis for developing literacy skills (Permanarian, 1995). The main literature relates to the language and how it is used. The concept of literacy of children with hearing impairment here is the development of reading and writing skills obtained by children with hearing impairment. Reading and writing skills are a more complex range of language skills than listening and speaking skills. Therefore, it is necessary to have a proper approach in developing children's hearing impaired reading and writing skills. In terms of literacy, there is considerable evidence that hearing impaired children have difficulty in perception and express themselves in writing. In several studies focusing on the syntactic accuracy of deaf children, it was found that they tend to use many of the same phrases repeatedly in simple sentences, fewer compound sentences, and they make many small errors in the use of sentence structures, word numbers, use of pronouns and pointers, and so

on. However, the ability to read and write children with hearing impairment has its own characteristics and characteristics so that it is different from the normal children's reading and writing skills. However, as a recommendation, especially to the parents and teachers, that children with hearing impairment need to be familiarized to use literacy properly and correctly. This is very influential in optimizing the development of the language of children with hearing impaired thoroughly in everyday life.

II. RESULT AND DISCUSSION

Much of the research done over the past 30 years shows that the reading ability of a deaf child is several years under his / her peers / class and that his written language often contains non-standard syntax and limited vocabulary.

There is clear evidence that based on a standard reading achievement test, the hearing of children with hearing impairment is under the norms of hearing children, although some of them get a normal score for their age and grade. A number of studies have been conducted over the years by the Center for Assessment and Demographic Studies at Gallaudet University in Washington DC. Among these were research conducted by Gentile (1973), which tested over 16,000 deaf students with the Stanford Achievement Test. He found that by the age of six his score was equivalent to grade 1.6, rising steadily to become equivalent to grade 4.4 at age 19; increment of only 2.8 classes for 13 years. A similar finding was reported in England by Conrad, that the mean reading age of children with hearing-impaired primary education is 9 years 4 months, ranging from 10 years 4 months for the hearing impaired to 8 years 3 months for very severe deaf. Data from Australia are similar. It was found that 66% of a sample of 11-year-old students with hearing impairment in eastern Australian states showed more than 4 years of age under their calendar age according to Ashman &

Elkins. In New Zealand, Vanden Berg found that of all SLB students for the hearing impaired by the age of 14, no one reached reading age over 11 years (Hendrianti, 2015). The data above shows that children with hearing impairment have difficulty in reading and that they are getting left behind by peers who can hear in higher classes where reading material is more complex. However, Moores (1987) put forward another explanation for the results of the study. Most of the research was cross-sectional, did not follow the same student progress and tested it every year, so it is likely that different degrees of disability in different years will affect the results of that test, and that the transfer of more capable students to regular schools causes students this is not covered in the survey so that the test results at a higher age average score decreases. One study by Allen addressed this problem by looking at data from Stanford Achievement Test results on Hearing Impaired populations in 1974 and 1983. Scores were available from 8 to 18 years of age, and he found that from 1974 to 1983 scores read samples The deaf increase every year. Walker and Rickards 1992 in Victoria, Australia, have also obtained data showing that certain hearing-impaired children are better off on standard reading achievement tests than previously reported. The continuous increase in the reading scores of children with hearing impairment may be due to better teaching methods of reading. This argument is supported by Ewoldt (1981) who found that the processes used by deaf children in reading were similar to those used by hearing children, and that when read they were examined using appropriate techniques they were able to understand more of what they read (Ibrahim, 2013).

A. The development of children with hearing impairment

In terms of written language, there is also considerable evidence that a deaf child has difficulty expressing himself in writing. In some studies focusing on the syntactic accuracy of English written deaf children, it was found that they tend to use the same phrases repeatedly in simple sentences, fewer compound sentences, and they make many small errors in the use of tenses, number words, use pronouns and pointers, etc. By the age of 12, they tend to master simple sentences, but when they try to write more complex sentences, small errors reappear. However, there has been no report on the level of readability of children's hearing impaired writing, but if deviations in syntax are ignored, the written language of most children with hearing impairment is easily understood, so the use of written language (which they often use to interact with hearing people) can usually enable them to function quite well in everyday life. According to Hernawati, in a journal JASSI_anakku Volume 7 No. 1 June 2007 pp. 101-110, in terms of written language, there is also considerable evidence that hearing impaired children

