



(MUDIMA)



Effectiveness of Increasing Vocabulary and Constructing Sentences for High Class 4/5/6 SDLB for the Deaf Using the MMR Method with Video Media at SLB Riverkids and SLB Putra Jaya

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ARTICLE INFO

Keywords: Reflective Maternal Method, Vocabulary, Constructing Sentences, Deaf Children

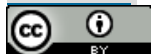
Received : 3 November

Revised : 20 November

Accepted : 22 December

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ABSTRACT

Deafness is a condition where a child experiences problems with his ability to hear. Deaf children have a small vocabulary. The small vocabulary is caused by poor listening skills so that children are unable to accept new vocabulary which results in difficulties in communicating. Apart from difficulties in communication, they also have difficulty in constructing sentences. One step that can overcome the above problem is to apply the Maternal Reflective Method (MMR). The Reflective Maternal Method (MMR) emphasizes the mother's way of teaching language to children, where the teaching is carried out scientifically. The aim of this research is to analyze MMR on the ability of deaf children in adding vocabulary and constructing sentences. This type of research is Quasi Experimental research with a one group pretest posttest design, which applies five pretests and five posttests. Analysis technique for testing hypotheses using the SPSS 25 for Windows program. The research results showed a significant difference between the pretest results and the posttest results. This is proven by the output results obtained p is 0.000, which means $p < 0.05$ then H_0 is rejected and H_a is accepted. This means that there is a significant increase in the vocabulary and sentence learning outcomes of deaf students. The conclusion of this research is that the Maternal Reflective Method (MMR) can influence the addition of vocabulary and sentence construction in deaf children

INTRODUCTION

Efendi (2017) In the structure of the human senses, the ear as the sense of hearing is an organ to complete information obtained through sight. Therefore, losing part or all of the ability to hear means losing the ability to fully perceive events around you. As a result, all events recorded by the sufferer's vision appear as if they happened suddenly without being able to understand the initial symptoms. On this basis, providing educational services that are relevant to the needs of children with hearing impairments (deaf) is expected to increase self-confidence and foster achievement motives.

Whatever the condition and degree of deafness experienced by a person, what is certain is that the effects of partial or simultaneous deafness will certainly have an influence on his mental condition. With their limitations, deaf sufferers are often plagued by a feeling of shock as a result of not being able to control their environment. This condition is increasingly unfavorable for deaf sufferers who have to sell to pursue their developmental tasks. Due to the series that arise as a result of deafness, sufferers will experience various disturbances in pursuing their development, especially in aspects of language, intelligence, and social adjustment. So, to optimally develop the potential of deaf children, special services or assistance are needed.

Haenudin, (2013). Children with hearing impairments need learning that can; (1) Involving children directly and interactively, (2) Applying a method that can link language structure with the context of events, (3) Children's needs in optimizing their visual senses must be met. (4) Facial direction and voice direction must always be considered for deaf children. For its development, appropriate teaching methods are needed that are appropriate to the characteristics of the child. One method that can be used to improve the spoken language of deaf children is the Maternal Reflective Method (MMR).

According to Leni Bunawan and Yuwati (2000) MMR is: "A language teaching method that follows the child's way of listening to mastery of the mother tongue and requires children to gradually be able to

discover the rules or forms of language themselves through reflection on all their language experiences." is a conversation between two or more people in the form of an exchange of ideas, information, feelings or thoughts for teaching language as naturally as possible to deaf children. There have been many studies using the MMR method to improve the language of deaf children. There are several previous studies regarding the Reflective Maternal Method:

Wirantri (2015) in his research entitled "The influence of using the Maternal Reflective Method (MMR) on increasing the ability to compose effective sentences in class deaf for class X. Iswari. et al (2018) in their research entitled "Effectiveness of the Reflective Maternal Method in Improving the Language Abilities of Deaf Children" explained that the reflective maternal method is effective for improving verbal expressive language abilities in deaf children. Pujiwati (2012) in her research entitled "Improving Deaf Children's Understanding of Noun Vocabulary Through the Maternal Reflective Method in Class D II B at SDLBN Tarantang Limapuluh Kota". The Maternal Reflective Method (MMR) has the advantages of (1) facilitating children's communication with other people, (2) it can train children's speech development, (3) the way language is conveyed is more systematic.

