

IDENTIFICATION OF STUDENTS RECEPTIVE LANGUAGE SKILLS WITH HEARING IMPAIRMENTS IN FOLLOWING THE LECTURES

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ABSTRACT

Students with hearing impairment should ideally have an understanding and mastery of the language in following the lectures. The facts are found that there are some difficulties faced by students with hearing impairment and also the lecturers. Moreover, not all students with hearing impairment have sufficient language skills to support the lecturing activity. This study aims to identify students receptive language skills with hearing impairment in following the lectures. The method of this research is descriptive method of analysis. Data collection techniques were conducted through interviews, observation, documentation studies and literature review. The results showed that students receptive language skills with hearing impairment are still not sufficient enough as a provision to obtain lectures at universities. Most students with hearing impairment have less ability to identify people, subjects, objects and place names that surround the campus environment.

Keywords: Receptive language, students with hearing impairment

INTRODUCTION

The attention of Indonesia Government to persons with disabilities is becoming increasingly obvious. This is marked by the passed of Indonesia Republic Law No. 8 year 2016 concerning Persons with Disabilities. In Article 40 of the law, it is affirmed that (1) Government and Regional Government shall organize and/or facilitate education for Persons with Disabilities in every channel, type, and level of education in accordance with their respective authorities. Regulation of Law concerning the Disability implies that universities are required to accept persons with disabilities who wish to continue to higher education and have no choice to refuse.

Furthermore, in Article 42 of law concerning the disability stipulates that every higher education provider is obliged to facilitate the establishment of a Disability Services Unit. The Disability Services Unit has function to improve the competence of educators and education personnel in higher education in handling students with Disabilities; coordinate each work unit in higher education in meeting the special needs of students with disabilities; supervise and evaluate the implementation of appropriate accommodation; provide counseling services to students with Disabilities; conduct early detection for students with disability indications; refer students with disability indications to a doctor, psychologist, or psychiatrist; and provide socialization of understanding of disability and inclusive education system to educators, education personnel, and students.

The birth of Law No. 8 year 2016 concerning Persons with disabilities by Indonesia Government has become the spirit of the birth of Regulation of Minister of Research, Technology and Higher Education No. 46 of 2017, on Special Education and Special Service Education in Higher Education. The regulation product was born to give the opportunity to Higher Education to accept the Students with Special Needs as their students as stated in Article 4 paragraph (3) which stipulates that "Universities can organize certain programs for Special Needs Students".

Furthermore, in Article 9 in this regulation provides signs of togetherness between University and Ministry of Research Technology and Higher Education to ensure the implementation of this regulation with the provision of funds and facilities needed. This is certainly very beneficial for Special Needs Students, because based on the Regulation of Minister of Research, Technology and Higher Education No. 46 Year 2017 this can be interpreted that actually to handle Students with Special Needs in Higher Education is not a burden but based on good intention to carry out government mandate.

Lambung Mangkurat University of Banjarmasin as a campus that supports the policy of inclusive education, has accepted new students in the program of Independent selection (Main 1) program as a form of support for students with special needs who have the desire and ability to continue to higher education. This program is started from the admission period of new students of new academic year 2017/2018. Through this program, Lambung Mangkurat University

receives a number of 9 students with special needs scattered in various study programs in the Faculty of Teacher Training and Education of Lambung Mangkurat University. Of the 9 students, 5 of them were students with a hearing impairments.

Students with hearing impairments are studying at study program of Special Education, Faculty of Teacher Training and Education. Based on initial observations and interviews it was found that students with hearing impairments experienced some difficulty in following the lecturing process. Differences patterns, ways and communication media is one of the factors that hinder the learning and teaching process. Moreover most of the students with hearing impairments have language skills that are not sufficient enough as a provision to obtain lectures at universities.

Indonesian people still use different terms to refer them who have hearing impairments. Some use the term *tunarungu* and some use the term *tuli*. Both terms are still a debate. Therefore, in reference citations the researcher will use both terms to refer to the students with a hearing impairment.

Children with hearing impairments are children who have a disturbance to their auditory organs, resulting in inability to hear, ranging from mild to very severe levels that are classified into deaf and hard of hearing. Hallahan & Kauffman (1991) and Hardman, et al (1990) stated that a deaf person is a person experiencing inability to hear, thus they experience obstacles in processing language information through their hearing with or without the use of hearing aid. While a *hard of hearing person* is a person who usually uses hearing aid, the remaining hearing is sufficient to successfully process the language information, meaning that if a *hard of hearing person* is using hearing aid, he can still catch the conversation through his hearing.

