

The Impact of Reflective Maternal Method toward Receptive Communication Ability on Student with Hearing Impairment

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Abstract

Communication is a bridge to connect human being. Through communication relationships will be established among people. People will always carry out the process of communication with others during their lifetime. This communication process is not a difficult to do for those who do not experience hearing limitation, but it will become a more complex process for people with hearing impairment. Limitations in listening to sound stimulus make the communication process a little hampered because people with hearing impairment become more difficult to be able to understand the contents of the conversation spoken by the other people. The ability to understand the meaning of what is uttered by the other people in the communication process is called receptive communication. Failure in receptive communication will have an impact on other developments such as in terms of psychological, social, intelligence and economic development. The purpose of this study was to determine the effect of the reflective maternal method on receptive communication skills of students with hearing impairment. The method used was quasy experimental with a randomized control group pretest-posttest design. The results of the study based on the Mann-Whitney test were obtained by Asymp. Sig. (2-tailed) 0.002 with an error level of 0.05 then $0.002 < 0.05$ means that H_0 is rejected, and H_a is accepted, so there is a significant difference between the control group and the experimental group. In conclusion, the reflective maternal method influences the improvement of receptive communication on students with hearing impairment.

Keywords: Deaf Student; Receptive Communication; Reflective Maternal Method.

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INTRODUCTION

Communication is a facility used by humans to fulfill some basic human needs. Communication is a link between personal information. In the process of communication it involves two parties; communicator and communicant. The communication process is said to be effective if the communicator can convey information without interference, the communicant can understand the information conveyed by the communicator and can provide feedback on the information submitted. Communication consists of receptive language and expressive language. Receptive communication is related to the communicant's understanding of the information conveyed by the communicator. In students with hearing loss or hearing impairment, receptive communication tends to be more difficult because of the limited information that can be heard. The definition of hearing impairment is someone who is unable to hear, either partially or completely due to the malfunction of part or all of the hearing sense, so that he cannot use his hearing sense in daily activities (Haenudin, 2013). Students with hearing impairment rely on other senses, especially the sense of sight to be able to

communicate with others. This is in line with what was stated by Efendi, M (Efendi, 2009) that hearing, and vision are very important human senses, in addition to other senses.

Children who lose one of their five senses (especially losing their sense of hearing) are like losing some of their lives. To replace the loss, it can be transferred to the sense of sight as compensation. Therefore, it is reasonable if the experts argue that the sense of sight for children with hearing impairment has a leading sequence because it has a very important role, and then followed by the other senses. This limitation in understanding receptive language results in communication difficulties for students with hearing impairment, which in turn will inhibit emotional development. In addition to communication difficulties, language limitations, community attitudes and failures in many ways cause the emotions of students with hearing impairment to be unstable. Generally students with hearing impairment are always hesitant and all their behavior is accompanied by feelings of anxiety. The inability to comprehend events as a whole causes a feeling of suspicion towards the environment and a lack of trust themselves (Suparno, 2001). If this is not immediately addressed, it can trigger the inability of students with hearing impairment to live independently in public community. Research conducted by Intan (Mutiara, 2013) explained that people with hearing impairment learn to understand language not verbally, but through learning to connect experiences and symbols of language acquired through what they see, then begin to understand the relationship between language symbols and objects or the incident experienced, so it formed receptive language.

Therefore, receptive language can develop through a process of vision and experience. One form of vision that can be maximized is to improve receptive communication skills through modeling techniques. It is a process of observing one's behavior concretely. Students with hearing impairment can respond to new things, make responses that were previously hampered and reduce negative responses that should not be done. With modeling techniques, students will be able to understand the information received through clear visualization (Arisandi et al., 2016).

The purpose of this study was to determine whether the reflective maternal method had an effect on receptive communication of students with hearing impairment. According to Zulmiyetri (Zulmiyetri, 2017) the reflective maternal method is a form of teaching technique that prioritizes conversation as the axis of teaching and learning activities supported by catching methods and multiple roles of the teacher. The implementation of the reflective maternal method stems from the ability of students to emulate globally words or full sentences. From the results of the pronunciation of words or sentences that have been spoken, students can find out how they actually speak, then how students control their speech through visual, kinesthetic, and auditory. The steps for applying the reflective maternal method are as follows: (1) visualizing student conversations in the form of discourse, then reading the discourse with teacher guidance (2) sitting face to face with students then asking questions in a clear voice so students can read lip movements (3) answering the teacher's question, then the teacher visualizes the child's answer by writing the student's answer on the board (4) repeating the question and answering the question according to the student's answer and then writing the answer next to the student's answer (5) explaining to students about the object vocabulary (6) giving reinforcement to students if students can answer questions about the object vocabulary (7) explaining the material repeatedly so students can understand the material provided (Pujiwati, 2012).

