

Regular Students Responses to The Presence of Students with Hearing Impairment in Inclusive Classes

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Abstract—The presence of students with hearing impairment in the inclusive classes receives diverse responses for the regular students studying with them. Of course, the responses given have an impact on the success of inclusive education. The purpose of this study is to determine the responses shown by regular students to the presence of students with hearing impairment in inclusive classes. The research method used in this research was descriptive quantitative. Twenty regular students were selected by random sampling in two different classes, where there were students with hearing impairment in there, to fill the questionnaire. To complete the data, researchers conducted observations and interviews related to regular student responses during the learning process in inclusive classes. Data analysis was done by descriptive analytic. The results showed that regular students had positive attitudes toward the presence of students with hearing impairment in inclusive classes. These were indicated by their willingness to assist them when experiencing difficulties in understanding subject matter or teachers' instruction and to lend notes when the teacher did dictation. Regular students' willingness to help students with hearing impairment when having difficulties during the learning process made the regular students' friendship with students with hearing impairment closer.

Keywords—regular students responses, students with hearing impairment, inclusive classes.

I. INTRODUCTION

Hearing obstacles experienced by students with hearing impairment often affect their performance in following the learning process [1], so that the presence of students with hearing impairment that follow the learning process along with regular students in the inclusive class will lead to diverse responses for regular students. This diverse responses arise because of the different abilities owned by students with hearing impairment and regular students.

Various responses by regular students to the presence of students with hearing impairment are indicated by both positive and negative attitudes. The positive attitude shown also influences the successful implementation of inclusive

education because one of the keys to the success of inclusive education is the acceptance of regular students to the presence of students with special needs who learn together with them. A negative atmosphere in classrooms can hinder mainstreaming efforts [2].

Relevant research was undertaken by [3] who studied students' attitudes toward disability peers who were in inclusive schools and special schools. In their research they showed that the development of friendship and harsh attitudes in inclusive schools was lower than that in special schools.

What distinguishes this research from Bunch and Valeo research is that this research is conducted only in inclusive classes and the focus is to know regular students acceptance to the presence of students with hearing impairment learning together with them in the inclusive classes. Therefore, the purpose of this study is to determine the response shown by the regular students to the presence of the students with the hearing impairment in the inclusive classes.

II. METHOD

This research used descriptive quantitative method. The study was conducted in one of the junior high schools in Bandung that received students with hearing impairment studying together with regular students in the same class. Data collection technique was done by filling out questionnaires by regular students. Twenty regular students were selected by random sampling in two different classes, where there were students with hearing impairment there. To complete the data, the researchers conducted observations and interviews related to the regular students' responses during the learning process in inclusive classes. The subjects of the interview were chosen by purposive sampling technique. Data analysis was done by descriptive analytic.

III. RESULT AND DISCUSSION

Based on the results of the questionnaire (figure 1), as many as 19 regular students admitted that they were not

disturbed by the presence of students with hearing impairments in the learning process. That is, they responded positively to the presence of students with hearing impairment who learn together with them in the same class.

Regular students could learn as usual even though in their classes there were students with hearing impairment. During the learning process, students with hearing impairment were more silent and sat quietly listening to teacher explanations. They occasionally asked for help to a classmate if experiencing difficulties during the learning process. The less active participation made the learning process in the classroom looked like their presence in the class did not exist.

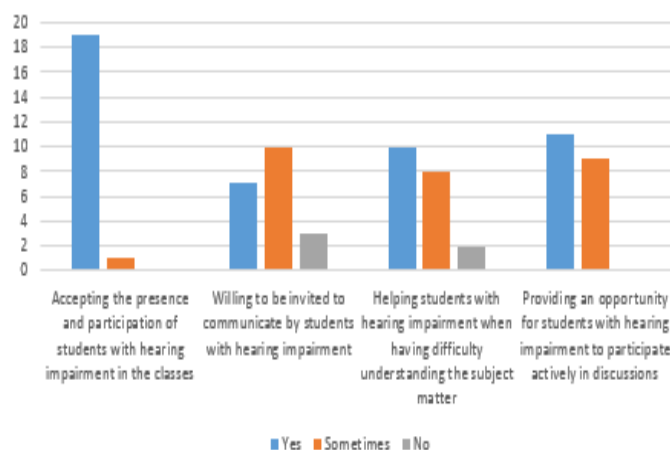


Fig. 1. Regular Students Responses to the presence of students with hearing impairment in the inclusive classes

However, regular students sometimes refused when they were invited to communicate by students with hearing impairment. Reasons for rejection were: they sometimes had difficulty understanding what the students with hearing impairment said. To avoid these difficulties, they preferred not to be invited to communicate by students with hearing impairments. It can be concluded that they preferred to establish friendships with hearing students even though the presence of students with hearing impairment in their classes did not bother their activities in the classroom. In general, students with special needs have a much lower number of friends than their peers [4]. Students with hearing impairments tend to be excluded by their hearing friends so they have less friends in the class [5].

Because students with hearing impairment have communication barriers, they may take longer to understand the learning materials, explanations and instructions provided by the teacher. The students with hearing impairment have difficulty locating the speaker during a classroom discussion [6]. To overcome this, the role of regular students is needed by students with hearing impairment to assist them in overcoming difficulties faced by them during the learning process in the classroom.

The most perceived difficulty of students with hearing impairment during the learning process in the inclusive class is to understand the teacher's explanation in front of the class because teachers' speech are sometimes too fast for them. Efforts made by teachers to overcome this is to provide peer

tutors to students with hearing impairment. During the observation, students with hearing impairments are more comfortable in collaborating with peers when learning.

The positive attitude shown by regular students was their willingness to help students with hearing impairment when experiencing difficulties during the learning process. Regular students always helped them explain learning materials that were poorly understood. They also lent notes to them, made friends closer. [7] argue, overall, peer tutors can provide social and academic benefits for tutors and tutees if done correctly.

Furthermore, table 1 shows that 11 out of 20 regular students claimed to provide opportunities for students with hearing impairment to express their opinions during group discussions. The rest, as many as 9 regular students sometimes gave them a chance and sometimes not.

The findings are inversely proportional to the findings of the observations. Students with hearing impairment were more silent when following the discussion. This is because they found difficulty in understanding what their friends were talking about. The condition was exacerbated by the absence of an interpreter or a special teacher who helped them to interpret the conversations in the discussion. [8], when students with hearing impairment are involved in the workgroup, there is the challenge of following a discussion where there are fast turns and pause times for interpreters or special teachers to interpret conversation in discussions so they can not actively participate in the discussion.

IV. CONCLUSION

The positive attitudes of regular students to the presence of students with hearing impairment in inclusive classes are indicated by their willingness to assist them when experiencing difficulties in understanding the subject matter or teachers instruction and lending notes when the teacher does the dictation. While the negative attitude is shown by less involvement of students with hearing impairment in discussion and friendship activities outside of learning. Regular students' willingness to help students with hearing impairment when having difficulties during the learning process makes regular students friendship with students with hearing impairment to be close.

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