

Utilization of Internet Media by Deaf Persons for Language Learning

(Case study on 11-year-old child at SLB B Tunas Kasih 2, Bogor City, West Java)

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Abstract

The purpose of this study was to describe the use of the internet in deaf children for visual language learning at SLB B Tunas Kasih 2, Bogor City. The usefulness of this study is to teach language learning through symbols depicted through the visual internet media to make it easier for deaf students to understand the learning material that will be delivered and can use it positively. This research was conducted using qualitative research methods with a case study approach. The results of this study indicate that learning with visual pictorial internet media turned out to be effective for deaf students to understand the learning material.

Keywords: Internet Usage, Deaf, Language Learning.

1. Introduction

Along with changes in society that are more consumptive, where access to information needs is currently the main and important thing to be done by anyone, including those who have physical limitations of hearing or deaf people. Information is often used as a resource, commodity and strength in life, resulting in deaf people needing a lot of information in any form to meet the needs and survival in everyday life. The existence of different information needs between one individual and another causes access to information fulfilled in various forms, one of which is information in electronic form which is then called the internet.

In this study the authors observed language learning in deaf children. Based on what we know that deaf people are people who have impaired hearing. Resulting in communication with people who hear becomes inhibited, considering that not everyone in general understands how to communicate using sign language. Therefore, the existence of the internet makes it easier for them to communicate with each other, so they can exchange and share information that can be done without any limitations on the distance of space or time.

In this study, the author tries to describe the use of internet media by deaf people for language learning. Although deaf children have limitations, many of the deaf people have used and used the

internet. Internet use by deaf people from the survey circulated nationally to 419 respondents who were deaf, 307 of them were internet users and 112 did not use the internet. The results of the study found that 79% of deaf people were more likely to use the internet every day than people who were generally only 59%. The presence of the internet which is considered as a medium that facilitates communication, makes the deaf people gather in a container. Where in the container they exchange information related to the development of assistive technology and health information (Valentine & Skelton, 2009)

With the variety of sources of information available on the internet but lack of information or experience in searching the internet, this results in them only accessing certain sources of information. If the internet for deaf people can be fully utilized, then it can be used as one of the language learning media to master the learning material and enrich the information they have (DEWI, 2015).

Based on this, it becomes interesting to study because it is not only with ease of access, the latest technology that is offered by the internet today, but whether the physical limitations possessed can form its own characteristics in the use of the internet. In addition, research related to the use of the internet by deaf people in Indonesia is almost rarely done. This is very unfortunate because it can increase the knowledge and intellectual abilities of deaf people.

In this study the researchers chose SLB B Tunas Kasih 2 students in Bogor City as the object of the study, because this school was a real container for the gathering of deaf people in the city of Bogor. Deaf people who study at this school usually carry out various activities according to their needs. These activities include empowerment such as training in sound perception and rhythm communication (BKPBI). Therefore, research on the internet by deaf people needs to be done to find out the picture in the use of internet media by deaf people at SLB B Tunas Kasih 2, Bogor City. Thus it is expected to increase the language vocabulary of deaf children in the eyes of the wider community.

The research question from the explanation can formulate the problems in this study: How is the pattern of the use of internet media for language learning in deaf people at SLB B Tunas Kasih 2, Bogor City. The internet which stands for Interconnection Networking is a collection of computers that are interconnected and form a network system through telecommunications such as telephone, radio links, satellites, and others (Slamin, 2007: 105).

According to Sutedjo (2004: 52) the internet is a very large computer network consisting of small interconnected networks that reach the entire world. Based on this opinion, it can be emphasized that, the Internet is a global network. This internet is described as a network of networks, where growth never stops (Sutedjo, 2004).

Deaf children have limitations in speaking and listening, learning media that are suitable for deaf children are visual media and how to explain it with lip language or lip movements. Original and imitation objects, images, both free images and collective images, images accompanied by writing on get from the internet. However, there are also musical instruments such as drums, gongs, flutes, pianos or harmonicas, tambourines, trumpets, tape recorders to play recordings of the sounds of the roar of cars, the roar of motorbikes, the horns of cars and motorbikes. The media used, for example in mathematics with the theme of introducing the clock, the teacher brings a replica of the wall clock while explaining with lip language or the teacher gives a video from the internet along with the writing, the teacher also writes it on the board so that the child can better understand what the teacher explained. In learning science, PPKN, the teacher also uses images obtained from the internet. Even in social studies learning, using media images in the material revealed from the surface of the earth from the picture the teacher explains to the child so that the child can understand the form of appearance

from the surface of the earth. Media images are obtained from the internet so students do not feel bored and can learn to communicate orally to others.

The oral auditory approach is based on obtaining competence in spoken language, both receptively and expressively, a realistic goal for deaf children. This ability will develop as well as possible in an environment where spoken language is used exclusively. The environment includes the home and school environment.

