

Impact Of Total Communication And Natural Sign Language Usage On Increased Learning Motivation of Deaf Students in SLB 1 Bantul

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ABSTRACT

This study aims to determine the impact of total communication and natural sign language on increased learning motivation of deaf students in 1 bantul public special education school using a quantitative approach with experimental research type and Group Pretest-Posttest Design. The sampling technique in this study uses total sampling. Data collection techniques using observation, questionnaire, and documentation. Based on the results of hypothesis Asymp Sig. (2-tailed) value is 0,028, which means the value Asymp Sig. (2-tailed) is smaller (<) than 0,05, then H_1 is accepted, whereas based on the result of hypothesis Asymp Sig. (2-tailed) value is 0,249, meaning the value is bigger (>) than 0,05, then H_1 rejected. The research results show that natural sign language positively affects the learning motivation of deaf students in SLB 1 Bantul.

Keywords: Total Communication, Natural Sign Language, Learning Motivation.

INTRODUCTION

Act Number 8 of 2016 on Persons With Disabilities Article 1 states that: "A disabled person is any person who has physical, intellectual, mental and sensory limitations over a long period who in interaction with the environment can experience obstacles and difficulties to participate fully and effectively with other citizens based on equality of rights". Persons with disabilities referred to in the Act of one of them is hearing loss or deaf. Loss of hearing ability experienced by a child is caused by the damage or malfunction of hearing, either in whole or part, which affects the aspect of language that becomes obstructed (Sutjihati Somantri, 2018).

Though hearing impaired, it's not an obstacle to acquiring and having the same thing in education. Act Number 8 of 2016 states, "Completeness is an effort made to fulfil, implement, and realize the rights of person with disabilities." The rights mentioned above refer to Article 10 Act Number 8 of 2016, which says Getting a quality education on educational units of all kinds, paths, and levels, of education exclusively and special." The fulfilment of education for deaf students is also supported by Article 40, paragraph 1: "The Government and the Regional Government shall organize and facilitate education for persons with disabilities in all tracks, types, and ranges of education following its authority." Paragraph 2 "Maintenance and facilitation education persons with disabilities as referred to in verse (1) implemented in the national education system through inclusive education and special education." In paragraph 3, "The government and the regional government are obliged to include children with disabilities in compulsory schooling 12 (twelve) years." Act Number 8 of 2016, educational fulfilment for disability, as referred to in

Article 40, paragraph 1, states that education maintenance is carried out through special education, which is supposed to be a special education school or SLB. The knowledge obtained from the Special Education School is obtainable through various subjects. Teachers act as motivators for students in the learning process. Motivator and motivation are two things that have connections with each other. Motivation is a driving sphere that is a human basis for doing something, purpose and direction of behaviour. A person's behaviour is based on motives that have their purpose. (Januari, et al., 2020). The teacher's learning activities should motivate the students to do a conducive interaction process. Therefore, transforming material from teachers to students must be effective and understood by students. In reality, in the field, students have not shown a high learning motivation, which is proven by some symptoms that seem like when the teacher explains, students paying less attention to the teacher, talking with their friends, and the incompetence of the students in answering questions about the material. Students not yet showing such high learning motivation is most likely due to teachers as facilitators, and motivators are not yet fully able to arouse motivation. The other can also be caused by the transformation that only focuses on total communication, which is more dominant in using oral language and not signs language as a means to arial. The impact of the teacher's ways of transforming material using complete communication, students learning motivation.

In line with the problem and description above, the researcher chose to look at how the influence of total communication and natural sign language if applied in a class by conducting a study entitled "Impact of Total Communication and Natural Sign Language Usage on Increased Learning Motivation of Deaf Students in SLB 1 Bantul."

METHOD

The research method used is experimental, using pre-tests and post-tests to find comparisons between before and after being treated (Sugiyono, 2015). Design the study used is the One-Group Pretest-Posttest. This research is done in four meetings, two meetings before and two times after the treatment, to find the learning motivation in students' learning motivation meetings to provide therapy to the subject. Pre-test and post-test results will be analyzed with non-parametric statistics using the Wilcoxon Sign Rank Test. In this study, the subject is deaf students in Bantul 1 Public Special Education School for Researchers' observations, questionnaires, and documentation methods. For processing and data collection, research is a known free variable to total communication in natural sign language, and bound variables are learning motivations. Data processing in this research aims to obtain data subject information that is subsequently represented as a result of the ability to recognize the symbol of the number that the subject possesses. Data analysis is the last step before drawing. A conclusion is made by analyzing the data of each condition between conditions.