The direct impact of a deaf hearing is the inhibition of verbal communication, either expressively (speaking) or receptively (understanding other people's speech), making them difficult to communicate with the listener's familiar environment using verbal language as a communication tool. The obstacles in communicating resulted in inhibition of education and learning process in children with hearing impairment.

The inhibition of language and speech skill, both receptively and expressively, makes the child with hearing impairment difficulty communicating with the listener's environment, which commonly uses verbal language as a communication medium. Because in the acquisition of a language the child with hearing impairments is not taught words then meaning, but learns to connect between experience and symbols of language acquired through what he sees. After that, the child begins to understand the relationship between the symbol of language with the object or event that happened, and formed the receptive language.

The inhibition of language skills experienced by students with hearing impairment implies their particular need to identify their receptive language skills in order to be developed their language and

speech skills through a various of special services and special facilities to suit their needs. Myklebust (1963) blamed an overemphasis on the expressive function of language in children with hearing impairment before the development of receptive language. Therefore, the researcher is interested in conducting research on the identification of students receptive language skills with hearing impairments that have difficulty in following the lecturing process in the study program of Special Education of Lambung Mangkurat University.

METHOD

This study is a case study using qualitative and quantitative methods in data collection and discussed qualitatively descriptive. Subjects of the study were students with hearing impairment who studying in the study program of Special Education of Lambung Mangkurat University of Banjarmasin as many as 5 students. Method of collecting used quantitative methods which is by distributing questionnaires to 5 students with hearing impairment to identify receptive language skills in following the lectures.

Data collection was also conducted through qualitative methods of observation namely literature review, and field notes. Data collection techniques in this study used several techniques that are a combination of data collection techniques quantitative and qualitative. Data collection techniques were conducted through survey, observation, and literature review.

This research is more qualitative, data is assumed to be homogeneous, meaning that there is only one type of data, so it is not needed sampling method to find representativeness. In qualitative research, the researcher is the main instrument in this research. Other research instruments used in this research are in accordance with data collection techniques that combine quantitative and qualitative collection techniques, as described below:

1. Questionnaires are used as instruments in data collection techniques through surveys. The questionnaires are used to measure the mastery of receptive language of students with hearing impairments that lecture on the study program of Special Education of Lambung Mangkurat University which includes some criteria namely the ability of students with hearing impairments.
2. Observations, tests and field notes are the instruments used in terms of data collection
3. Literature review, the instruments used are notes.

Data in this research consist of quantitative and qualitative data. Quantitative data is data obtained from survey methods to identify the level and type of hearing impairments, identification of students receptive skills with hearing impairments in identifying people (lecturers), identifying subjects (subjects), identifying places, and identifying objects. And identification of difficulties faced by students with hearing impairment in understanding the receptive language skills. Quantitative data processing in this research with includes several steps:

1. Data Editing: is the process of checking and correction of data that has been collected through the distribution of questionnaires to ensure and verify the results of the questionnaire.
2. Data Coding: The process of arranging systematically raw data (contained in questionnaire) into data processing machine.
3. Data Entry: Activity moves data that has been converted into code (data coding) into data processing machine.
4. Data Output: Data output in this research is univariate data, that is 1 variable analysis in the form of tables and graphs.
5. Data Analysis: Data analysis is described descriptively qualitative to explain the phenomena found through output data and to find a way out of the existing problems.

FINDINGS AND DISCUSSION

H. R. Myklebust (1963) stated that the acquisition of language of listening child begins with a shared experience or situation between the baby and his mother and others who means to him in his nearest environment. Child is not taught the words then told the meaning, but through his experience he "learns" to connect between experience and the language symbol obtained by hearing. This process is the development basis of the inner language. Only then, the child begins to understand the relationship between the symbol of language with the object or event that happened, and the child's receptive language is formed. After the "somewhat" receptive language is formed, the child begins to express himself through words as the beginning of expressive language skills. These abilities all evolve through hearing. Only later after the child enters school age, vision plays a role in the development of language, namely through the ability to read (language receptive through hearing) and writing (expressive language through vision).