Teaching deaf children to develop oral language acquisition is fundamental to the oral auditory approach. Although it starts before the child enters school, oral interventions continue in the classroom. Children are taught listening skills which consist of four levels, namely detection, discrimination, identification, and sound comprehension. Because the purpose of developing listening skills is to develop verbal language competencies, speech sounds are the main stimulus used in listening practice. Teaching is done in two complementary stages, namely phonetic stages (developing skills to capture syllables separately) and phonological stages (developing skills in understanding words, phrases, and sentences). Language teaching is carried out naturally in children's self-centered activities. In preschool, teaching for children and caregivers is done individually, but during the school year teaching is carried out in an inclusive class setting or in special classes for deaf people in regular schools. However, if in special schools this teaching depends on social skills, communication and children's learning.

The research is based on descriptive evidence that deaf children need visual learning media, require special handling, starting from stimulation that is appropriate to the problems experienced, intervention programs carried out from families, schools, communities and assisted by experts such as doctors, therapists, and people around the child. All handling that is done well and in accordance with the direction of experts will help the language learning process of deaf children to be better.

The use of internet media to improve education for deaf children, where they are often constrained by communication. Especially deaf children who are still in the early education stage, where they have not been able to communicate as well as the adult deaf. Because learning deaf children must be coherent, simple and clear. By optimizing the visual learning media that exist in education for ABK especially the deaf. As the development of visual media technology and information becomes an opportunity to create suitable educational methods for deaf children.

In supporting the process of language learning in deaf children, a visual learning media is needed that is used continuously through training and mentoring by teachers. The implementation uses internet learning media through the matter of sentence scramble games. sentence scramble game is a game in the form of rearranging the structure of previously randomized sentences designed according to the characteristics and learning needs of deaf children. This learning media in the form of random sentence play, displayed in the form of flash accompanied by animated figures. Its function makes it easier for children to solve questions in sentence scramble games. This is adjusted to the characteristics of deaf children who use their visual organs more in the learning process.

Training and mentoring for the use of sentence scramble game learning media for deaf children are arranged in accordance with the learning characteristics and needs of deaf children who prioritize the function of their visual organs in carrying out the learning process. The implementation of this training was started by conducting socialization to deaf children related to the program to be implemented, then the pretest was carried out as an initial stage to determine students' abilities.

In this activity, the methods used are the lecture method and question and answer questions both verbally and cue. Then the introduction of equipment that can be used in the operation of sentence

scramble games, followed by language training through the use of sentence scramble games to improve syntactic abilities in deaf children is done repeatedly with different levels. After that, conversations are carried out both verbally and cues in the pronunciation of languages that have structured sentence patterns. Finished with the practice of making simple essays as outlined in writing.

By utilizing the internet through visual media and displaying sign language. So that the disabled people can access information. Deaf people also need information. At the very least, deaf people can learn from the information displayed by electronic media. So that they (deaf people) are able to develop and not miss the flow of information.

Understanding of information needs visually becomes very important for deaf people because by understanding the information needs visually to be sought and needed, they can easily find and utilize the information they need. Especially when deaf people are at school, they get a lot of information from the instructor that makes it easy for them to get the information they need. Knowledge gained from school becomes sufficient stock to support a better personality to exchange information with teachers, peers, parents and even ordinary people in general. Another thing that is obtained from school is that deaf people can take advantage of well-obtained information that is useful for interacting with others and especially for themselves (Mahardini, 2013).

2. Method

This study used qualitative research methods. Qualitative research is descriptive and uses analysis with an inductive approach. The process and meaning that are displayed based on the perspective of the research subject (Sugiarto, 2017).

Sugiono (2016: 15) states that qualitative research is a research method based on postpositivism philosophy, used to examine natural object conditions, (as opposed to experiments) where research is a key instrument, purposive and snowball sampling of data sources. , collection techniques with triangulation (combined), data analysis is inductive / qualitative, and the results of qualitative research emphasize the meaning rather than generalization.

Case studies are a method for understanding individuals who are done integratively and comprehensively in order to obtain a deep understanding of the individual and the problems he faces with the aim of the problem being resolved and obtaining good self-development. As for what distinguishes research from the case study approach with other types of qualitative research approaches, there is a depth of analysis in a specific case that is more specific. Data analysis and triangulation is also used to test the validity of data and find the actual objective truth. This method is very appropriate for analyzing certain events in a certain place and at a certain time (Susilo Rahardjo & Gudnanto, 2011).

Based on information from several experts above, it can be concluded that qualitative research is a series of activities to obtain data that is as it is without being in certain conditions whose results emphasize meaning. Here, researchers use qualitative research methods because in this study to determine the extent of the use of the internet for deaf children in natural or natural language learning.

Data collection techniques in this study are by interview, observation, documentation and accompanied by field notes. The author takes a single subject namely a child who is currently 11 years old and attends school in grade 5 at SLB B Tunas Kasih 2 in Bogor City.

