

# PROCEEDING

2014 EDUCATION INTERNATIONAL SEMINAR

**“Strengthening Teachers & Education Personnel  
Competence in Scour Change”**



**Universitas Negeri Padang** in collaboration with **IPG Kampus Ilmu Khas Cheras**  
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DITERBITKAN OLEH :  
FAKULTAS ILMU PENDIDIKAN  
UNIVERSITAS NEGERI PADANG



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2014 EDUCATION INTERNATIONAL SEMINAR**

*“Strengthening Teachers and Education  
Personnel Competence in Scour Change”*

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# THE ROLE OF TEACHERS TO PREPARE CHILDREN WITH HEARING IMPAIRMENT FOR SUCCESS IN INCLUSIVE EDUCATION

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## Abstrack

Children with hearing impairment have a chance to get education on public school like a normal child. It is doing not have in special need education school. However, before entry to public school or public school with inclusive education contain, they must have same of the ability, for example communication ability. Teachers have an important role for prepare children with hearing impairment to make that ability can be maximized and it can be success in inclusive education system on public school.

Keyword: hearing impairment, inclusive education system

## Abstrak

Tunarungu dengan hambatan pendengaran yang dialaminya, mempunyai kesempatan yang sama dengan anak-anak yang mendengar lainnya dalam mendapatkan pendidikan di sekolah reguler. Anak tunarungu tidak harus sekolah di Sekolah Luar Biasa (SLB) atau di Sekolah Luar Biasa Khusus Tunarungu (SLB B) tapi juga dapat bersekolah di sekolah regular bersama-sama dengan teman-teman seusianya. Namun sebelum anak bersekolah di sekolah reguler atau sekolah yang menyelenggarakan pendidikan inklusif, anak tunarungu harus dibekali dengan beberapa kemampuan, diantaranya kemampuan berkomunikasi dan kemampuan bersosialisasi. Guru sangat berperan penting dalam menyiapkan anak tunarungu, agar kemampuan-kemampuan tersebut dapat dikuasai dengan baik, sehingga anak sukses dalam mengikuti sistem pendidikan inklusif di sekolah regular.

Kata Kunci: Hambatan Pendengaran, Sistem Pendidikan Inklusif

## INTRODUCTION

Barriers hearing causes a person cannot hear nor have a hearing loss. Barriers hearing will impact on communication, thus affecting all aspects of life, such as social, emotional, cognitive, educational, and others. Children who have problems hearing entitled to educational services as other children.

Deaf children can go to school in Special Schools or in regular school organizes inclusive education services. Although it is theoretically possible to inclusive education does not set specific requirements of deaf children, but preferably before the hearing impaired children attend schools in inclusive education providers equipped with multiple capabilities including the ability to communicate and socialize. Because of this ability will greatly support the child study process. Teachers play an important role in preparing children with hearing with these two capabilities. The teachers referred to in this paper are a special teacher in a Special School.

## **DEAF CHILDREN**

Deaf is a general term that is used on a person with disorders of hearing. The term is used in the individual deaf children aged 0-12 years. According Hallahan, DF and Kauffman, JH (1996: 322) Deaf is a general term that indicates the difficulty hearing, which covers the whole trouble hearing from mild to severe, classified into sections less deaf and hearing. The deaf person is someone who lost the ability to hear thereby inhibiting the process of language information through hearing, either wear or do not wear hearing aids. While someone who is less heard was someone who usually by using hearing aids, hearing the rest of it is quite possible the success of the process of language through hearing information.

Moores (2001:11) say:

Simple general definitions; a deaf person is one whose hearing is disabled to an extent that precludes the understanding of speech through the ear alone, with or without the use of a hearing aid. A hard-of-hearing persons is one whose hearing is disabled to an extent that makes difficult, but does not preclude, the understanding of speech through the ear alone, with or without a hearing aid.

Deafness affects the barriers in communication, whereas communication is very important in everyday life. Due to lack of proper functioning of hearing, deaf children divert observations to the eye, then the deaf child is referred to as "jewel man". Through the eyes of a deaf child to understand spoken language or oral, other than seeing the movements and facial expressions interlocutor eyes deaf children also read lips of people who spoke.

## **INCLUSIVE EDUCATION FOR DEAF CHILDREN**

The concept of inclusive education described by some experts in various ways. Inclusion is a system of special education services that requires special needs children learn in schools nearby in regular classes with friends his age (Sapon-Shevin in O'Neil, 1995). Furthermore Stainback (1990) in Tarmansyah (2007) stated inclusive school is a school that caters to all students in the same class. This school provides a good education program, challenging, but according to the abilities and needs of each student as well as the help and support that can be provided by the teacher so that children succeed.



Deaf children do not have problems in cognitive, so that the child can enroll in regular schools. But the communication barriers faced by deaf children because they left behind in the concept of language so that they left behind several levels compared friends his age who hear.

Tarmansyah (2007: 74) suggests children with impaired hearing who will school in regular schools in inclusive educational settings, it must first be through special schools, and special schools that made a careful assessment of the action and then send the child to school regularly. If the assessment is based on the child has not been feasible to follow the regular school education, let it wait until the maturity of the language that are considered able to communicate and socialize appropriately.

