

Listening Skill of Mild Intellectual Disability

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Abstract— This article is intended to describe Listening Skill of Mild Intellectual Disability to short stories. The ability to be observed is understanding the meaning of listening and the child's focus in listening. This case study uses mixed methods with participatory education, interviews, documentation and literature studies. Research subjects' initials AL class V Primary school. The findings of this research are cognitive development on aspects of listening skills are not well developed. From the test results, listening can only achieve 47.5% score of 80% KKM expected. The meaning of language conveyed by the teacher has not been linked to the concrete context while the learning material for intellectual disability must be detailed and wherever possible starting from these concrete things, considering that they experience limitations in abstract thinking so that the meaning of the language conveyed is difficult to appreciate by child. The teacher teaches only by telling stories or lectures without the use of media, it makes the child bored quickly and saturated, thus causing the child not to focus on listening to the learning provided.

Keywords— listening skill, short stories, mild retardation disability

I. INTRODUCTION

Language skills includes four types of skills: listening, speaking, reading and writing [1]. In general, looking or listening skills is the most dominant language activity performed by humans [2]. Listening skills are an obligation that must be taught in the elementary school environment, so that it requires serious attention from teachers and students, [3]

Listening is closely related to cognitive development [4]. Cognition in the form of knowledge formed from the manipulation of ideas received through our five senses. The stimuli received by the senses in listening are expected to produce an understanding of the meaning of language. Tarigan in [1] explained that the first step in listening must be connected with determining the meaning first, so it is very important for the teacher to give an understanding of the meaning of the correct language in accordance with the words / sentences that are played on the child.

Levine in [5] states that academically successful students do not always have a larger vocabulary than their classmates who are less academically successful, but students who are more academically successful in language-related fields tend to have a stronger and more comprehensive understanding, from the vocabulary concept they have. The consequences of listening are also a big influence on children's reading ability. By Thayer-Bacon in [6], states that, in the early stages of school, most reading assignments are done by listening and as a result, children develop strong listening skills and tend

to be non-detachable and continue to hold on to these skills even in the final stages of school. Most children do better listening than reading comprehension, so researchers recommend that listening comprehension is a feasible method to help reading comprehension, [7]. When the teacher reads loudly that is linked to various teaching techniques, it can support the child's understanding of listening, [8].

Skills for listening to Intellectual Disability are still potential to be developed. Molen, *et al.*, in [8] explain that cognition aspects are consistently considered weak in children with intellectual disabilities, but that in mild intolerance disabilities can still be given education including in this case the development of listening skills. Most of the short-term memories of children with intellectual disabilities experience obstacles, but by often presenting information allows them to continue to the next stage of helping long-term memory [9]. Training in listening aspects is a good option in training cognitive abilities of children.

Observing that children with Intellectual Disabilities have difficulty with understanding and perception of codes / symbols due to below average IQ [10]. This is a challenge for teachers to practice listening skills of children, of course must be supported how understanding / cognitive abilities and concentration the child in the listening, so the aim of this study is to find out how the understanding/cognitive abilities of children in understanding the meaning of the reading is played ?, how is the child's concentration ability related to the listening aspect ?, The resulting data is expected to result in follow-up or suggestions to improve ability to listen to Light Intellectual Disability.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the proposed research methods. Section IV describes the research result and following by discussion. Finally, Section V presents the conclusion and highlights suggestions.

II. LITERATURE REVIEW

Cognitive comes from the word "*Cognoscere*" which means to know. Cognitive is a complex product that involves many processes in gaining knowledge through thoughts, experiences, senses [11]. Cognitive is also related to the ability of humans to gradually acquire knowledge, build knowledge, and use knowledge [4]. Listening is closely related to cognitive, namely in the form of an activity process to organize voice messages delivered by the teacher through speech or oral language. so that the voice message that has been heard becomes an acceptable meaning. According to Levy in [10] that interpreting the

language that is played depends very much on cognitive resources.