METHOD

This study employed experimental research methods with quasy design experimental type of non-equivalent control group design. The researcher wanted to see whether the maternal reflective method affected the receptive communication of students with hearing impairment. There were 14 students as the research subject. The research subjects were selected purposively. The research subjects have hearing impairment characteristics and they are between 17-22 years old. There were seven people in the control group and seven in the experimental group. This research was conducted at Wiyata Dharma School B. The instruments used were questionnaires for receptive communication and observation. The technical data analysis used the Mann Whitney U test to test the comparative hypothesis the sample groups; the control group and the experimental group (Sugiyono, 2010). The level of error (α) used in this study is 0.05.

RESULT AND DISCUSSION

Result

Table 1. Pretest And Posttest Scores Of Receptive Communication Skills Of Student With Hearing Impairment

Subject	Pretest	Posttest	Index Gain	Group
1	97	100	0.04	Experimental
2	88	132	0.58	
3	85	132	0.59	
4	90	112	0.30	
5	96	142	0.68	
6	86	150	0.82	
7	90	132	0.57	
8	66	69	0.03	Control
9	70	71	0.01	
10	75	77	0.02	
11	74	75	0.01	
12	72	74	0.02	
13	77	79	0.02	
14	84	86	0.02	

Furthermore, the value of Mann-Whitney U test was obtained by Asymp. Sig. (2-tailed) 0.002 with a level of error of 0.05, $0.002 < 0.05$ means that H_0 is rejected; there is a significant difference between the experimental group and the control group. Thus, the maternal reflective method significantly influenced the receptive communication ability of students with hearing impairment

Discussion

The results of hypothesis testing data analysis on 14 students with hearing impairment showed the different score in pretest and posttest both in the control group and the experimental group. Students with hearing impairment are essentially the same as normal children. They have the same developmental needs and tasks as normal children. What makes different is malfunction of the hearing organs they have. The hearing organ malfunction in students with hearing impairment triggers the inability to understand expressions, difficult to understand long sentences and very limited vocabulary mastery. The benefits of vocabulary mastery are to facilitate the process of communication. It is the cause of slow development in learning even though students with hearing impairment tend to have high motivation to learn.

Such conditions make their learning abilities not optimum. Special services are needed to optimize learning skills, especially receptive communication skills for students with hearing impairment.

As previous research conducted by Zulhaida (Fillina, 2013) used the role playing method to increase the vocabulary of children with hearing impairment. Role playing means playing a role or pretending to be somebody else. In the role playing method, children play by dramatizing behavior in relation to social problems. With the dramatization the children have the opportunity to interpret and play a certain role. Students will actively discuss the problems they encounter, and then inform the results of their experience through speaking activities.

One of communication methods that can be used for students with hearing impairment is called the oral aural method; they are directed to understand the information conveyed by others by reading the utterance and expressing it through speaking (Moore, 2001). Reading one's own words means interpreting the information spoken by other people through seeing the person's mouth say words per word. The reflective maternal method basically prioritizes conversation as the axis of teaching and learning activities supported by the capture method and the dual role of the teacher.

Therefore, the reflective maternal method combines oral aural methods with simultaneous methods in their learning. In this study, the experimental group was given treatment with several activities. The first activity, the researcher helped students to make a story with the theme of daily activities. The second activity, students and researchers positioned sitting face to face, together reading the results of the stories written by students. The researcher checked and corrected inappropriate speech made by students. The third activity, the researcher gave some questions to the assigned students and the students answer the question. Students answer is written by researchers on paper. The fourth activity, the researcher wrote the correct answer on the paper. The fifth activity, the researcher explained the answer repeatedly written on the paper, so students can understand the meaning of the answers written by the researcher on the paper. Moreover, the reflective maternal method is effectively used because students are invited intensively to be able to understand long expressions or sentences using oral, reading utterances, alphabetical cues and use of sign language. Then reinforcement is given if students can answer questions correctly from the researcher. This reinforcement is essential since it can improve learning activities and foster productive student behavior (Moch. Uzer Usman, 2006).

CONCLUSION

Students with hearing impairment are really assisted through the use of reflective maternal method. They could understand sentences uttered by others easily. They are required to combine communication orally and aurally, or use alphabetical sign or sign language. It can be said that reflective maternal method can be utilized as teaching method alternative to improve receptive communication ability of students with hearing impairment.

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