



Analysis of Learning Media Needs for Vocabulary for Deaf Children in Special Schools

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Abstract

The purpose of this study was to determine the analysis of learning media needs for the vocabulary of deaf children in special schools. This research was conducted at the special Anugerah school in the city of Karanganyar. The subject of this research is the classroom teacher. The research method used in this research is qualitative. The data analysis technique used consisted of three flow of activities that occurred simultaneously, namely: data reduction, data presentation, and conclusion drawing (Miles & Huberman). The results of this study are the need for vocabulary learning media in need of game-based vocabulary learning media, because the resulting learning media can help students' difficulties in learning vocabulary.

Keywords: *Learning Media; Vocabulary; Deaf Children*

I. Introduction

The implementation of special education has been determined by the government in the law, namely Article 32 paragraph 1 in the National Education System Law no. 20 of 2003, special education is the education of students who have difficulty in participating in the learning process due to physical, emotional, mental, social disorders, and/or have the potential for special intelligence and talent. In Indonesia, schools that provide special education are called special schools. Special education is a branch of education that provides educational services for children with special needs and people with disabilities (Suherman, 2012).

Children with special needs consist of various types of disabilities, one of which is deaf children. Deaf children experience barriers to speech and language processes caused by hearing disorders. As a result of the delay in speech and language development, deaf children will experience delays and difficulties in communication (Haenudin, 2013).

Classification of deaf children using an audiometer is divided into 4 stages according to the level of hearing loss and adjustment to service needs. Grade I hearing loss of approximately 35-45 dB requires hearing aid and special training, Grade II hearing loss of approximately 55-69 dB requiring school placement and special speech training, Grade III hearing loss of 70-89 dB requiring language training and special education services, and level IV hearing loss of 90 db and above requires special educational services (Haenudin, 2013).

Language is used to express one's intentions, ideas, ideas or desires to others. A person can communicate well if it is supported by good language skills. A person who experiences hearing loss which includes all gradations of light, moderate and very severe, which can be grouped into two groups, namely

hearing loss and deafness, which causes disruption of the process of obtaining information or language as a means of communication (Atmaja, 2018).

Language skills are basically owned by every human being. To develop the language, you already have, you need methods and media. Through language children can obtain various information, as character formation, improve children's thinking processes and so on, Vygotsky in Mulyasa (2012). Play is important in early childhood education. Schools can be used as a vehicle for language learning. Through playing while learning can increase children's vocabulary (Sudarna, 2014).

The communication process requires good vocabulary and language skills so that the message conveyed can be well received. Mastery of a person's vocabulary is very influential on the ability to communicate. The vocabulary possessed by children is increasing according to their knowledge or intellectual level. The vocabulary mastery ability of children with special needs is generally less than normal children. The ability to master the vocabulary of deaf children is limited, resulting in reduced ability in vocabulary (Nisa, 2021).

Educational games are digital games that can provide opportunities to play through a simulated environment and can be an integral part of learning and intellectual development. Educational games help children to motivate learning so that children don't get bored easily in the learning process at school.

Learning media are all forms and means of conveying information that are made or used in accordance with learning theory, can be used for learning purposes in channeling messages, stimulating thoughts, feelings, attention, and willingness of students so that they can encourage a deliberate, purposeful, and controlled learning process. (Suryani et al, 2018).

Based on the description above, the purpose of this study is to determine the Analysis of Learning Media Needs for the Vocabulary of Deaf Children in Special Schools.

II. Methodology

This research is a type of qualitative research. Qualitative research is data in the form of words, sentences, gestures, facial expressions, charts, pictures and photos (Sugiyono, 2010). This research was conducted at the Anuegrah special school in the city of Karanganyar. The subjects in this study were classroom teachers. The data collection techniques in this study were observation and interviews, a questionnaire containing a list of questions by providing a checklist.

