

## **Maternal Reflective Method in the Use of Short Story of Daily Living Card to Practice Speech Skills on Students with Hearing Impairments**

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**Abstract:** The Indonesian government issued the regulation on Distance Learning during the pandemic as stated in the Higher Education Law Number 12 of 2021 Article 31 concerning Distance Learning. This learning style is quite problematic, especially when applied to students with special needs. One type of student with special needs who have difficulty carrying out the online learning process is students with hearing impairments. As a result, some adjustments are required to accommodate those students during the distance learning process. One of those adjustments includes modifying the learning method, which is implemented with the maternal reflective method using the Short Story of Daily Living Card. This study aims at developing the Short Story of Daily Living Card as a medium to implement the Maternal Reflective Method (MRM) for students with hearing impairments during the pandemic. This study uses the Research and Development (R&D) method, which includes the stages of analysis, design, development, implementation, and evaluation. The study is only limited to the design step. The results show that educators had difficulties in providing speech learning for students with hearing impairment. As a result, Short Story of Daily Living Card can help teachers and parents in providing speech practice for students.

**Keywords:** distance learning, hearing impairments, maternal reflective method, short story of daily living card

### **INTRODUCTION**

Since the COVID-19 pandemic, the Indonesian government issued a regulation on distance learning implementation, which became one of the alternatives in learning implementation. The Indonesian government has issued the Higher Education Law Number 12 of 2021 Article 31 concerning Distance Learning. This regulation explains that distance learning is a learning process that is carried out remotely through the use of various communication media (Indonesian Ministry of Education, 2020). Learning activities are performed online, so that the whole learning aspect is performed virtually using various supportive media, such as Google Meet, Zoom, Google Classroom, and other applications. This learning method is also applied to students with special needs, which include students with hearing impairments. However, the implementation of distance learning become one of the problems faced by educators, parents, and students. This is especially true for educators and parents of students with special needs, particularly students with hearing impairments. Educators, be they in formal or non-formal schools, must adapt to the new system so that a good learning process can be performed. Starting from adjusting the learning process design, learning strategy, learning media, learning method, and learning material. Educators who teach students with hearing impairments in Special Schools or Inclusion Schools

also perform these processes. Furthermore, students must prepare themselves to put extra effort during learning due to the lack of direct companionship from their teachers.

Adjusting the learning process during distance learning is not easy for students with hearing impairments. This is because of their requirement for special touch and approach during the learning process. Students with hearing impairment are students with obstruction in their sense of hearing so that they cannot hear like normal children in general (Atmaja, 2018: 50). In general, students with hearing impairments rely heavily on their sense of sight and tactile to perform the learning process, especially in understanding a learning subject. Students' hearing impairments resulted in a lack of understanding of abstract subjects. As a result, teachers need to modify the learning process using concrete media to provide understanding for students with hearing impairments. According to Horlock (in Sarjono, 2005: 27) speech development process is classified into five steps, namely reflexive vocalization (pre-lingual = crying period), rambling (babbling random vocalization/ articulation), lalling (the ear/ voice reflex), echolalia (repetition period), and true speech (the real speech level). However, children with hearing impairments will be hampered in the lalling phase because of the lack of understanding of the child's language. As a result, there is a need for

special guidance in terms of speaking at school. The maternal reflective method is the most commonly used learning method. The COVID-19 pandemic obstructs the process of speech learning for students with hearing impairments due to the reduction of the attention given by the teachers to the students. As a result, modifications in learning methods are required.

MRM is a learning method that imitates the way mothers speak. In its implementation, the students are asked to imitate what their teachers say. This study chooses MRM due to its ability to improve reading ability for students with hearing impairments in special schools. According to Griffey via Bunawan & Yuwati (2000), the maternal reflective method combines the best aspects of natural and structural methods. The maternal reflective method is the acquisition of language skills of students with hearing impairments by imitating a mother conversing with her child, which is implemented in a high frequency so that the child can speak. The maternal reflective method is also characterized by the following: starting from students' interests and needs and not included in the learning program about language rules that need to be drilled, presenting language as natural and simple as possible in either expressive and receptive manner, and guiding students to gradually discover for themselves the rules and forms of language through reflection on all their language experiences (Putri, Winarsih, Mulyani, 2021). In general, the maternal reflective method includes four steps, namely 1) *Perdati* (heart-to-heart conversation), 2) *Percami* (ideovisual reading conversation), 3) *Reflection*, and 4) *Percali* (linguistic conversation). It is hoped that MRM implementation can improve the understanding of students with hearing impairments in comprehending the content or information of reading materials.

The process of implementing MRM at home involves parents' assistance in having a dialog with their children (Jayanti, 2021). Van Uden develops a teaching method to teach the mother tongue of children with hearing impairments, which focused on continued dialog, language understanding that is easily understood by children with hearing impairment, and helping children to determine their language, (Bunawan & Yuwati, 2000: 74). In this case, Short Story of Daily Living Card can be a solution in initiating dialogues between parents and students at home.