Then Myklebust (1963) developed a pattern of language acquisition process in children with hearing to children with hearing impairments. According to Myklebust, the symbol system needs to be received by sight or tactile kinesthetic or a combination of them. Thus, there are 3 alternatives, namely: 1) reading writing, 2) cues, or 3) reading speech. Just as children hear, in children with hearing impairments, expressive language skills (talk) can only be prosecuted after the development of receptive language.

Conditions with hearing impairment not only result in a lack of speech capability development, moreover the greatest impact is the limited ability of language (Van Uden, 1977, Meadow, 1980). Leigh (1994: in Bunawan, 2004) stated that the main problem of children with hearing impairment does not lie in not mastering the verbal communication, but the consequences on the development of language skills. The lack of language skills causes them not or less able to understand the symbol and the rules of language. More specifically, they do not know or understand the emblem/code or 'name' that is used to represent the environment objects, event activities, and feelings. Besides, they can hardly understand the language rules or grammar. This situation is mainly experienced by children with hearing impairment who

experience deafness since birth or early childhood (pre-language deaf).

Language is an essential and fundamental ability for human beings. So also in terms of education, with the language skills of children will know and understand the material submitted by others and eventually able to operate. Murriel E. Morley in Danuatmaja Boni (2003) defined language as a term to explain the meanings and thoughts formulated into the linguistic system, as the basis for the transport of mind.

Indicators of language development include receptive function that is the ability of children to recognize and react to a person, to the occurrence of the surrounding environment, to understand the purpose of mimic and sound and finally words and expressive function that is the ability of children to express his desires and thoughts. This expressive function is influenced by the receptive function and is a more complex capability because children begin with preverbal communication, followed by communication with facial expressions, body movements, and ultimately using words or verbal communication (Pusponegoro, 1997).

The following table summarizes the receptive language development in children hearing starting from the newborn to the age of 3 years.

Table. 1 Summary of Receptive Language Development in Children Hearing

Age	Receptive Language Development
0-7 months	Understanding his own name → Responding his own name
	Responding to the source of voice by turning or looking at person's eyes who spoke to him
	Responding appropriately to the tone of a friendly voice with an angry person → crying / afraid to hear angry tone of voice
8-12 months	Knowing the names of some objects that are familiar to them
	Following simple instructions like, "Find the ball!" "Give me the ball!"
	Understanding the words no and stop
	Beginning to understand simple questions like "Where is the ball?"
	Beginning to understand a few names of body parts
	Understanding one-step instructions
19-24 months	Knowing the name of body parts if it is mentioned
	Being able to designate the names of objects/animals in the picture if it is mentioned
	Being able to use at least 2 prepositions, usually below, above, inside
25-36	Being able to follow two-step instructions
	Knowing the concept of size: large and small

months	
	Following the three-steps instruction at once
	Understanding the concept below, above, within (at least three prepositions)
	Understanding question words who, where, what is being done
	Understanding the concept of gender: male and female

Referring to the above table, then there is also the receptive language skills of students with hearing impairments in following the lectures include the ability to identify the names of subject lecturers who followed, the ability to identify.

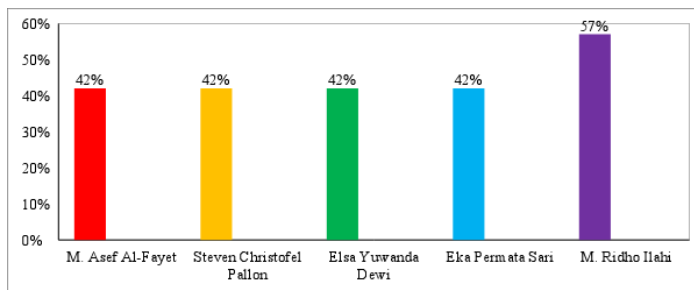
The names of subject followed, the ability to identify names of objects or things in the room, and the ability to identify names of places in the campus environment.

Student Ability with Hearing impairments in Identifying Persons

Identification of students receptive language skills with hearing impairments in following the lectures includes the ability of students with hearing impairments in identifying people. The meaning of ability to identify people is able to know the name of lecturers who followed in the first semester of the academic year 2017/2018. The lecturers are 7 people according to the number of subjects available in the first semester of the academic year 2017/2018.

Based on the questionnaires distributed, then data was obtained as the following graph:

Figure 1. Results of Identification of Student Ability with Hearing impairments in Identifying Persons



Based on the results of questionnaire, it is known that students with hearing impairments have not known all the names of lecturers who followed in the first semester of academic year 2017/2018. Most students with hearing impairment are only able to know 3 names of lecturers only (42%) of 7 lecturers' names should be known.