The data analysis technique is a systematic process of collecting data to make it easier to obtain conclusions. The data analysis technique used consisted of three flow of activities that occurred simultaneously, namely: data reduction, data presentation, and conclusion drawing (Miles & Huberman). Data analysis techniques used in qualitative research include the results of interviews with teachers, data reduction, collecting information obtained from observations of children at school, presenting data in a narrative manner from the data that has been obtained, and drawing conclusions. From the results of data analysis, conclusions can then be drawn.

III. Result and Discussion

Based on the results of interviews, documentation and questionnaires conducted by researchers on special school teachers, learning media in special schools is explained as follows:

1. Vocabulary Learning in Special Schools

The results of interviews from teachers stated that educational games have not been used in schools. Learning at school still uses print media or worksheets, or flash cards. Deaf children at primary school level

have difficulty speaking in the aspect of pronouncing words, the results of a special program have been obtained to train speaking skills in the aspect of pronouncing words which are carried out once a week before starting the learning process.

This exercise is carried out by each class teacher using the material names of animate and inanimate objects in the surrounding environment using simple learning media. There are children who still have difficulty speaking in the aspect of pronouncing words clearly and cannot be understood, especially on vowels in certain positions, deaf children are still difficult to distinguish and cannot be heard. With these conditions, it is necessary not to hear. With these conditions, it is necessary to have an appropriate speaking skill in order to improve aspects of pronouncing vocabulary in deaf children.

2. Vocabulary of Deaf Children

Learning objects in deaf children at the elementary school level, the results show that the vocabulary mastery of deaf children is still low. This is indicated by the results of a questionnaire to the classroom teacher that children often forget the names of objects around them, deaf children have difficulty in recalling the vocabulary of objects that have been taught, deaf children are passive and less enthusiastic in participating in learning about the introduction of objects around them. . With at least children who have mastered vocabulary, it can be concluded that the vocabulary mastered by deaf children in elementary school still needs to be improved.

3. Learning Media

The learning media used in schools still use printed books, worksheets, flash cards. The limitations of learning media in the form of educational games for children's vocabulary learning at school. Schools have adequate human resources, namely teachers who are relatively young and able to operate computers. Activities related to children's language skills have been carried out but the media used is still limited. In the use of learning media is still less diverse. So that it does not attract the attention of children because there is less variety of media used. This can be the cause of the child's little mastery of vocabulary and still needs to be improved. Learning media in the form of educational games can make it easier for deaf children to learn vocabulary. By using educational games, children can play learning sauce. The following is a chart of the use of learning media to learn vocabulary for deaf children.

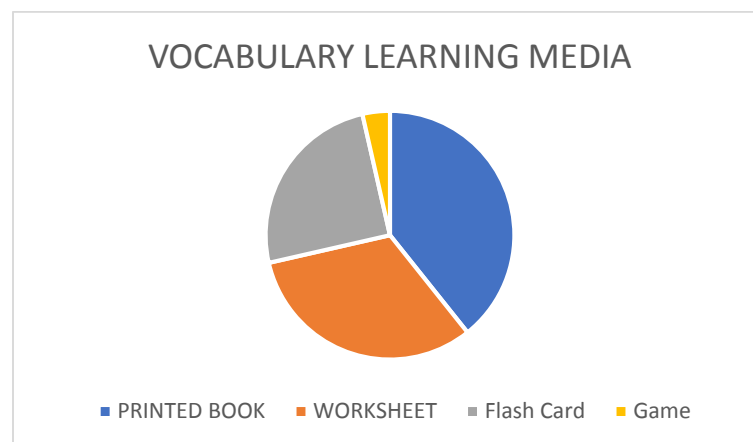


Figure 3.1 Use of Learning Media

Conclusion

Based on the results of the studies and discussions described above, it can be concluded that the need for vocabulary learning media requires game-based vocabulary learning media, because the resulting learning media can help students' difficulties in learning vocabulary. Game-based word-building learning is a medium that contains interesting pictures to stimulate the brain so that it can remember through pictures and guide students in dealing with the pictures.

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