The procedure of research is through several stages, namely: 1) Preliminary study. In the initial stage of this study, researchers conducted a preliminary study at SLB B Tunas Kasih 2, Bogor City. After from the school the researchers headed home to some parents of deaf children to determine the

location and subject of the study; 2) Planning stages. The second stage is the planning stage of the researcher to select and determine the research subject. The subjects in this study were parents and children who were deaf; 3) Sharpen the focus and formulation of research problems. The third stage is the formulation of sub-focus in this study. To find out the cognitive development of deaf children, parenting parents in educating deaf children and the impact of the application of parenting parents to deaf children' 4) Implementation (Observation, Interview, and Documentation). The fourth stage is done in triangulation, which is a combination of the results of observation studies (Observations), Interview (interviews), Documentary (Documentation) which is the main stage in conducting research, where researchers make observations (observations) of learning activities carried out by research subjects and record all these activities into the field notes. Next, the researcher conducted interviews with both subjects. To support research data, researchers collected documentation used as a recap of all research activities in the form of photos, video recordings of learning activities and interviews; 5) Data analysis. The fifth stage in this research is analyzing the data obtained from the research being carried out; 6) Check the validity of the data. The sixth stage in this research checks the validity of the data obtained from data findings and analysis; 7) Conclusion of research results. The final stage of this research is to summarize the results of research in a descriptive manner.

The stages of research implementation activities can be seen in the following figure:

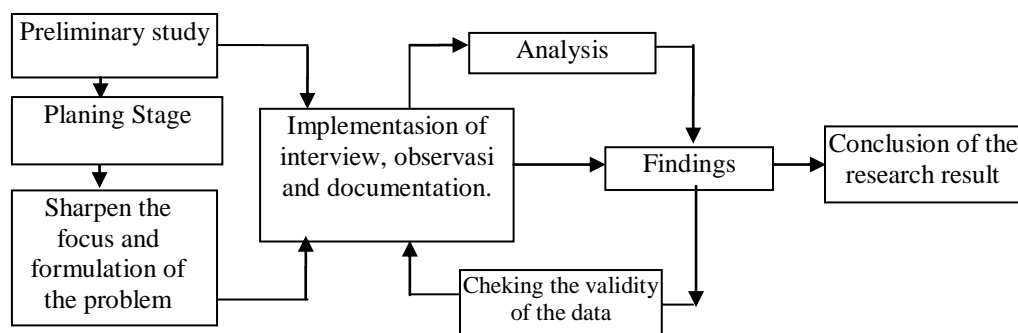


Figure 3.1 Research Procedure

This study focuses more on the study of educational processes and phenomena and personalizes interrelated values. The source of information is that can provide rich information to the study. As stated by Patton and Mc Millan (Patton, 2009).

3. Results and Discussion

Most deaf children get to know the internet for the first time through friends based on reasons to add friends and aim for information purposes. If we look at the characteristics of deaf people who have high egocentrism (Somad 1995: 35-39), where deaf children have a small world due to interactions with a narrow environment. Because of hearing loss, deaf children only see the world around with vision. Vision only sees what is in front of it, while hearing can hear around the environment. Because deaf children study the surroundings by using their eyesight, there will be great curiosity, as if they are thirsty to see, and it further increases their egocentrism.

It can be described that the house is the most chosen place or location of respondents in utilizing the internet. This is because at home alone deaf people feel more relaxed and not awkward, so they are more able to express themselves, where most deaf people (87%) in this study access the internet at home (Valentine & Skelton, 2009).

Learning with visual pictorial internet media turned out to be effective for deaf students to understand the learning material. Besides learning with internet media triggers deaf children to practice the

language of deaf children. Oral auditory is very important to ensure its success through the involvement of parents to obtain effective language and speech demanding the active role of parents in education for their children. Early intervention efforts that focus on education for parents to become effective communication partners. Efforts in the classroom to support the involvement of deaf children in class activities. Correct amplification. Hearing aids are the first choice, but if they are not effective, using cochlear implants is a possible option. Internet use for deaf children greatly affects the language. Children are able to communicate directly with various kinds of individuals.

4. Conclusion

The use of the internet by deaf people is a necessity that is very much needed in helping activities and fulfilling needs in their lives. Based on the findings in this study the most widely used motive is based on motives. This is because deaf people have unlimited internet access, due to access through smartphones as the most widely used device in meeting needs. The existence of a smartphone makes it easier to access it in the use of the internet which can be done anytime and anywhere. Where in accessing it, most of the deaf people spend in the least minimal category. Deaf children based on internet media satisfaction, can be concluded that internet media is able to satisfy others in meeting their expected needs. From the results of the analysis, it is known that the cognitive needs that most want to be satisfied, they have great curiosity. So they want to find out and study the environment using their eyesight.

5. References

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