Abstract: Based on the overall data analysis, it can be concluded that the ability to speak and speak of deaf children aged 5-6 years is varied, there are good and poor speech and language. Speech and language skills of deaf children are said to be good seen from being able to understand language, vocabulary has a lot, language is easy to understand, can communicate interactively, able to understand abstract words, whereas said deaf children have poor speaking and language skills seen from difficulties in understanding language, vocabulary is still small, difficulties when invited to speak, difficulty in arranging syllables into meaningful words. The impact of good speech and language is that deaf children are able to communicate both ways, communicative, and self-confidence. For deaf children with poor speech and language, it will cause difficulties in understanding their intentions and ultimately difficulties in communicating with others and not having confidence. b. Parents' understanding of the nature of hearing impairment and the development of speech and language skills of deaf children will have an impact on the ability of parents to intervene early in children. A good understanding of parents will change attitudes, treatment so that parenting in providing services to children at home can increase, while the development of speech and language skills can improve parenting skills in providing interventions so that a large influence on the results of speech and language skills of deaf children. c. Early intervention training programs run by parents in the form of an understanding of the nature of hearing loss and the development of speech and language skills have increased. This can be seen by comparing the ability of parents before and after being given treatment using this early intervention training program. Through this early intervention training program, it can improve parents' understanding of hearing loss and develop speech and language skills for deaf children.

Keywords: Early Intervention Program, Increase Speech, Language Skill

1. Introduction

Development is a pattern of change that starts from conception, which continues throughout the life span [1]. Development is a very important thing experienced by each individual. However, each individual has a difference in the process of development. Each individual develops according to their respective stages of development. One development that occurs in each individual is the development of speech and language. For a child, learning to speak and language is a major developmental task. In most child development problems, being late in speech and language is an early indicator that the child has experienced developmental barriers to academic ability or social skills in later life.

Deaf children are children who experience hearing impairment because of damage to their hearing organs. So that deaf children have difficulty in speaking. According to:

“Deaf children are someone who has a lack or loss of ability to hear either partially or completely due to the failure of some or all of his hearing devices, so that he cannot use his hearing instrument in daily life that has an impact on life in a complex manner”. [2]

The stages of language development passed by deaf children are the same as the stages of speech and language development of children in general. It's just after the merbaan phase (babbling), deaf children don't experience optimal development. So that the process of receiving speech and language for deaf children is interrupted because there is no stimulus that enters the child's language area and causes deaf children not to have a good language experience. Therefore deaf children are unable to speak and speak well. The impact of hearing impairment on deaf
Children affects cognitive development, speech and language development, social emotional development, and academic achievement. The impact caused by deaf children in the development of speech and language is difficulty speaking, language difficulties that are characterized by difficulties in using symbols, saying symbols and holding combinations of these symbols, difficulties in expressing feelings, ideas, ideas, difficulties in communicating with opponents talk.

Judging from the impact caused by the obstacles that children with hearing impairment above, actually deaf children have potential in speech and language skills. But because of obstacles that arise in deaf children, the potential that should be seen in deaf children becomes invisible. If obstacles can be minimized as early as possible, then the ability of the deaf child can develop optimally.

For this reason, an early intervention is needed for deaf children in speech and language. Interventions to deaf children must be given as early as possible to explore and develop the potential that exists in deaf children and minimize the obstacles they have. The results will be well achieved if the deaf child is given intervention, especially speech and language as early as possible.

Based on the results of interviews with several parents who have children who are deaf, the first treatment carried out by parents when they find out their children are deaf is to come to the doctor and then conducted medical examinations only. After the child was diagnosed with hearing loss, the parents did nothing to make the child want to speak (speak) and speak. Parents have not developed the ability to speak and their child's language since being diagnosed with hearing loss. Deaf children are only given medication medically, do various tests and do not handle the deaf child to be able to speak and speak. The parents make an effort to develop their children's speech and language only to the general language of the day (such as: eating, drinking what is implied) and the rest just silence their children (not given frequent stimuli) without being invited to speak and language.

Early intervention by involving parents is very important because parents are the ones who know their children in depth and have the opportunity to do more activities at home than at school and to get the most out of development, especially speaking and language maximally. How important it is to detect or recognize any obstacles as early as possible and that then they need to be followed up with an early intervention program to prevent adverse impacts on all child development. Early intervention in children must involve the role of parents in handling it. The role of parents greatly affects the ability of children in subsequent developments. The reciprocal influence given by parents and children beyond specific interactions has a high enough influence [1]. Parents are a supporting and determinant factor in the progress of child development. The family is the first and the main educational institution that is held and handled directly by parents. Families, especially parents, as educators must have an understanding of child development [3].