The progress of cognitive competence is assumed gradually and sequentially during childhood. Piaget describes the sequence in four different stages of development qualitatively, Santrock in [12], (a) motor sensory phase (0-2 years), (b) preoperative stage (2-7 years), (c) concrete operational stage (7 - 11 years) and (d) formal operational stage (11 - 16 years). However, in this study more focused on the concrete operational phase (7-11 years) according to the subject of the researcher who is still sitting in grade V elementary school [3]. A comprehensive learning program for concrete operational students in Indonesia learning general science should be introduced in all primary schools.

According to Santrock in [12], children at the age of 7 will enter a concrete operational stage, where children can reason, such as reasoning to solve a specific problem (actual). However, in any case, their thinking ability is limited to real situations. In this concrete operational stage, the child has better cognitive or better understanding than the child at the preoperative phase. At the concrete operational stage, classification, conservation, and reasoning are the three logical operations that developed during this stage [13].

A. Learning to listen

Listening is also a literacy skill that is very important in helping students in learning. Listening is a literacy skill that actively engages students in hearing, interpreting, and constructing meaning that is not limited to words spoken so that the goal is for students to participate actively in academics as in [14] [15]. However with the condition that they must there is the involvement of teachers in the classroom, teachers must participate in guiding and encouraging students to be involved both in listening to verbal messages and behavioral messages.

Listening is the first literacy skill developed by students even before they come to school, Jalongo [16],[15]. Language development begins with listening, followed by transitions to speak, by reading and writing will appear later.

Some researchers, Manning & Boals in [17]; Imhof in [18]; Nichols in [19]; and Rankin in [20] consider listening to be the most significant and fundamental component of literacy. Making educated children is an ongoing learning process where we use listening, speaking, reading, writing, analyzing, and visualizing to communicate and build meaning in our own world [21]. Because listening facilitates the way we interact with others and our environment, it is a strong predictor of overall student success [22]. "Listening is one of the main methods by which children acquire their people's beliefs, norms and knowledge base [23]. As a result, teaching students to learn to listen allows students to listen to learning [16], [24].

One effort to develop the listening skills in the 2013 curriculum is through storytelling. The nature of the story, according to Musfiroh in [25] is dulce et utile which means fun and useful. Listening to this study focused on short stories. The short story or commonly called short story is a form of fictitious narrative prose [26]. It is said by

Kurniawan in [27] that the short story is a series of events that interwoven into one in which there is a conflict between the characters or within the character itself in the background and the plot, the events in the story of intangible relationships between places, places, time, forming a unity.

B. Mild Intellectual Disability

Noori and Farvardin in [28] Individuals with the Intellectual Disability label show delays in cognitive, social, and adaptive behavioral skills and require specific or special classroom settings. Lightweight Intellectual Disability students represent a population of students with unique types of barriers, populations that are usually determined by IQs between 55 and 70 accompanied by disorders in adaptive skills, such as daily life, social skills, and communication. Mild Intellectual Disability (Mild-ID) Individuals with mild intellectual disabilities are born with conceptual domain difficulties such as learning academic skills, time and money, so that they need support to meet expectations related to their age DSM-5 (2014). The intended support is in the form of education and guidance services specifically when pursuing developmental tasks in his life.

The DSM-5 (2014) also revealed Light Intellectual Disability interrupted by abstract thinking, executive functions (carrying out tasks) and short-term memory. In the social domain, Light Intellectual Disability has not matured in social interaction. Hence it requires more concrete communication, conversation, and language. Research reveals children with ID rarely use adjectives and adverbs, and words with more concrete meanings are used more frequently [29]. In the practical domain, Light Intellectual Disability requires support with complex daily tasks.

Study for each educational measurement, Mild Retardation Disability ability gained greater value than students with moderate/severe intellectual resistance. Intelligence is owned by intellectual disability, generally below the average healthy child, but in the mild category of intellectual disability still be given education, one of which is regarding listening. In other words, intellectual disability can always be relied upon in the academic field [30] therefore, the listening skill of intellectual disability should not be ignored and should get attention early on, so that each student has a habit and ability in listening.