have difficulty expressing themselves in writing. In some studies focusing on the syntactic accuracy of English written deaf children, it was found that they tend to use the same phrases repeatedly in simple sentences, fewer compound sentences, and they make many small errors in the use of tenses, number words, use pronouns and pointers, etc. According to Purbaningrum on a Journal of Assessment and Intervention of Children with Special Needs (JASSI_AnakKu) - ISSN 1412-9337, it is mentioned that the ability to write high-grade deaf students (class V-VI) is very low. The development of the ability to fabricate it is still at the stage of composing the beginning and the usual material given to the class V deaf students include: (1) writing / composing sentences based on drawing, (2) writing / composing paragraphs based on available material, the structure of the reading format, and drawing series; and (3) write spontaneous description of concrete objects with teacher guidance. It should also be noted that there are a number of people with hearing impairment, including heavily deaf people, who can achieve normal levels of reading and writing.

B. Approaches to develop language skills

In language learning for children with hearing impairment, there are several approaches, namely: (1) the first approach holds that for deaf children needed special procedures and techniques to overcome the obstacles that exist in their language acquisition process. This approach is known as the constructive or formal flow, (2) The second approach, holding that as far as possible should be used processes as occurs in the process of normal child language proficiency. This approach is known as natural or informal flow.

Conflict / Constructive Method

This method can be likened to the method of teaching a foreign language or a second language to a person. The characteristics of constructive methods are:

- a. Language learning begins with the teacher and is almost entirely mastered by the teacher.
- b. The emphasis of language learning lies in the mastery of structure and grammar.
- c. Sentence patterns are trained to deaf children gradually starting from a complex easy sentence. Thus, after a certain sentence pattern, the deaf child is able to compose new sentences and then master the language both receptive and expressive.

This constructive method is also called grammatical, structural, or formal methods. One example of the use of constructive methods in language learning is proposed by Edith Fitzgerald, who teaches the language using a pattern called "Fitzgerald Key".

Natural Flow

Language learning based on natural flow is accomplished by following the way in which the child hears starting to learn the language. This natural flow is known as the okational method, that is how to

teach a language without a program but by creating a conversation based on the warm situation that is being experienced by the child. This method relies on the ability to imitate the child, so this method is also called imitative methods. The characteristics of natural flow, are:

- a. Use daily discussions that are commonly used in conversation.
- b. Use every opportunity to speak a reasonable language.
- c. Start from the child's experience.
- d. Give a penekana on reading lessons.
- e. Not simplifying dealing with grammatical difficulties.
- f. Rely on impulse imitation / imitation.

The principle of the okational method is: "What are you experiencing, say this." In accordance with that principle, the teacher who applies this method teaches the child based on the things he is experiencing by having an oral or written conversation, with a finger alphabet, or oral-aural.

The procedures commonly used in structural approaches are mimicry, drainage, and exercise / tubian activities, but psycholinguistic research has proved that it has little role in normal language acquisition. In the process of mastering the language of the child is an active actor, because the activities of language is a creative process and not an imitation, it is useless to teach children deaf how to compose a sentence before they have a language (Lenneberg, 1967). Likewise Van Uden experienced that the natural approach was much better than the structural approach, but Van Uden considered that the method could still be perfected based on psycholinguistic findings. Therefore, Van Uden developed a method which besides emphasizing the conversation, also prioritizes the discovery of the language form by the children themselves and not the teaching through analysis. The method is known as the conversational method, or the Reflective Maternal Method (MMR), which is a method that combines the best aspects of natural methods and structural.

C. Approaches to increase reading and writing skills

There are several approaches in reading learning for deaf children consisting of early reading learning is called Reading Ideovisual and reading further or known comprehension with Receptive Reading.