In every previous study, many have used the MMR method for the language and speaking abilities of deaf children. This research aims to determine the effect of the reflective maternal method on the vocabulary and sentence composing abilities of deaf children with the subject being high class deaf students, namely class IV/V/and VI.

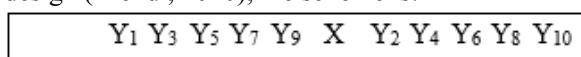
Based on the background described above, the problems in this research are as follows: (1) How are students' vocabulary abilities before and after using the Reflective Maternal Method?; (2) How are students' abilities in composing sentences before and after using the Reflective Maternal Method?; (3) How is vocabulary related to constructing sentences?

The aims of this research are; (1) To describe the vocabulary abilities of deaf students before and after using the Reflective Maternal Method. (2) To describe the ability to compose sentences of deaf

students before and after using the Reflective Maternal Method. (3) To describe vocabulary relationships and compose sentences.

METHODS

This research is quantitative research, because the research data is in the form of numbers and analysis uses statistics. According to Sugiyono (2015: 107) experimental research is a research method used to find the effect of certain treatments on others under controlled conditions. The experimental method used in this research aims to determine the effectiveness of the Reflective Maternal method which will be given to subjects repeatedly at certain times, in order to improve communication for deaf students at SLB Riverkids and SLB Putra Jaya. The experimental method used is a quasi-experimental method (quasi-experimental method). The design used in this research is One group pretest posttest design. The research design used in this research is One group pretest posttest design (Efendi, 2020), the scheme is:



The independent variable in this research is known as intervention or treatment. In its implementation, the Maternal Reflective Method (MMR) is used accompanied by video media. The dependent variable is called target behavior Sunanto

(2005: 12). The dependent variable (Y1) is vocabulary ability, (Y2) is the ability to compose sentences.

The instruments used in this research are test and non-test instruments. The instrument used is a written test which is prepared based on student abilities. Before the instrument is used to collect data, validation of the questions is first carried out. Researchers created around 50 questions. In carrying out the pretest and posttest, the same questions are used. Before being tested in the form of pretest and posttest, researchers carried out validation. Validation is carried out by requesting expert practitioners with the provision of experts in the field of work experience of around 8-10 years, involved in research 1-2 times.

After testing the research instrument, the researcher then carried out data processing. The first data analysis carried out a data normality test using a normality test using the Kolmogorov-Smirnov formula in calculations using the SPSS 25 program. To find out whether it is normal or not, if sig > 0.05 then it is normal and if sig < 0.05 it can be said to be abnormal; then the hypothesis test is analyzed using the t-test; and Correlation test. Analysis of correlation coefficient values was processed using the SPSS 25 program.

Table 1. Correlation Coefficient Level

Interval Koefisien	Tingkat Hubungan
0,000 – 0,199	Sangat rendah
0,200 – 0,399	Rendah
0,400 – 0,599	Sedang
0,600 – 0,799	Kuat
0,800 – 0,900	Sangat Kuat
1,000	Sempurna

Sumber : Sugiyono (2013)

RESULTS AND DISCUSSION

The data presented in the research includes pretest results and posttest results. The pretest results

are obtained from the total of pretest scores carried out five times. Posttest results are obtained from the sum of the posttest scores carried out five times.

Table 2. Results of Pretest and Posttest Vocabulary and Constructing Sentences

nama	Pretes kosakata	Postes kosakata	Pretes kalimat	Postes kalimat
KYK	61	77	14	20
SYF	67	77	16	20
ALB	55	75	11	17
KLH	54	70	10	18
EMR	52	72	12	18
FLH	68	80	14	24
FRS	65	77	18	26
DV	53	72	16	19
ZHR	67	77	16	21
DND	56	70	10	19

Table 3. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pretes kosakata	.221	10	.181	.858	10	.072
postes kosakata	.247	10	.086	.889	10	.167

a. Lilliefors Significance Correction

Based on the results of the MMR normality test on vocabulary using SPSS 25, it can be seen that the significance value (Sig) for all data in both the

Kolmogorov-Smirnov test and the Shapiro-Wilk test is ≥ 0.05 , so it can be concluded that the research data is normally distributed.