III. RESEARCH METHODS

This case study uses a mixed method with participatory observation, interviews, documentation and literature studies. The research conducted on an even semester of FY 2017/2018 at elementary school 1 Baciro, Yogyakarta. The time of the research done in April 2018. The research subjects were 1 Mild Retardation Disability in grade V with initials AL. This research is used to describe the ability to listen to short stories as described in Table I.

TABLE I. GRID TESTS LISTENING TO SHORT STORIES

Aspects of assessment of listening ability	Test indicator
Theme	Students mention the theme contained in the story
Figure	Students mention the characters contained in the story.

	Students mention the characters of the antagonists and protagonists in the story.
	Students mention the nature of the characters contained in the story.
Background	Students mention the background of events in the story.
Mandate	Students say the message in the story.
Plot	Explain and mention the storyline that has been listened to.
	Search for / find the storyline that has been listened to.

IV. RESEARCH RESULTS

This section presents the research results

A. Understanding Meaning in listening

The meaning of the language conveyed by the teacher has not been linked to the concrete context. According to Santrock in [12], a child at the age of 7 will enter a real operational stage, where the child can reason, such as reasoning to solve a concrete problem (actual). by Levy in [10] states that learning to decode is explicit, and relies heavily on cognitive resources, for it is necessary the role of teachers in designing learning that can train children in understanding the language code and the concrete aspects.

The usual storytelling and storytelling method used by the teacher does not facilitate the child in understanding the concrete context, while the learning material for Intellectual Disability should be detailed and as much as possible in the concrete, considering that they are limited in abstract thinking. The concrete context regarding listening can be mediated with a movement or voice that supports the meaning of the story delivered, and it can be delivered through the media while the teacher encountered not yet facilitate it. Aspects of listening to short stories, especially on the use of words that need to describe the character of the story, the nature of the character in the story, background story, the message in the story and the theme of the story, Kurniawan in [27] should be mediated in the story to be listened to, and this sometimes escape from attention of a teacher.

TABLE II. THE RESULTS OF SHORT STORY LISTENING SKILLS IN CHILDREN WITH MILD INTELLECTUAL DISABILITY ARE PRESENTED IN TABLE FORM. THE FOLLOWING IS THE TEST RESULTS OF THE ABILITY TO LISTEN

Aspects of assessment of listening ability	Test indicator	Score	Child's ability
Theme	Students mention the theme contained in the story	50	The child has been able to mention the theme of the story, but with a short and simple language, such as the good rabbit theme, the child only mentions the story of the rabbit alone
Figure	Students mention the characters contained in the story.	100	The child can name all the characters in the story.
	Students mention the characters of the antagonists	30	Children tend to think that all figures can be applied in everyday life whether it is evil or good.

	and protagonists in the story.		
	Students mention the nature of the characters contained in the story.	50	The child has not been able to name the whole character / only mentioned a few characters
Background	Students mention the background of events in the story.	100	Children can mention the background of the story being listened to.
Mandate	Students say the message in the story.	50	Children have been able to mention but not completely there are 1- 2 mandate that he forgot.
Plot	Explain and mention the storyline that has been listened to.	0	The child has no idea about the storyline
	Search for / find the storyline that has been listened to.	0	The child has no idea about the storyline
Total		380	
Presents		47.5	

Based on Table II above, it can be explained as follows. Measurements were made on five aspects of listening to short stories: themes, characters, backgrounds, trust, and flow. Each aspect consists of test indicators which will then be developed into a short story that will be played to the students. Scores obtained from the results of the subject test AL answered the material listening material that played. Based on the results of the task of answering the question of evaluation test, it is known that the students who get the score below KKM. The results of the evaluation test score of children only get a value of 47.5% of the 80 expected.

