

Implementation Auditory and Speech Training in Special School and the Implications of Its Development

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Abstract—This study aims to describe the implementation of auditory and speech training for children with hearing impairment in schools and the implications of its development. This research was conducted using qualitative approach and descriptive study of the literature to determine the extent of the special program's implementation for children with hearing impairment, the challenges, and the expectations in evaluating the program. This research is conducted by surveying eleven special schools in Padang. This research used the instrument that includes aspects of program implementation and evaluation. Based on observation and interview, it is known that from the eleven schools that accept deaf students, three schools implemented the auditory and speech training program well, two schools not implementing auditory and speech training and others schools has a program but has not been implemented effectively. Based on the results of it is needed programs development tailored to the constraints faced by teachers and schools so that the auditory and speech programs can be implemented well in schools.

Keywords—*deaf; auditory training; speech training; deaf; special education.*

I. INTRODUCTION

Education is defined as the process of changing the attitude and behavior of a person or group of people in the business of maturing the human through the efforts of teaching and training [1]. Education is also a process that takes place in life as an attempt to balance the internal and external conditions of people [2]. The importance of education as a process of changing the cognitive and behavior deliver education to become one of the basic rights of every human.

The education right also applies to the children with special needs; included children with hearing impairment. Deaf children or children with hearing impairment are children who have a very severe hearing impairment; the child is impaired in processing linguistic information by using their

hearing; either by using hearing aids or not which impacted on the academic achievement (“Individual With Disabilities Education Act”; 2009). Impairment in hearing can be permanent or temporary. In addition; hearing impairment is if someone in the process of hearing; there are one or more organs of the outer ear; the organ of the middle ear and the organs of the inner ear experience disturbance or damage due to disease; accident; or other causes that are unknown so that the organ can not perform its good functions [3].

These obstacles; have implications on the development of hearing and communicate to deaf children. It is already widely understood that understand communication and sound is the most problematic for children with hearing impairment [4]. Other opinions also mention that the sensitivity on the deaf becomes one of the causes of the lack of ability to the spectral process contribute to the hard of hearing [5]. So; it takes the program development of communication and auditory perception for deaf children; so that the residual hearing and the ability to communicate can be maximized. The program can be found in the school in a special program known as auditory and speech training.

Auditory and speech training or in Indonesian known as Pengembangan Komunikasi dan Persepsi Bunyi Irama (PKPBI); is a special program for the development of communication skills and sound perception skill which is conducted by deliberately or not; so that the function of hearing; the speech organs and the ability to feel vibration can be used as optimal as possible to integrate with the sound around them [6]. Efficacy of AT can be assessed by (i) improvements in performance for the trained task (on-task learning); (ii) improvements in performance on the untrained task (off-task; generalized; or transfer of learning); (iii) retention of learning for a period after training ceases; and (iv) adherence of the individual with training. [7].

The importance of auditory and speech training for children with hearing impairment attracted researchers to investigate the implementation of auditory and speech training in school. The government has to enter auditory and speech training as one of the special programs in the Curriculum

2013. However; it should be examined whether the implementation of auditory and speech training has been planned; implemented and according to the purpose of special education. Therefore; this research aims to describe the implementation; planning and know the things that inhibit the implementation of auditory and speech training in school.

II. METHOD

This study uses a qualitative research approach by a survey. The subject of this research is chosen by purposive random sampling. The school that observed is a special school that receives children with hearing impairment in the school. Eleven special schools participated in this study. The survey was conducted by using the observation instrument and interview. Both the instrument has main aspects; namely a) program planning of auditory and speech training; b) the implemented of auditory and speech training program; c) the facilities of auditory and speech training and d) constraints and expectations in the implementation of the auditory and speech training program. Data that has been collected and then analyzed by reducing the data; analyze; conclude and interpret the data.

III. RESULT AND DISCUSSION

A. Result

This research was conducted in eleven special schools in Padang to determine the implementation of the auditory and speech training program these schools. Some of these aspects; among others:

1) Planning and implementation of auditory and speech training program

Based on the results of observation known that the planning and implementation of the auditory and speech training program as follows:

TABLE I. PLANNING AND IMPLEMENTATION OF AUDITORY AND SPEECH TRAINING

School	Planning		Implementation		
	Yes	No	Good	Fairly	Not Done
School 1	v			v	
School 2	v			v	
School 3	v		v		
School 4	v			v	
School 5	v		v		
School 6	v				v
School 7	v				v
School 8		v			v
School 9		v			v
School 10	v			v	
School 11	v			v	

Table 1 shows that of the eleven schools that have children with hearing impairment; two schools do not arrange the auditory and speech training program. While the nine schools that implement the auditory and speech training program; only two of the schools that implement the program well; and the other five schools carry out but are not effective (fairly). Besides; two schools have the auditory and speech training program but not implement the program.

