

## **Improving the Articulation Ability of Children with Hearing Impairment Using Role Playing Method**

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**Abstract:** Children with hearing impairment have difficulty conveying what they want to express by speaking because of speech and language development barriers, so they can only express it through speech in a minimal voice. This study aims to determine the effect of using role playing to improve the articulation ability of children with hearing impairment, on the grounds that conversations with friends during role playing can improve their expressive language skills (articulation skills to communicate). Research using role playing for children with hearing impairment to improve their articulation skills is successful because intensive oral communication exercises can make children train their lip muscles so that later they will get used to speaking/articulate when communicating with people who can hear. Researchers recommend role playing can be used as an effort to improve the articulation ability of children with hearing impairment.

**Keywords:** Role Playing, Articulation Ability, Children with hearing impairment.

### **INTRODUCTION**

Speech and language development are closely related to auditory acuity, whereas children with hearing impairment do not experience the sound imitating phase after the palpation phase because they are not able to hear well and they only imitate visually. The function of speech and language in everyday life is to communicate with people around us. Communication is one of the most important things in social life because it is a medium for delivering messages about things to be conveyed to others, as well as language which is part of communication. Language includes all ways of communicating by symbolizing thoughts and feelings to convey meaning to others. While speaking is a form of language that uses expressions or words that are used to convey meaning (Rusmini, 2020).

Communication that occurs in children with hearing impairment usually uses sign language, they need oral language to communicate with people who can hear, but because of speech and language barriers they become difficult. Varekamp defines speech or speech as a possibility for humans to pronounce the sounds of language through the organs of articulation. Speak or speech is a human act that is individual in nature. Based on the definition of speech, it can be concluded that speaking is the activity of pronouncing sounds for language with the aim of communicating using articulation tools, meaning that in speaking a person must make a sound to be able to communicate with others, while children with hearing impairment have difficulty making sounds. Therefore, the function of using lip movements or pronunciation in communicating is very important for children with hearing impairment because it is still part of oral communication, even without or with minimal voice.

Children with hearing impairment have different levels of hearing loss. Common traits often seen in children with hearing loss include: poor pronunciation, better hearing in front of the people they are talking to, often confused or dreamy appearance, lethargy, sometimes aggressive, socially mentally retarded, often asking people to talk with other people, repeating phrases, if you speak often make certain sounds, often speak with your hands (Mardhiati

2018). The definition of articulation in this study is the movement of the speech muscles used to speak. The muscles of speech in this case are the lips, tongue, and velum. Articulation skills are important for children with hearing impairment as a support for communication with people who can hear. Articulation is the pronunciation of words or phrases with correct syllables and consonants. All children with hearing impairment have problems with pronunciation, but if not managed properly, they will misunderstand when communicating with other people (Pratiwi, 2021) . Communicating with people who can hear clearly is very important, because they are the majority group in every social environment. Therefore, the articulation ability of children with hearing impairment must be trained from an early age, if possible parents of children with hearing impairment develop and optimize their speech skills so that later the child can develop more optimally in terms of speech and language.

Most children with hearing impairment actually have difficulty in developing their articulation because many schools use a total communication system or a mixture of oral and sign language. This makes children with hearing impairment not focus on learning communication with people who can hear and only communicate with other children with hearing impairment, so their environment is very limited. Difficulties in developing articulation skills are also experienced by children with hearing impairment at SLB-B in Cimahi City, there are 7 children with hearing impairment who have difficulty developing their articulation skills to communicate with other people who can hear. This condition can be seen from the low motivation of children to communicate with people who can hear, and most of them only communicate with their peers and fellow children with hearing impairment. This shows the need for an effort to improve children's articulation skills.

For this reason, it is necessary to have an optimal learning method to improve articulation skills so that children have good articulation skills. One of the efforts that can be used is through the application of learning methods to students. In order to make the effort to apply the learning method easily accepted by students, the method that can be used is role playing.

According to Zaini, et al (2008 p.98) that "role play is a planned learning activity designed for specific educational goals". This means that the role play can be used in learning to achieve a specific goal with good planning from the teacher and can attract more children's interest to take part in learning. Learning to read, especially by applying role play, is a means to master subject matter through developing the imagination and judgment of students in teaching and learning activities, so that students can improve their skills and understanding in learning (Solihati, 2021).

Role playing is a form of educational game that is used to explain feelings, attitudes, behaviors, and values, with the aim of respecting the feelings, opinions, and ways of thinking of others (Maspuroh, 2019). Role play method is a very effective method used to simulate real situations. In this method, a learning scenario is developed based on certain operational procedures or activities to be taught. The purpose of this learning method is to explain an event that involves a lot of people, and based on didactic considerations it is better to be dramatized than told, because it will be clearer and can be lived by children (Wafa, 2019).