B. Focus on Listening

Based on the observations made with grade 5 teacher of Baciro State Elementary School, it is known that Indonesian language learning is still dominated by teachers, students are still the object of learning that only listen to teacher explanation. Also, in the process of learning the teacher also has not used instructional media that can attract the attention of students because of lack of facilities and infrastructure that support the learning process and teachers are still less involved students to be active in learning activities. This resulted in the student's interest in following the learning process to be reduced so that students feel bored and most students are still challenging in understanding the contents of short stories so that students' learning outcomes in low listening skills. The low learning outcomes of students in the students' listening skills to Indonesian subjects on short story material is evidenced by the task of answering the question of evaluation based on the Piaget Cognitive development theory, Santrock in [12] at the concrete operational stage (7-11 years) according to the subject of

researchers who are still in grade V elementary school that covers aspects of conservation and categorization capabilities.

The results of interviews from one of the factors is influenced by the low intelligence they have, Noori and Farvardin in [28], it causes the child with difficulty in learning, learning difficulty, from these conditions, the listening ability possessed by intellectual disability children is less. Information from parents also states that AL is always left behind from children his age especially in learning the Indonesian language. But the authors see for themselves that is not the main problem; the fundamental problem is the learning provided by the teacher has not been mediated/delivered well in improving the understanding of language, especially in aspects of listening. Observation of the author, which the teacher in giving lessons especially about Indonesian language that requires the ability in aspects of listening to children teachers teach only by telling stories or lectures without the use of media, of course, this will make the child quickly bored and also saturated. While the essence of giving a short story, according to Musfiroh in [25] is *dulce et utile* which means fun and useful. But in fact, the teacher does not facilitate it.

Indonesian language subjects mentioned that one of the basic competencies that must be achieved by children is to understand the story of the events and short stories of children. While the facts on the ground, many children are less able to listen and listen to short stories of children. This resulted in non-achievement of the indicator of the subject. The ability to listen to Mild Retardation Disability in the classless, it can be seen from the learning of children who look still under the KKM. Molen, *et al.*, in [8] describe the cognition aspect consistently considered weak in intellectually disabled children. Of course, the role of teachers should be required to facilitate children to minimize the inhibiting factors of children in the right to listen. States that Mild Retardation Disability can still be trained or optimize in the academic field including attending.

V. CONCLUSION AND SUGGESTIONS

The cognitive development of AL's listening skills did not develop well. Aspects of categorization, AL is still obstructed in the mention of antagonists and protagonists, the child has not been able to name the overall character but in the aspect of mentioning the characteristics of children's stories have been able to well. In the issue of conservation, AL is still hampered on the element of the storyline; the child is also still not perfect in summing up the complete story theme, as well as mentioning the mandate is still not perfect there is still a mandate that students forget. In the aspect of saying the child's background can well. From the test results listening children can only achieve a score of 47.5%. The meaning of language conveyed by the teacher has not been linked to the concrete context while the learning material for intellectual disability must be detailed and wherever possible starting from these concrete things, considering that they experience limitations in abstract thinking so that the meaning of the language conveyed is difficult to appreciate by child. The teacher teaches only by telling stories or lectures without the use of media, it makes

the child bored quickly and saturated, thus causing the child not to focus on listening to the learning provided

A. Suggestions

Reducing the problems in the process aspect of delivering the meaning of the language in the story and the learning of the concrete context in the children in the Indonesian language subjects that require the ability in listening aspects of children, it needs a more varied teaching media and not monotonous. Hence, the child will be more interested in teaching and learning activities. Using the teaching medium can clarify the presentation of information, to increase the child's attention and motivate the child to learn more

It is expected that with the instructional media the teaching materials will be more clear the meaning, the teaching method will be more varied, the learners more doing the learning activity, the teaching will attract more learners so that it can grow the learning motivation, enable the children self-study according to their talent and visual ability, auditory and kinesthetic, giving the same stimuli, and likening experiences and generating the same perception.

It is expected that with the media, children with mild retardation disability will be more interested so as to increase their attention as well as improve students' recall on the content of the stories displayed by the teacher, so the ability to listen to short stories that they have will be more developed in a better direction and facilitate the teachers to deliver creative and fun learning for children, especially regarding listening aspects.

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