Children need learning as early as possible in the aspects of speech and language because language is a very important aspect of communicating with others. Without language, children will be difficult to survive in the environment where they are. The learning carried out in school in the language for deaf children is learning to speak only. Learning by the school has not empowered parents in handling it. Parents only act as facilitators (delivering / picking up children to school only) are not involved in learning. This learning cannot fully accommodate deaf children in language learning. At home even parents are less able to learn together with children because parents who have limitations in understanding the desires and intentions expressed by children, limitations in teaching language to children, and parents are only satisfied with the results obtained by children even though the potential of children is more than their ability which is now.

Based on the statement above, it is necessary to have an early intervention program that is appropriate in the language skills of deaf children so that parents can teach themselves and do it easily, cheaply, appropriately and ultimately the results of deaf children have good language skills and abilities and optimal development in the future. which will come. Therefore,
researchers want to try to examine the early intervention program for parents in developing speech and language skills in deaf children. Hopefully, this research can provide understanding to parents about what parents should do in providing early intervention to deaf children, empowering parents in early intervention in deaf children and helping deaf children in developing speech and language skills as well as teachers can provide services/programs that appropriate for deaf children in accordance with the development of speech and language of children.

2. Theoretical Foundation

2.1. Early Intervention Concept

Early intervention is an effort carried out as early as possible to improve the quality of life of children who are at risk of having special needs between the ages of zero to five years. This special need can be a developmental or disability task delay. Like the definition of early intervention from education. Com: ... special education and related services are provided to children under age five. Designed to identify and treat developmental disabilities as early as possible in order to prevent more serious disability, ensuring maximum child development, and assisting families as they raise a developmentally disabled child.

In the above sense, early intervention is designed to identify and handle developmental delays as early as possible and to the extent possible to prevent more serious incapacity and ensure the achievement of maximum potential development and growth and assist families with special needs children.

2.2. Parents and Early Interventions

A child as an individual cannot develop by itself, he needs other people to learn, develop and grow. Learning experiences will produce the abilities and skills of a child. The first environment that provides learning experiences is family. Child development experts state that child development is influenced by nature (biological inheritance) and nurture (environmental experience), almost no one has argued that development is only influenced by nature or nurture, both are very important for individual development [1].

According to the ecological theory developed by Bronfenbrenner, the main focus is on the social context in which life or living and people affect children's development. Ecological theory is a view of the Bronfenbrenner socioculture of development, which consists of five environmental systems ranging from input of direct interaction with social agents that develop well to broad-based cultural input [1].

2.3. Definition of Deaf

Deafness is a term taken from the words “Tuna” and “Deaf”. Tuna means less and Rungu means hearing. A child is said to be deaf if the child is unable to hear or is unable to hear the sound. In the Orthopedagogic book of Deaf Children mean deaf as:

A person who experiences a lack or loss of ability to hear either partially or entirely due to the failure of some or all of his hearing devices, so that he cannot use his hearing device in daily life that has an impact on life in a complex manner [4].

Child language development is inseparable from how children get language from their environment. Language Acquisition according to Maksan is a process of mastering the language carried out by someone unconsciously, implicitly, and informally [5]. This period of language acquisition can be obtained by children through the following four stages: 1) Stage of hearing language; the stage where a new child is able to listen to the sounds around him. 2) Stage imitates language; the stage where the child is able to mimic one or two words that are notified by the environment. The child acquires this stage when he or she has started talking with one or two words in a row. 3) Stage remembering language; the stage where the child is able to imitate and remember the words he said. 4) Stage of presenting language; the stage where the child is not only able to imitate and remember, but the child has also begun to interpret the word he heard.

The impact of hearing loss on language development and speech is as follows: 1) Late development of communication skills (speech and language) receptively and expressively. 2) Language limitations cause problems in learning so that learning achievement is low. 3) Communication difficulties tend to lead to
isolation and low self-concept. Self-concept is our perception of parts to be combined and form the whole picture. 4) The vocabulary is limited. 5) Acquisition of vocabulary develops very slowly. 6) Difficult to understand abstract words. 7) Cannot hear their own voice when speaking. [6]

2.4. Early Age Concept

Early childhood is a child who is aged 0 to six years. According to Beichler and Snowman early childhood is a child aged between 3-6 years. Early childhood is a child who is in a process of development and growth that is unique, in the sense of having a pattern of development and growth (fine and coarse motoric coordination), intelligence, social emotion, language and special communication in accordance with the level of growth and development of children. [7]. Whereas the nature of early childhood is a unique individual where he has a pattern of growth and development in the physical, cognitive, socio-emotional, creative, linguistic and communication aspects that are specific to the stages being passed by the child.