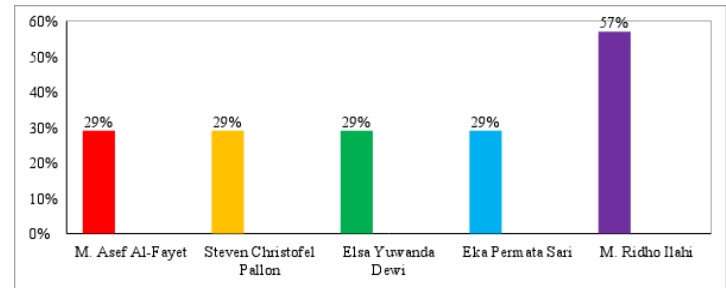
Students Ability with Hearing impairments in Identifying Subjects

Identification of students receptive language skills with hearing impairments in following the lectures includes the ability of students with hearing impairments in identifying subject. As for the ability to identify subject is able to know the name of subjects that followed in the first semester of academic year 2017/2018. The number of sub-

jects available in the first semester of academic year 2017/2018 is 7 subjects.

Based on the questionnaires distributed, then the data was obtained as the following graph:

Figure 2. Result of Identification of Student Ability with Hearing impairments in Identifying Subject



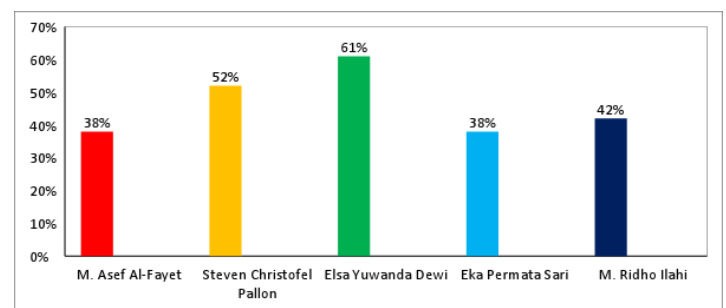
Based on the results of questionnaire, it is known that students with hearing impairments have not known all the names of subjects that followed in the first semester of academic year 2017/2018. Most of the students with hearing impairments are only able to know 2 names (29%) of 7 names of subjects that should be known.

Student Ability with Hearing Impairments in Identifying Objects

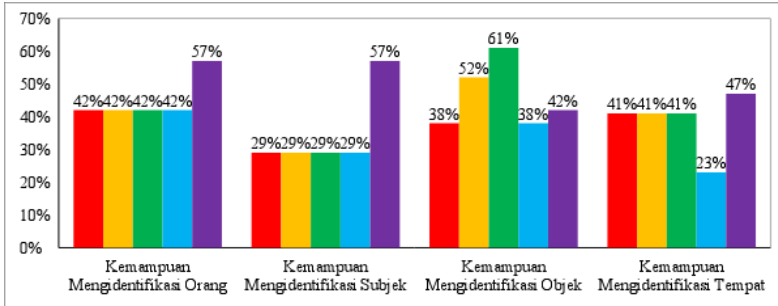
Identification of students receptive language skills with hearing impairment in following the lectures is seen from the ability of students with hearing impairments in identifying objects. As for the ability to identify the objects that are able to know the names of objects in the room. The room in question is not a lecture classroom because there are fewer objects available for identification so that the room identified is the PLB Laboratory room, where there are many objects that can be identified by the student with a hearing impairment. In the laboratory room there are 21 objects.

Based on the questionnaires distributed, then the data was obtained as the following graph:

Figure 3. Results of Identification of Student Ability with Hearing impairment in Identifying Objects



Based on the results of questionnaire, it is known that stu-



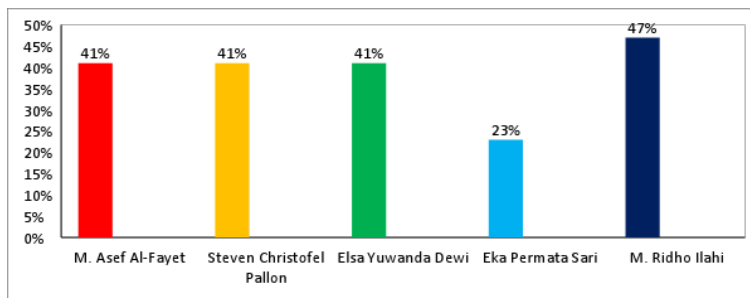
dents with hearing impairment have not much to know the names of objects in the room of PLB Laboratory. This, of course, is influenced by how much vocabulary the students with hearing impairments have in identifying objects. Among the students with the least hearing impairment are able to know only 8 objects (38%) of 21 objects that should be known. Meanwhile, students with the most hearing impairment are able to know 13 objects (61%) of the 21 objects that should be known.