Table 4. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretes Kalimat	.192	10	.200*	.916	10	.324
Postes kalimat	.228	10	.149	.881	10	.135

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the MMR normality test on sentences using SPSS 25, it can be seen that the significance value (Sig) for all data in both the Kolmogorov-Smirnov test and the Shapiro-Wilk test is ≥ 0.05 , so it can be concluded that the research data is normally distributed.

Hypothesis Testing

Hypothesis testing was analyzed using the t-test to determine whether deaf students' vocabulary and sentence composing abilities increased using the MMR method accompanied by videos

Table 5. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretes kosakata - postes kosakata	-14.900	3.900	1.233	-17.690	-12.110	-12.081	9	.000

Based on the table above, the value obtained is sig = 0.000, which means it is smaller than $p < 0.05$,

so H0 is rejected and Ha is accepted. which means it can be concluded that there is a significant increase in the vocabulary skills of deaf students.

Table 6. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretes kalimat - postes kalimat	-6.50000	2.22361	.70317	-8.09068	-4.90932	-9.244	9	.000

Based on the table above, the value obtained is sig = 0.000, which means it is smaller than $p < 0.05$, so H0 is rejected and Ha is accepted. which means it can be concluded that there is a significant increase

in the results of the ability to compose sentences for deaf students.

Correlation Test

Table 7. Correlation Test

		Correlations				
		pretes kosakata	postes kosakata	pretes kalimat	postes kalimat	
Spearman's rho	pretes kosakata	Correlation Coefficient	1.000	.821**	.440	.801**
		Sig. (2-tailed)	.	.004	.204	.005
		N	10	10	10	10
	postes kosakata	Correlation Coefficient	.821**	1.000	.644*	.762*
		Sig. (2-tailed)	.004	.	.044	.010
		N	10	10	10	10
	pretes kalimat	Correlation Coefficient	.440	.644*	1.000	.726*
		Sig. (2-tailed)	.204	.044	.	.017
		N	10	10	10	10
	postes kalimat	Correlation Coefficient	.801**	.762*	.726*	1.000
		Sig. (2-tailed)	.005	.010	.017	.
		N	10	10	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based on the output above, the Sig value is known. (2-tailed) is 0.017, because the Sig value. (2-tailed) < 0.05 means there is a significant relationship between vocabulary and sentences. From the SPSS output, a correlation coefficient figure of 0.726 is obtained, meaning that the level of strength of the correlation/relationship is a strong relationship.

Before being given treatment using the Maternal Reflective Method (MMR), not all students understood the nouns and verbs shown in the pictures. However, after the treatment was given, there was an increase and addition to the students' vocabulary. And also the students' ability to compose sentences before using the Maternal Reflective

Method (MMR) can be seen from the results of the pretest carried out by the students. From the data obtained, it was found that all ten students still made many mistakes, that is, they were confused in their answers and some did not answer. This shows that students' abilities in composing sentences are still not good and students still cannot master the material about composing sentences. However, after being given treatment with the Maternal Reflective Method (MMR), students' ability to compose sentences has improved. Therefore, the Maternal Reflective Method (MMR) that researchers use has influenced the ability of grade 4/5/6 SDLB students in adding vocabulary and constructing sentences. This is evident from the differences in the pretest and posttest results that students have carried out

CONCLUSION

From the research conducted by researchers, the following conclusions can be drawn:

1. Students' ability to understand vocabulary has increased. This is proven by the results of the posttest they carried out. This ability emerged due to the use of the Maternal Reflective Method (MMR) accompanied by videos and picture cards.
2. After implementing the Maternal Reflective Method (MMR), students' ability to compose sentences has improved. This can be shown by the increasing student posttest results.
3. From the results of research on the effectiveness of the Maternal Reflective Method (MMR) in increasing the vocabulary and sentence construction skills of deaf students, it can be concluded that there is an influence. Data analyzed using the Spearman rank correlation test revealed the Sig value. (2-tailed) is 0.004, because the Sig value. (2-tailed) < 0.05 means there is a significant relationship between MMR and Vocabulary. Sig value is known. (2-tailed) is 0.017, because the Sig value. (2-tailed) < 0.05 means there is a significant relationship between MMR and Sentences. This shows that there is an influence of the use of the Maternal Reflective Method (MMR) on the vocabulary

and sentence construction abilities of deaf children.

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