### **PREPARATION OF DEAF CHILDREN IN FOLLOWING INCLUSIVE EDUCATION**

Inclusion refers to educational services for all. Inclusive Education encourages teachers, school administrators, children, families and communities to support children's learning (Tarmansyah, 2007). Before the hearing impaired children receive education in an inclusive school education provider, there are things that need to be mastered by children, namely: the mastery of communication skills and social skills. This is important because with the smooth communication, student learning will take place smoothly.

Communication skills can be developed through the perception of sound and rhythm Development (Bina Persepsi Bunyi dan Irama/ BPBI) and coached to speak. BPBI is coaching in a sound appreciation of deliberate or not, so that hearing and feeling the vibrations of the children with hearing impairment, can be used as well as possible to integrate with the surrounding world full of sounds.

The purpose BPBI according Murni Winarsih (2007: 83), namely: (1) in order to avoid hearing impaired children living solely depend on sight alone, making his way closer to normal children, (2) that the emotional life of deaf children develop more balanced, (3) so that the adjustment of deaf children become better thanks to the wider world experience, (4) that the deaf child's motor develops more perfect, (5) so that deaf children have the possibility to contact the better as the provision of life in the community to hear .

Besides BPBI, deaf children also need to get the service speech therapy. Sardjono (2005: 147) explains that speech therapy is a conversation with the business improvement provides good exercise habits conversation. BPBI implementation should not be separated from the learning speech, therefore the selection BPBI method should also be associated with the methods used in teaching speech (Murni Winarsih, 2007: 90).

### **TEACHER JOB IN PREPARING THE FOLLOWING INCLUSIVE EDUCATION DEAF CHILDREN**

Before teachers can prepare deaf children are given services in the school system organizes inclusion, teachers need to perform identification and assessment. The teacher



in question here is a special teacher in a Special School. Identification and assessment results will be the basis in making an individualized program for the deaf children. According Salvia, Ysseldyke & Bolt (2010: 4) Assessment is a process of collecting the data for the purpose of making decisions about students or schools. Meanwhile, according to McLaughlin & Lewis (1986) assessment is a systematic process of collecting data is a child who is used to seeing abilities and the difficulties he faced, as the material to determine what is really needed. Based on this information, the teacher will be able to put together a program of learning that is both realistic and objective.

The purpose of assessment is to obtain information that can be used as a material consideration in planning a learning program for children Zainal Alimin (2005), assessment objectives are: to determine the ability of the child, to determine barriers to children's learning, to determine the achievement of child development, to determine learning needs children, whereas the purpose of assessment according to Taylor (2000) is the initial identification (screening), determine and assess strategies and learning programs, determine the level of achievement and educational needs, decisions feasibility education services, program placement decisions, develop individualized education programs, monitoring and reporting progress (evaluation).

Special teachers can give advice to teachers in regular schools or school organizers and inclusion to face teaching deaf children. Suggestions Among them, namely: trying to provide a place to sit in the front room for students with hearing impairment. Keep him away from engine vibration heating and air conditioning. Avoid places the child in a noisy place by a lot of noise, give children the same opportunities as other children do speak, try to repeat a question or Statement of if the child seems not to understand, emphasize clear speech for all children, children remember hearing impairment experience fatigue faster than other children. Children work harder to hear and understand the material, check facial expressions to make sure your child has been in contact before talking to him, consider the use of companion system that helps the process of listening (buddy system).

Communicating with deaf children need some tips that can be used by teachers, which pull the attention of the child, give the child time to listen and think, if the child says / speechless, but not obvious, then a teacher, correctly and slowly repeat words spoken child, make sure the directivity face, gesture and facial expression as explanatory, and invited his friends to do the same, and be careful if children using hearing aids.

Instructions that can be applied in the classroom by teachers, namely: do not move around the room while talking in class, try to stand where sufficient light is on your face, make sure there are no incoming light (e.g., from the window), try your hand away of the face while talking, be sure to explain to the class while the material of the board, moustache (thick) make clear speech difficult to understand and do not be too excessive use of the mouth. Try to speak naturally.

The principles can be applied in an inclusive classroom for students with hearing impairment, including implementing total communication philosophy, providing real



models for the hearing impairment, the emphasis on bilingual / multicultural, sign language classes for families is provided once a week for parents and teachers bilingual given additional incentives for those who demonstrate ability in sign language (Inclusion Education Programs, 1994).

When communicating with deaf children, there are some things to consider when communicating orally, namely: familiarize children pay attention to the speaker's lip movements (keterarah wajahan), familiarize children to get used to a sound (keterarah suaraan), familiarize children to try to imitate the speech of interlocutors, talk with reasonable articulation (not too fast, not too slow and natural), keep a distance of not less than 40 cm with a parallel situation, do not repeat the conversation in different words to the child because the child would cause confusion in capturing speech, repetition talks with no intact, as an example: "what day?" repeated "what day?", give the child time to think when we talk to.

## CONCLUSION

Based on the above description, it can be concluded that deaf children who have problems in hearing are able to attend regular schools inclusive education, but before they have to be identified and carried out assessments in advance by specialized teachers in special schools / special schools. If the child is able to declare the results of the assessment, it will be able to directly to the inclusive school, but if the assessment would not have been able to declare the children are advised to get special services in special schools / special schools, especially in improving communication skills. Communication skills can be enhanced through sound and rhythm perception Development (BPBI) and coached to speak.

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