Student Ability with Hearing Impairments in Identifying Places

Identification of students receptive language skills with hearing impairments in following the lectures is seen from the ability of students with hearing impairments in identifying the places. As for what is meant by the ability to identify a place that is able to know the names of places that exist in the environment of Faculty of Teacher Training and Education (FKIP). At least there are 17 names of places.

Based on the questionnaires distributed, then data was obtained as the following graph:

Figure 4. Results of Identification of Student Ability with Hearing Impairments in Identifying Places



Based on the results of questionnaire, it is known that students with hearing impairments have not much to know the names of places around the campus environment. Among the students with the least hearing impairment are able to know only 4 names of places (23%) of 17 names of places that should be known. Meanwhile, students with the most hearing impairments are able to know 8 objects (47%) of 17 names of places that should be known.

The inhibition of language skills experienced by students with hearing impairments implies their particular need to develop language skills by specialized methods through a variety of specialized

services and special facilities to suit their needs. The students receptive language skills with hearing impairments are influenced by the communication medium and the contribution of nearby environments.

In following the lectures, there are several things that can be done to develop students receptive language skills with hearing impairments, they are:

1. From the beginning of the lecture, campus orientation should be exclusively or special for students with special needs in this case students with hearing impairments. They need to be introduced specifically to identify the name of lecturer, the name of subject, the name of classroom, the name of friend, the names of places around the campus in the form of faculty plan, the object names around the campus, etc.
2. lecturers and their students with a hearing impairments should use a name tag or identity card to facilitate them to know the people in the classroom lectures.
3. Students with hearing impairments need a language class specifically to support their language skills required to follow the lectures.
4. Lecturers and student counselors with hearing impairments should use a combination of the three communication media namely sign language, reading utterances and writings so that students with hearing impairments can understand what they see and what they "hear".
5. When the lecturer gives lectures, sign language should be used as the first language and language of instruction, then use speech or verbal language and writing as a second language. The use of sign language can be accommodated by a sign language translator whose attendance is needed in every lecture meeting.
6. The use of sign language and writing should be used more than the use of speech or verbal language.
7. Giving soft-file subject matter in ppt form.
8. Lecturers should provide a list of reference books.

Based on the acquisition of overall data, the graph is as follows.

Figure 5. Result of Identification of Students Reseptive Language Skills with Hearing impairments in Following the Lectures

Information :

- M. Asef Al-Fayet
- Steven Cristofel Pallon
- Elsa Yuwanda Dewi
- Eka Permata Sari
- M. Ridho Ilahi

The condition of hearing loss or deficiency will inhibit the mastery and development of a child, but this is not simply due to damage to the auditory organ, this is also due to the lack of support from the surrounding environment to provide language input through other media such as sign language, gestural, to provide reading materials

which are easy to understand and modify the communication patterns and teaching methods which appropriate with the communication patterns that most suitable for every child with hearing impairments. Thus, child with hearing impairment can get the same opportunity as the child with hearing in language acquisition.

CONCLUSION

Based on the results of research, it can be seen that the students repressive language skills with hearing impairments is still not sufficient enough as a provision to follow the lectures in Higher Education, these are as follows:

1. Students with hearing impairment have less capability to identify people, especially those in question is that they do not know well the name of lecturer of subject that they following in the first semester of the academic year 2017/2018.
2. Students with hearing impairment have less capability in identifying the subject, specially those in question is that they do not yet know well the name of subject that followed in first semester of academic year 2017/2018.
3. Students with hearing impairments have less capability to identify the object, especially those in question is that the names of objects in which they are located. They have not been able to recognize and know the names of these objects.
1. Students with hearing impairment have less capability in identifying place, specially those in question is that the names of the places around the FKIP environment of Lambung Mangkurat University which it is their daily place of activity during the lectures on

campus. They have not been able to recognize and know the names of place.

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