This research is motivated by several previous studies that have been carried out by several people, one of which is the research conducted by Pipin Supartini (2011) with the thesis title "Use of Role Playing Methods in Improving Speaking Ability of Deaf Students at SLB BC Aras, Cimahi City" it can be concluded that the use of method Role Playing can improve articulation ability in deaf students. This is based on the results of the diagram analysis which shows that the average ability of deaf students when playing roles increases.

The results of the research using role playing can provide one solution in improving the articulation/pronunciation abilities of children with hearing impairment. More specifically in this study will discuss the increase in articulation skills obtained by children.

**METHOD**

This research uses a quantitative approach or a research approach that uses statistical data (numbers) to reveal the process and results of the research. The design used in this study is a one group pretest posttest design, this design uses a pretest before being given treatment (intervention), so that the results of the treatment can be known more accurately because it can compare the results after being given treatment and with conditions before being given treatment. The research design of the one group pretest posttest design is described as equation 1).

$$\boxed{O_1 \ X \ O_2} \quad 1)$$

Description:

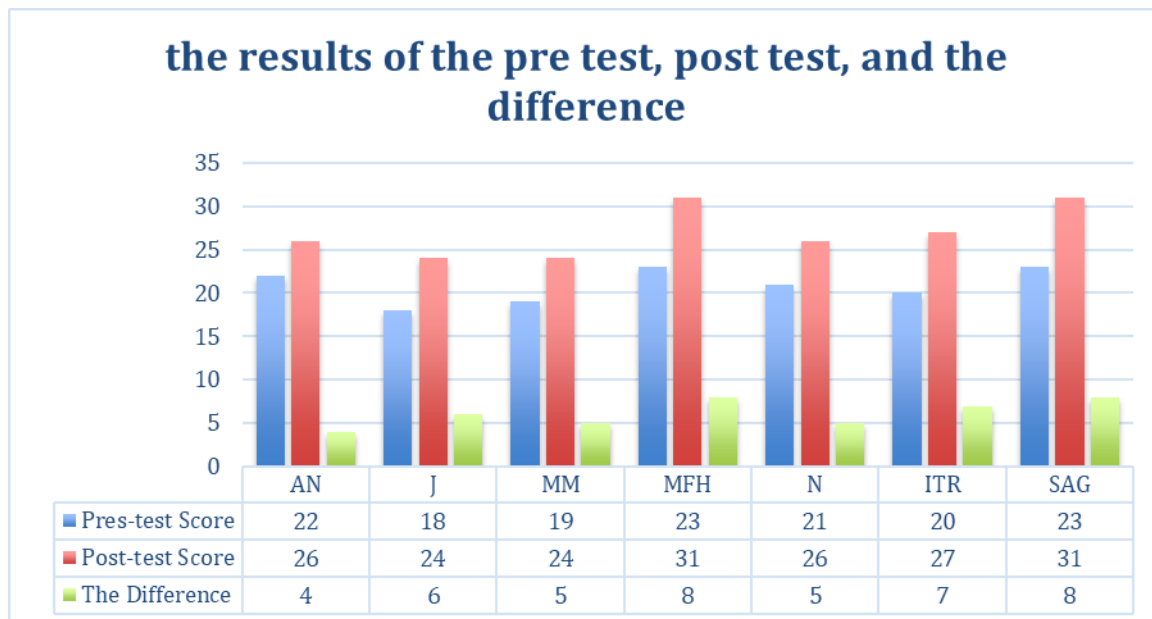
- O1 : Pre-test
- X : Treatment
- O2 : Post-test

The research sample is taken using a random sample. The most representative sample will allow the researcher to make generalizations against a population. The samples studied in this study were children with hearing impairment of class VIII SMPLB at SLB-B in Cimahi City. The children who were sampled were students and students of class VIII at SLB-B in Cimahi City, totaling 7 people.

**RESULT AND DISCUSSION**

**Results**

Results data are in the form of Pre-test and Post-test which measure the articulation ability of children before and after treatment in the form of role playing as Figure 1.



**Figure 1. Increasing Pre-Test and Post-Test Children's Articulation Ability**

See the results of the scores the pre-test and post-test obtained by each child after being given treatment experienced an increase in score using role playing. The increase in the score obtained is 4 to 8 points, the Pre-Test at least 18 and a maximum of 23, while the Post-test

score is at least 24 and the maximum score is 31 from a maximum score of 39, thus the increase obtained by each child after being given treatment is quite diverse ( $\alpha = 5\%$ , or 0.05;  $H_0 : J_{\text{count}} = J_{\text{table}}$ ;  $H_1 : J_{\text{count}} > J_{\text{table}}$ ).