Early childhood is divided into three stages, namely (a) the infant is born to 12 months, (b) the age of toddlers aged 1-3 years, (c) preschool age 3-6 years.

2.5. Parent Training Program

Education and training are two parts that cannot be separated in the development of human resources. Training is a short-term learning intervention. The training is conducted to build attitudes, knowledge and skills to meet current and future work needs, so that training is part of education that describes a process in developing the community [8].

3. Research Methods

3.1. Phase 1 Research Procedure

In stage one, the research procedure is qualitative, namely the presentation of data in the form of narrative results, descriptions obtained from the results of assessments, observations, interviews and documentation studies conducted regarding the objective conditions of deaf children and parents in speech and language skills, extracting information and data from parents, children, and teachers about speech and language skills of deaf children, program preparation, concept analysis and literature study as well as data validation.

Research Location

In the first phase of the study, the location of this research was carried out in the house of Lembang and in SLB YPLAB on the road Barulaksana no. 183 Lembang Regency of West Bandung.

Research Informants

Qualitative research, subjects in research are called informants, participants or sources. According to Buhran Bungin, research informants are people who are expected to master and understand data, information or facts of research objects (Sugiono, 2008: 128). In this study the informants were: Parents and Teachers.

3.2. Stage 2 Procedure

In stage two, the presentation of the data is presented in the form of descriptive statistics. In this stage parents conduct training using the program that has been made. The program is calculated to see the improvement of parents in understanding and developing speaking and language skills. Furthermore, to find out the improvement of parental ability in early intervention for deaf children, the researchers conducted testing using the experimental method with the design of SSR design (Single Subject Research). “Experimental research conducted to find out how much influence from a treatment / treatment given to the subject repeatedly in a certain time” (Sunanto, 2006). The SSR design used in this study, namely the design of A-B-A which consists of three stages of conditions, namely: at baseline (A1) then at the intervention condition (B) and re-measurement at baseline conditions (A2). This A-B-A design was chosen because it can show whether there is a relationship between the dependent variable and the independent variable.

A-1 (baseline 1) is an initial condition of the ability to conduct early intervention in understanding comprehension and the development of speech and language skills. In this condition, to find out the extent to which parents understand the nature of extinction and the extent to which they can develop the speaking and language skills of deaf children (parents are able to train children in understanding the word), before the intervention is given 10 questions about
parents' knowledge and understanding of hearing loss and development of speech and language skills of deaf children. Then calculated using percentage results, the score data is then entered into data recording. B (intervention) is to find out the data of parents' ability to conduct early intervention in children. At this stage the subject is treated by conducting a parental training program in his child's early intervention by providing parental understanding of the lack of awareness and the development of speech and language. In the intervention phase, parents conduct training in the form of theory with material about parental knowledge about hearing impairment, parental understanding in handling children, developing speech and language skills (the ability of parents to intervene early in developing speech and language). Interventions are given four times until there is a change in parental understanding of hearing impairment, parents handling children, and developing speech and language skills (the ability of parents to intervene early in children). The intervention process every session is conducted twice a week with two hours each session. A-2 (baseline 2) is a repetition of baseline 1 as an evaluation of whether the intervention given affects the subject or not. Evaluation results can show whether the intervention provided has a positive effect on the subject by comparing the condition of the subject at baseline-1 and baseline-2.

The implementation of interviews with parents about the lack of ability and ability of parents in developing speech and language skills of deaf children (the ability of parents to conduct early intervention). Data collection in this study uses interviews and the results are in the form of percentages. The form of interviews is in the form of questions about parents' knowledge about hearing impairment, the development of speech and language skills (parents' understanding in handling children, the ability of parents to intervene early in children with hearing impairment). Then after the data collected will be analyzed into descriptive statistics. Single Subject Research (SSR) refers to research strategies developed to document changes in individual subject behavior.

3.3. Explanation of Terms

**Variable Operational Definition**

**Independent Variable**

The independent variable is "the variable that influences or causes changes or the emergence of dependent variables" [9]. In this study the independent variable is an early intervention program.