## **METHOD**

This study used the research and development model. According to Sugiyono (2016: 407), research and development is a research method used to produce certain products and to test the effectiveness of the products. This study is also conducted using the blended method of offline, digital, and online. The offline method was conducted via interview, which was done

according to the most recent health protocol. On the other hand, the digital method was done by creating a podcast. Lastly, the online method was used to conduct discussions, guidance, and interviews. This study focused on the development of Short Story of Daily Living Card to improve the speech ability of children with hearing impairments. The research process was conducted within seven days in the Public Special School of Magelang City, with research subjects of the tutors and the students with hearing impairments in the 5th Class. In addition to the development method, the data collection process was carried out by interviewing the teacher of students with hearing impairments according to the interview instruments that have been prepared through library research.

The ADDIE model was used to develop the learning media, which consists of several steps. (1) The analysis step is used to analyze the requirements and obstacles faced by the students with hearing impairments in the 5th class of Public Special School of Magelang City during the distance learning process, as well as performing an analysis of the material learned at school. (2) The design step, which consists of several steps, namely pre-production to start the development process by creating a timeline and summary besides the media, production step to start the process of producing the media, and post-production consisting of editing, mixing, and finalizing the product. This research is limited to the design step. After performing the research and developing the media, qualitative descriptive data analysis was performed to further understand the maternal reflective methods using the Short Story of Daily Living Card and to describe the findings obtained.

## **RESULTS AND DISCUSSIONS**

According to the interview result with one of the teachers of the Public Special School of Magelang City, the learning components used in the learning process were discovered. The learning component of students with hearing impairments includes the purposes, educators, students, learning materials, methods, media, and learning evaluations. The usage of those components was adjusted and modified according to students' conditions and abilities. In addition, the use of the learning components is one of the ways to educate students with special needs without any discrimination. The curriculum used in the Public Special School of Magelang City is the 2013 curriculum. The curriculum was initially implemented for students with hearing impairments in general. In the later implementation, the curriculum was modified through different adjustments according to students' conditions and abilities. Furthermore, the curriculum aimed at students with hearing impairments as well as other impairments or multiple disabilities is a curriculum based on individual approach programs.

Speaking is a way to communicate. However, this is difficult for students with hearing impairments to do because their hearing impairments that hinder the process of gaining knowledge on articulation and vocabulary. Their impairments also impact all aspects, especially in terms of communication. Hearing impairments that are occurred since birth or childhood will affect students' learning difficulty, especially in their speech and language abilities. They often experience hindrances in their speech abilities, such as unclear pronunciation, irregular sentence structure, incorrect pronunciation, disjointed speech, and limited vocabulary. When viewed from the speech development according to their age, they are very lacking in speech abilities, according to Owens (via Kurnia, 2009).

The maternal reflective method is a learning method used to maximize students' speech organs function to give them an understanding of the speech made by others. In the maternal reflective method, students are required to create a dialog with other people orally. This method is used to let students with hearing impairments understand the interlocutor when communicating. Research by Linawati (2012) stated that the learning system implemented using MRM is already quite excellent. The implementation of MRM is appropriate to use in language development for students with hearing impairments because it allows students to quickly accept what is conveyed by the teacher. This opinion is also aligned with a research result by Pujiastutik (2010), who stated that the maternal reflective method can improve the speech ability of students with hearing impairments. In addition, this method also improves students' courage when asking a question or responding to other's conversations.

In these conversation activities, students can come up with ideas that will be used as topics or learning material. The topic sentences raised by students can be corrected by the teachers. To make the sentences more easily understood by all students, the teachers must capture the student's expressions and perform a double role. Capturing students' expressions means that teachers pay attention, understand, translate, and symbolize what the students are going to say. Moreover, a double role means that the teachers act like a student in correcting and expressing students' expressions. On the other hand, in acting as a teacher, teachers are tasked with responding to their students with questions, answers, rebuttals, and provocations. As a result, students can easily understand and remember the learning material. The use of simple language and opinions expressed by students will make them easily understand and remember the ongoing learning. The repetition of the expressions outlined in the visualization sentences and deposit texts makes it easier for students to understand the content of the available text. An active and interactive learning activity makes learning conditions more fun.

Interesting lessons will make students more attracted to focus during learning, making the taught material easy to be absorbed by students. Habituation in the ideovisual reading conversation makes students accustomed to understanding vocabulary in sentences and understanding the meaning of the sentences in reading. As a result, students will be easier to provide answers when given questions related to reading material.

## CONCLUSSION

According to the result and discussion, it can be concluded that the maternal reflective method is very useful for students with hearing impairments. This is because of the method's ability to ease students with hearing impairments in practicing their speech skills and understanding other people's speech. The usefulness of this method can also be triggered by the presence of method modification using additional media to ease students on implementing the maternal method with their parents.

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