

STRATEGI PENINGKATAN KOSAKATA ANAK TUNARUNGU MELALUI INTERVENSI BERSUMBERDAYA KELUARGA

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ABSTRAK

Anak tunarungu memiliki hambatan utama dalam kemampuan bahasa dan komunikasi. Hambatan dalam kemampuan bahasa diantaranya adalah rendahnya perolehan kosakata pada anak. Hal tersebut mempengaruhi kemampuannya dalam berinteraksi dan memahami konsep-konsep baru. Oleh karena itu diperlukan strategi tertentu untuk meningkatkan perolehan kosakata mereka. Sesuai dengan teori ekologi oleh Bronfenbreunner, perkembangan anak dipengaruhi oleh lingkungannya. Keluarga sebagai lingkungan terdekat perlu mendapatkan dukungan untuk dapat berperan mengoptimalkan kemampuan bahasa anak melalui program intervensi dini.

Penelitian ini bertujuan untuk merumuskan strategi untuk meningkatkan kosakata pada anak tunarungu melalui intervensi bersumber daya keluarga. Penelitian dilakukan dengan pendekatan kualitatif dengan metode *Research and Development* (R&D). Subyek penelitian adalah anak tunarungu dan keluarganya. Berdasarkan kondisi faktual anak tunarungu dan keluarga serta analisis teori dirumuskan strategi peningkatan kosakata yang menekankan pada terjadinya percakapan di lingkungan keluarga. Percakapan dilakukan di segala situasi dengan cara-cara yang efektif bagi anak tunarungu antara lain; memperhatikan keterarah-wajahan, menggunakan ekspresi wajah dan gerakan tangan, kalimat singkat, serta pengalaman nyata ketika mengenalkan kata baru. Selain itu, untuk memudahkan anak mengingat kata, kosakata yang sudah dipelajari dipajang dan diulang dalam percakapan. Dengan pelaksanaan strategi tersebut, maka anak mendapatkan banyak kesempatan untuk memperoleh kosakata baru. Hasil pelaksanaan strategi menunjukkan bahwa perolehan kosakata anak tunarungu mengalami peningkatan dan keluarga mendapatkan pemahaman baru tentang berbagai upaya untuk membantu meningkatkan kemampuan berbahasa anak, khususnya dalam peningkatan perolehan kosakata.

Kata kunci : intervensi dini bersumberdaya keluarga, perolehan kosakata, anak tunarungu

THE STRATEGY TO IMPROVE VOCABULARY ACQUISITION FOR CHILDREN WITH HEARING IMPAIRMENT THROUGH FAMILY-BASED INTERVENTION

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ABSTRACT

Children with hearing impairment have primary difficulties in communication and language skills. One of their difficulties in language skills is lack of vocabulary acquisition. This situation may affect their ability to interact and understand new concepts. Therefore, certain strategies are needed to improve their vocabulary acquisition. According to ecology theory proposed by Bronfenbreunner, children's development is affected by their environment. Family, as the closest environment, needs to get support from the environment in order to optimize their children's language capacity through early intervention.

This research aims to formulate strategies to improve the vocabulary of children with hearing impairments through family-based intervention. Qualitative approach was employed using *Research and Development* (R&D) method. The participants of this research were children with hearing impairment and their family. Based on the factual conditions of children with hearing impairment and their families as well as analysis of the theory formulated strategies for improving vocabulary that emphasizes on the conversation in the family environment. Conversations conducted in all situations using effective ways for children with hearing impairment, were; face attention, using facial expressions and hand gestures, brief sentences, as well as a real experience when introducing a new word. In addition, to facilitate the children remember words then displayed and repetition of words in conversation. By implementing this strategy, the children get plenty of opportunities to acquire new vocabulary. The results of the implementation of the strategy shows that the vocabulary acquisition of the children with hearing impairment has increased while the family members can acquire new understanding of various efforts to improve the children's language ability,

Keywords : family-based early intervention, vocabulary acquisition,
children with hearing impairment