The early intervention program referred to in this study is a training program aimed at parents who have deaf children in developing speech and language skills of their 5-6 year old children. The early intervention program in this study consisted of (1) parental understanding of hearing impairment and (2) development of speech and language.

The early intervention referred to in this program is in the form of a training for parents whose children experience hearing loss. The early intervention contains programs related to speech and language skills of deaf children, including: (1) Introduction to syllables, (3) Word recognition, and (4) word meaning.

**Bonded Variables**

Dependent variables, namely "variables that are affected or that become a result, because of the existence of independent variables" [9]. In this case the dependent variable is the ability to speak and language.

The ability to speak and speak in this study is the ability of parents to train their deaf children to say simple words, then express it then interpret the word appropriately. The ability to speak and language starts from meraban (syllable recognition - word meaning). The ability to speak and speak in this study emphasizes the language skills of deaf children not only on their speaking abilities. So the speaking and language skills referred to in this study are the ways parents do early intervention in terms of speech and language skills starting from meraban (syllable recognition - word meaning) so that deaf children are able to understand the word correctly and finally deaf children are able to express their desires with good. The words that are trained begin with nouns, verbs and adjectives. The words are made of 10 words each. For example: when thirsty, it will automatically say the word "drink" then the word noodles is expressed by holding the neck or taking a glass picture, picking / pointing a glass, etc.
4. Research Results

4.1. Description of Objective Condition

_Talk and Language Ability of Deaf Children_

Based on the results of interviews with parents and observations of deaf children about language skills can be illustrated as in the table below:

**Table 1. Speak and Language Ability**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know syllables</td>
<td>able</td>
</tr>
<tr>
<td>Stringing words</td>
<td>able</td>
</tr>
<tr>
<td>Understand the word</td>
<td>able</td>
</tr>
<tr>
<td>Expanded word phrase</td>
<td>able</td>
</tr>
</tbody>
</table>

**Development of Speaking and Language Ability by Parents**

As for developing the ability to speak and language is explored with interviews with parents and observations of SF and NC include: 1). Parent description 2). Efforts made by parents in developing children's speech and language skills. 1. Development of Speaking and Language Ability in Schools

**Table 2. Development of Speaking and Language Ability in Schools**

<table>
<thead>
<tr>
<th>Learning Method</th>
<th>SF Description</th>
<th>NC Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak and language ability</td>
<td>Be able to use sign language</td>
<td>Be able to use sign language</td>
</tr>
<tr>
<td>Word card</td>
<td>Learning to use word cards makes it easy for children to learn to recognize syllables, words and understand words.</td>
<td>Learning using word cards is still syllabic recognition. To incorporate into the word the child is still confused.</td>
</tr>
<tr>
<td>Picture card</td>
<td>Learning to use picture cards makes it easy for children to understand words including abstract words.</td>
<td>The drawing card is used as a toy, it doesn't understand its function.</td>
</tr>
<tr>
<td>Story telling</td>
<td>Able to tell simple stories</td>
<td>Still assisted in simple storytelling</td>
</tr>
</tbody>
</table>

4.2. Discussion

The purpose of this study is to formulate an early intervention program for parents who have deaf children to develop speech and language skills. The program in question is in the form of early intervention training for parents in developing their children's speech and language skills, so that the ultimate goal of this training program is to increase parents in understanding the nature of extinction and the development of speech and language skills of their deaf children.

Based on the data above, it is illustrated that the ability to speak and the language of the SF subject is good because from the beginning to know that their deaf parents immediately provide stimulation in speech and language, while for the NC subject less stimulation from parents from the start. So it can be concluded that if parents do not understand about unconditionality, parents tend to let their children so that their ability to speak and speak is not optimal. As Smith wrote that pleasant initial experiences in the development of these early languages are important for the development of later languages. Besides that, the acquisition of language skills that occur in an atmosphere and good relationship will affect the quality of expressive language, receptive language and good social relations.

Parent training program for early intervention of deaf children is a training given to parents individually, which aims to be able to increase parents' understanding and knowledge about deafness and be able to develop speech and language skills of deaf children.

The main focus of this training program is parents, who are adults who are closest to the child and as the main educator for their children so that after attending this training parents are expected to have an understanding of the nature of extinction and can improve their children's speech and language skills.