**Table 1. Calculation of Data Analysis with Wilcoxon Test**

No.	Sample	Score		Difference	Rank	Mark	
		Pre-test	Post-test			(+)	(-)
1	AN	22	26	4	1	1	0
2	J	18	24	6	4	4	0
3	MM	19	24	5	2.5	2.5	0
4	MFH	23	31	8	6.5	6.5	0
5	N	21	26	5	2.5	2.5	0
6	ITR	20	27	7	5	5	0
7	SAG	23	31	8	6.5	6.5	0
Total						J= 28	

From the Wilcoxon test calculation it can be seen that the entire data regarding the child's articulation ability has increased, and shows that all of them are positive differences based on the results of the pre-test and post-test.

Based on the calculation results of the Wilcoxon test, the smallest number of rankings or  $J_{\text{count}} = 28$  and  $J_{\text{table}}$  with a level of  $\alpha = 0.05$  with a number of  $N = 7$  then  $J_{\text{table}} = 2$  is obtained. Then  $J_{\text{count}} = 28 > J_{\text{table}} = 2$ , thus  $H_0$  rejected. This shows that the role-playing method has an influence in increasing the articulation ability of children with hearing impairment in class VIII SLB-B in Cimahi City. In research, the role play method is very interesting for students because it allows researchers to conduct research more easily (Zulhaidan, 2013).

Based on field findings, researchers want to try a learning method that is considered to be able to improve the articulation ability of children with hearing impairment as a tool for communication. This role playing is considered the right method to be tested on children who have difficulty speaking and only make speeches to communicate as a form of effort to improve their articulation skills when communicating with others.

In the implementation of the pre-test researchers found that the child's initial articulation ability was at a moderate stage, which was about 53.46%, the data was obtained from an action test carried out for all VIII graders as a benchmark for initial data which will later be compared whether or not there is an increase in ability, articulation of children after being given treatment. The action test that was carried out during the pre-test was reading a conversational dialogue where each child in class VIII got their respective roles and the text of each conversation to play one of the characters in the conversation. Researcher became the narrator as well as the evaluator, because the pre-test obtained from the results of the ability check list per instrument item conducted by the researcher based on observations of the child's articulation ability. The highest score was obtained by MFH and SAG with a percentage of 58.97, while the lowest score was obtained by J with a percentage of 46.15%.

## Discussions

During the implementation of the treatment, namely by giving role playing in the learning setting in the class, the class VIII children looked quite enthusiastic and paid attention when the researcher explained the process to be carried out in the implementation of role playing. Role playing method has the privilege of being able to train students to handle real-life situations, intensively practice spoken language, and provide opportunities for students to develop communication skills (Soemarmi 2017). After reading and starting to study the

script and the characters they will play in the implementation of role playing, they begin to memorize the dialogues and try to explore the characters that will be played later, although the preparation stage takes several days, but the enthusiasm of the class VIII children can carry out role playing well. The holiday theme well and when the children's articulation skills are seen starting to be read and structured (speech according to the word to be spoken).

The results of the post-test showed an increase in all children sampled in this study. The average score of the post-test was 69.23%, meaning that on average the children's articulation skills increased by about 13.76% from their initial ability which was obtained from the pre-test. From the data point of view, there was no significant increase after the treatment of children, but by providing experience during treatment, children are expected to be able to apply the conversations that are practiced when doing role playing. The main purpose of this research is to improve the articulation skills of children with hearing impairment in the realm of communication, so that by using this role playing children will learn to communicate using their oral language with correct pronunciation and confidence to communicate with people who can hear.

Theoretically, children's high speaking ability is taught through role playing because role playing method provides opportunities for children to be active in activities by cooperatively playing game characters, so that in role play activities children can act, act and talk while role-playing. Role playing method can stimulate children's enthusiasm for activities, children have the opportunity to speak and express their ideas during role play, thereby increasing the child's vocabulary (Rumilasari, 2016).

Based on paragraph described in sentences before, role playing with family theme can improve the articulation ability of children with hearing impairment, this is seen from several aspects of children in pronouncing letters, words, and sentences. When each child recited the letters that the researcher instructed to mention one by one, at first they had a little difficulty even though they were given directions in pronouncing some combined letters such as ny and ng. After the children were given treatment, their ability to pronounce the letters one by one became better, at least they became able to pronounce the letters ny and ng in the right way even though they hoped they could communicate using these aspects of the letters.

Overall, the children who were sampled in this study experienced an increase in articulation skills after being given treatment using role playing method. The increase that occurs can be seen from the pre-test and post-test that have been carried out. This research also has a positive impact on the social life of children with hearing impairment to establish more and more frequent communication with people who can hear so that in the future a harmonious communication relationship can be established.

## **CONCLUSSION**

Research carried out here shows that there is an increase in the articulation ability of children with hearing impairment by being given the treatment method learning role playing, this is also proven through hypothesis testing with the Wilcoxon test calculation which states that H1 is accepted and states that there is an effect of using role playing in improve the articulation ability of children with hearing impairment.

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