Reading Ideovisual

Reading ideovisual can be interpreted as a mind reading activity or ideas or ideas that have been poured in the form of writing or graphics, so that can be captured visually. In ideovisual reading activities, there is no demand for children to read letters, words or sentences, but only required to understand the contents of the writing globally. Because the content of the writing is the content of his own mind, then the child does not have trouble to say back the contents

of his mind with or while reading writing. Children guess the content of writing based on the understanding that is in his mind. With his intuition, He likened it to the understanding of the direct appreciation he had uttered in the conversation. Thus, in this ideovisual reading stage, children are trained to understand intuitive global reading. Through ideovisual reading, children do not learn to understand the contents of global reading intuitively, but also at the same time know the global writing globally, in the sense not to analyze letters but to know the words, groups or sentences whose meaning is globally intuitive. The ideovisual reading material is a simple reading of the child's own experiences, compiled by the teacher on the basis of pure or free outreach, or the visualization of the conversation. The visualization of a conversation is a conversation poured in written form. The reading is a deposit for the child, namely the wealth of written treasury wealth that is also expected to be stored in the storehouse of child memory. With each reading activity, it is expected that the deposit of children containing the daily conversation vocabulary will increase in number. Selected readings are collected as a weighted reading at the end of each semester. The readings are transitional readings or preparatory steps toward a higher stage, ie the reading comprehension stage. Transitional reading material can also be taken from deposits in other classes whose developmental level is more or less the same. It can also be a letter from parents to teachers, etc. However this transitional reading is not given to TKLB and low base classes (D1 & D2), or beginner groups. The learning of ideovisual reading is characterized by two principal activities, namely: First, direct identification, which is the activity of the child linking / equating the verbally expressed answer with the inscribed symbol in the text of the day's reading. Second, indirect identification, the activity of the child gives answers to the reading questions in words that mean the same as words, word groups, or sentences in reading Principles in the implementation of ideovisual reading is the teacher should not forget the conversation with the child and seeks intercultural conversation child. Because of that principle, ideovisual reading is called ideovisual reading (percami). The learning steps of percami are:

- a. The teacher guides the child to read sentences by phrasing the phrases.
- b. The teacher speaks the content with some key questions.
- c. The nouns, groups of words or alimats should be treated with identification games.
- d. Adjectives, adverbs and time statements should be processed using contrasting principles.
- e. After completing the reading process or after the child understands the intuitive global reading content, the teacher proceeds with reflection exercises on one of the linguistic aspects (discussed in grammar learning).

In TKLB and Low Grade classes, one of the reflection exercises is given is to know the writing, and not to know the letters (familiarize children see the symbol of writing) through:

- a. The practice of identification of the object with its writing from the things that have been spoken in the course.
- b. Draw the talking object, and write down the name underneath it
- c. Fine formal motor training (dibuku or dipapan tulis) with writing preparation materials.

Reading Receptive

Receptive reading is the stage of reading comprehension or actual reading with reflective maternal methods. Receptive reading is a continuation of ideovisual reading. Receptive reading has the purpose of absorbing or understanding the content of the reading. The receptive term suggests that the child (the reader) receives new ideas or experiences by permeating the content of the reading. The content of the receptive reading generally narrates the experiences of others and may have never been experienced by children. In receptive reading activities, the child is mentored so that the child can finally understand the content of the reading without the help of others. The receptive reading phases are:

- a. Read receptive vocabulary stages. At this stage the child knows almost all the words in the text, so it has a sufficient basis to guess the contents of the reading. The reading material still concerns a situation well known to the child or that is easy and can be shown through a few pictures, although the experience given is still new to the child.
- b. Read receptive structural stages or grammar stage. In this stage the role of sentence structure is increasingly important for reading comprehension. The child understands a passage not only through his vocabulary, but also through the structure of the

language. For example how the change of the form of the word (change of form like me, you - you), then also began to be introduced figurative meanings, satire, proverb, and so on.

CONCLUSIONS

The dominant aspect in developing the literacy ability of children with hearing impairment is through a language teaching approach that emphasizes the characteristics and learning styles of children with hearing impairment. Literacy in this case is the reading and writing skills of children who are deaf that will support the achievement of learning targets. There are several choices of approaches in teaching children's hearing impaired reading-writing skills, namely (1) conversation from heart to heart (perdati), (2) ideovisual reading (percami), (3) receptive reading, (4) reflective exercise, and (5)) linguistic conversations or grammatical conversations or also called reflective grammar conversations.

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