This parenting training program emphasizes parents' understanding of the concept of extinction and develops speech and language skills in intervening with children. The target of this parent training program is parents who have deaf children aged five to six years who have poor speaking and language skills, do not understand the nature of extinction and have not been able to
develop their speech and language skills. Considering that the intervention program training was motivated by a model of SF parents who successfully developed speech and language skills in their children. The material that will be given to parents uses a multilevel teaching method and the making of the program is done at home.

This training program certainly has an effect on increasing the ability of parents to understand the nature of arrears and the development of their children's speech and language skills and that ability will last a long time. On the other hand, by interacting with children a lot, it will certainly make parents get to know their children and they will make the right needs for their children.

From the description above, the Development of Early Intervention Program for Parents in improving speech and language skills for deaf children is based on the objective conditions of parents who successfully carry out early intervention at home, the teacher's teaching patterns given in the classroom, so that program development is divided into two topics:

**Formulation of the Parent Training Program**

The formulation of the program is based on the findings of the objective conditions and the development of speech and language skills carried out by parents and the learning done in schools, so that the formulation of the program can develop children's potential and the environment can help children to improve children's abilities. The design of the parent training program design is as follows:

**Table 3. Formulation of Early Intervention Training Programs for Parents**

<table>
<thead>
<tr>
<th>No.</th>
<th>Problem</th>
<th>Needs</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Lack of parental understanding of development child. b. Lack of parental knowledge about speech and language skills</td>
<td>1) Appropriate and comprehensive understanding of child development (milestones) and developmental obstacles</td>
<td>1) Explanation of the child's development and developmental obstacles experienced by the child.</td>
</tr>
</tbody>
</table>

**Formulation of Parent Training Program Material for Early Intervention of Deaf Children**

In helping parents plan early intervention for their children individually, it is needed guidelines for early intervention for deaf children. As for the preparation of the formulation of this material guide based on: a) Results of interviews and observations to parents / families who understand child development and successfully intervene early
in children who are deaf in terms of language skills. b) What kind of teaching guidelines can parents do? c) Parental needs to increase knowledge and understanding of child development. The formulation of this material consists of two parts, namely: a) deaf children and b) early intervention of deaf children. Then each section consists of some material for parental training and related goals by increasing parental knowledge, increasing the ability of parents to intervene in their children, which ultimately will improve children’s speaking and language skills.

The material that has been compiled must be applicable in a non-rigid condition so that early intervention can be done in their spare time, the child feels comfortable and the relationship between parents and children can be well established. The materials compiled become teaching materials for parental training programs for early intervention of deaf children in each material followed by: 1) Achievement objectives; 2) How to teach steps per step; 3) Teaching / technical methods / methods; 4) Daily measurement and recording.

Results of the Parent Training Program

Parents’ ability in the form of understanding about hearing loss and the development of speech and language skills can be seen in each phase, namely baseline (A) and intervention (B) can be described in the graph below:

![Graph showing results of parental abilities](chart1.png)

**Chart 1.** Percentage of Ability Results for Parents

There is an increase in the results of parental abilities in understanding comprehension and the development of speech and language skills. This can be seen from the mean level percentage in the baseline phase 1 (A-1) of 30% for understanding comprehension and the development of speech and language skills, intervention (B) of 77.5% for understanding comprehension and 72.5% for capacity building speech and language and baseline phase 2 (A-2) of 90% for understanding understanding and 100%. The development of speech and language skills. The baseline phase 2 (A-2) is a control phase in which this phase becomes a benchmark for whether there is an increase in the ability of parents to develop speech and language skills using training programs after being given intervention.

5. Conclusion

Based on the overall data analysis, it can be concluded that the ability to speak and speak of deaf children aged 5-6 years is varied, there are good and poor speech and language. Speech and language skills of deaf children are said to be good seen from being able to understand language, vocabulary has a lot, language is easy to understand, can communicate interactively, able to understand abstract words, whereas said deaf children have poor speaking and language skills seen from difficulties in understanding language, vocabulary is still small, difficulties when invited to speak, difficulty in arranging syllables into meaningful words. The impact of good speech and language is that deaf children are able to communicate both ways, communicative, and self-confidence. For deaf children with poor speech and language, it will cause difficulties in understanding their intentions and ultimately difficulties in communicating with others and not having confidence. b. Parents’ understanding of the nature of hearing impairment and the development of speech and language skills of deaf children will have an impact on the ability of parents to intervene early in children. A good understanding of parents will change attitudes, treatment so that parenting in providing services to children at home can increase, while the development of speech and language skills can improve parenting skills in providing interventions so that a large influence on the results of speech
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References