2) Facilities of auditory and speech training program

Based on the results; it is known that the level of facilities provided owned by the school in implementing the auditory and speech training program is as follows:

TABLE II. FACILITIES PROGRAM BKPBI IN SCHOOL

School	Facilities		
	Good	Fairly	Bad
School 1			v
School 2		v	
School 3	v		
School 4			v
School 5	v		
School 6			v
School 7			v
School 8			v
School 9			v
School 10		v	
School 11			v

Table 2 shows that there are still many schools that do not have facilities that support the feasibility of the auditory and speech training program. It is shown in the fact; that from the eleven schools; seven of them have bad facilities

3) Obstacles in the implementation of auditory and speech training program

Based on the results of the interview; it is known that some things become obstacles for the school in the implementation of the auditory and speech training program. These obstacles; among others:

- a) The lack of supporting facilities such as 1) lack of classroom 2) lack of supported facilities of auditory and speech training program such as a mirror; audiometer; speech trainee; etc.
- b) Barriers that are owned by the students; such as students not using hearing aids. Besides; the presence of students who rarely come to the school makes the program can not be given to the maximum.

- c) The program is not to be compiled according to the curriculum.
- d) The lack of reference in preparing programs and execution of easily accessible programs.
- e) The lack of information about the auditory and speech training program for the teacher.
- f) The availability of teachers with an educational background of the deaf is not adequate.

4) *Expectations in the implementation of auditory and speech training program*

Based on the results of the interview; it is known that the expectations of teachers about auditory and speech training program for children with hearing impairment are as follows:

- a) The provision of the facilities that can be assisted by the government; because the tool of auditory and speech training program is quite expensive.
- b) The availability of module or other references that can help the teacher in drawing up the program correctly. It can help teachers who did not initially have the educational background of children with hearing impairment
- c) The availability of seminars; workshops about auditory and speech training program so that teacher can understand more concepts and how to implement auditory and speech training program in class
- d) Support of parents to motivate the children to go to school regularly.

B. *Discussion*

Based on the results of the research; it is known that the auditory and speech training program in special schools of Padang has been planned and prepared in according to the curriculum but not implemented well. It is shown with the result that of the eleven schools only two schools that implement the auditory and speech training program well. Auditory and speech training program is an exercise on the perception of the different sound and communication to stimulate an individual to actively listen to sounds (for example tones; phonemes; and words); improve listening skills and communicate [7].

This is in line with the opinion that in auditory and speech training program; can be described as teaching the brain to listen through active engagement with sounds; whereby listeners typically learn to make perceptual distinctions between sounds presented systematically [8]. Auditory and speech training program may provide a means to improve both auditory and cognitive processes in people with hearing loss in order to improve listening and communication in everyday life [9]. Thus; for children with hearing impairment; need to be given the auditory and speech training program so children

with hearing impairment can enrich the rest of his hearing; accustomed to the sound; and improve communication skills.

The results showed a less optimal of auditory and speech training program implementation and barriers which make teachers difficult in implementing the auditory and speech training program. It has implications on some of the following:

- a) The need for the teaching materials development for teachers that can be used as a reference in drawing up the auditory and speech training program.
- b) The need for workshops; seminars; and other training that relates with auditory and speech training program so teachers can update the information; the competencies that should be given to the students in the auditory and speech training program
- c) Socialization to the community; especially parents in the development of the auditory and speech training program

IV. CONCLUSION

Based on the results and discussion; it can be concluded that the implementation of the auditory and speech training program in a special school of Padang is not optimally implemented but there has been a business teacher in developing the appropriate curriculum at this time. It takes the support of the government and the community in supporting the implementation of the auditory and speech training program to make this program optimally implemented with facilities and learning motivation of the parents to the child. If teachers' competence in developing and implementing the auditory and speech training program already good and supported with adequate facilities and children go to school regularly; then the auditory and speech training program will be able to support the children with hearing impairment in developing listening skills; speaking and communicating.

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