RESULT AND DISCUSSION

This research was carried out at 1 Bantul Public Special Education School in May 2023. Research shows that natural sign language influences students' motivation, as seen by the increase from pre-test to post-test. At the same time, communication does not affect the increased learning motivation of students, as seen from their absence. Results of pre-test to post-test as for the details of the research data, as follows:

Table 1. Natural Sign Language Pre-Test and Post-Test Result

Pre Test Result	Post Test Result
73	111
105	106
107	111
77	109
101	103
94	105

Table 2. Total Communication Pre-Test and Post-Test Result

Pre Test Result	Post Test Result
83	70
104	100
100	104
97	77
105	102
109	98

Table 1 above shows that in pre-test results, students have not yet demonstrated high learning motivation, and post-test results show an increase. While based on table 2 above shows that the pre-test results and post-test results of some students showed no improvement

A non-parametric statistical analysis is then carried out with the Wilcoxon Sign Rank Test based on pre-test and post-data. As for the result of the analysis, as the following:

Table 3. Total Communication Wilcoxon Sign Rank Test Result

Test Statistics	
Z	Post-test and Pre-test -1.153 ^b
Asymp. Sig. (2-tailed)	.249

From Table 3 above, it can be seen that on Asymp Sig. (2-tailed) it's got the value of 0.249 > 0.05, then H₁ is rejected. In addition, the conclusion of the hypothesis test can be expressed through the Z count and Z table. Based on table 3, the Z count value of -1.153 and the Z table with alpha 5% (0,05) received a value of 1,645, which means Z count (-1.153) < Z table (1,645), then H₁ rejected. It shows no difference in learning motivation pre-test and post-test using total communication, so it can be concluded that communication does not influence increased learning motivation for deaf students in 1 Bantul Public Special Education School.

Table 4. Natural Sign Language Wilcoxon Sign Rank Test Result

Test Statistics	
	Post-test and Pre-test
Z	-2.201 ^b
Asymp. Sig. (2-tailed)	.028

Based on Table 4 above, it can be seen that on Asymp Sig. (2-tailed) it's got a value of 0.028. Asymp value Sig. (2-tailed) $0.028 < 0.05$, then H_1 accepted. In addition, the conclusion of the Test of the hypothesis can be expressed through Z count value -2.201 and Z table value with alpha 5% (0,05) obtained a value of 1,645, which means Z count (-2.207) $> Z_{table}$ (1,645), then H_1 is accepted. It shows that there is an increased learning motivation for students for pre-test and post-test, so it can be concluded that there is an influence of natural sign language on increased learning motivation for deaf students in 1 Bantul Public Special Education School.

Students have to show as high learning motivation as possible; the majority appears because teachers as facilitators and motivators are not yet fully able to stimulate the motivation of students to learn. Other than t, This can also be caused by transformation that focuses only on total communication that is more dominant using oral language and not using sign language as transform material. It is supported by preliminary studies conducted at Special Education School Kartini Batam on a second-grade kid whose student has less and more dominant oral language skills using sign language in communication (Sulastri, 2013). Even in the classroom, communication is very strong. It's needed when learning is going on. When students don't understand, they potentially do not achieve the purpose of learning, and there is a lack of enthusiasm in the students learning motivation, an unseen student. The way teachers communicate material using such communication must impact learning motivation.

Natural sign language, or other terms of Indonesian Sign Language, is a language made and used by deaf people to communicate (Deviyanti et al., 2018). Indonesian sign language role is very important to deaf people. Deaf people feel comfortable sharing using Indonesian Sign Language because it is shown by using hands and expressions to communicate (Deviyanti et al., 2018).

The result of research based on natural sign language hypothesis testing with the Wilcoxon Sign Rank Test matches Table 4 on Asymp. Sig. (2-tailed) obtained a value of size 0.028. Wilcoxon result shows that $0.028 < 0.05$, then H_1 is accepted. It shows there is a significant difference between before being treated and after having been treated. The result of research based on the Test of total communication hypothesis with the Wilcoxon Sign Rank Test corresponds to Table 3 on Asymp Sig. (2-tailed) obtained a value of size 0.249. This Wilcoxon results showed that $0.249 > 0.05$, then H_1 was rejected. That indicates that there is no significant difference between before being treated and after having been treated. These results may show that natural sign language increases student learning motivation while total communication doesn't.

CONCLUSION

Based on the results of the hypothesis testing with the Wilcoxon Signed Rank Test conducted in the State SLB 1 Bantul, it can be concluded that there is an influence of

natural sign language on increased learning motivation of students, and there is no total communication influence on improved learning motivations of students. This is demonstrated by an increase from the pre-test to the post-test for natural sign language while no improvement from the Test to the post-test for total communication. (Deviyanti et al.,2018: 2). Based on the above description, then the use of Natural Sign Language can affect the learning motivation of students in class V in Public School Special Education 1 Bantul because natural sign language is the mother tongue of the child whom they create and use daily to communicate both for the other child whores and individuals hearing.

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