SUPRASEGMENTAL PHONEME LEARNING IN DEAF STUDENTS IN TK B CLASS (DESCRIPTIVE STUDY AT SLB B PANGUDI LUHUR DKI JAKARTA)

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Abstract: This study seeks information about Suprasegmental Phoneme Learning in Deaf Students in TK B at SLB B Pangudi Luhur. This research employs a qualitative case study method involving data collection through interviews and documentation studies. Data analysis is conducted using the Miles and Huberman approach. Data validity is ensured through triangulation from various sources and maintained throughout the research process. The results of this study show that suprasegmental phoneme learning applies two forms of learning activities with different processes and applications in each form of activity, namely found in speech development learning (whose material is obtained from conversations/visualizations that are clarified with curved phrases to familiarize how students can read rhythmically with the Maternal Reflective Method (MRM) in class) and PKPBI. The learning of suprasegmental phonemes set in the TK B class of SLB B Pangudi Luhur is called an 'accent' (a sentence spoken with a certain tone/pressure. Some factors influence the learning of suprasegmental phonemes, namely supporting factors, including student focus, student dB, facial direction, oral motor, student motivation, and support from parents. On the other hand, the factors inhibiting the process include students who are sick, a limited amount of time, teachers who have not mastered the material, and a lack of support from the parents.

Keywords: Deaf Student, Language Learning, Phoneme Suprasegmental

INTRODUCTION

Language is a communication tool in the form of a sound symbol system produced by the articulation organ and has been agreed upon by members of certain community groups to communicate (Zaim, 2014). Language is a systematic and systemic system (Haraha, 2018). Language as a communication tool has several components: morphemes, words, phrases, clauses, sentences, and phonemes (Gani, 2019). Phonemes consist of segmental and suprasegmental (Parera, 2007). Segmental is a phoneme that can be separated from the smallest unit of language sound. Suprasegmental accompanies phonemes, which can be in sound pressure, short length, and sound vibrations that indicate certain emotions. A person's ability to communicate is closely related to the ability to hear. If someone has hearing impairment, he will have difficulty understanding sounds, especially the sounds of language spoken by other people. That happens to deaf children because they cannot hear sounds, especially the sound of language, so they do not experience a period of language acquisition. As a result, they will experience problems in language development. Given the importance of communication skills, deaf students must be introduced, optimized, and trained in language as early as possible. Therefore, awareness in pronouncing words and sentences with correct articulation accompanied by suprasegmental phonemes such as rhythm, intonation, stress, pauses, and sound vibrations that indicate certain emotions needs to be trained in deaf students because suprasegmental phonemes can only be voiced and cannot be written or signaled. So, it is important to train and teach deaf students to communicate and understand their interlocutor to keep the information obtained intact. One of the ways to learn suprasegmental phonemes in deaf students is by using the Maternal Reflective Method (MRM) with supporting elements, namely the Development of Sound and Rhythm Perception Communication (referred to as PKPBI) and speech development (Rapisa, 2021). SLB B Pangudi Luhur at the Early Education with Special Needs level is a school that implements MRM, PKPBI, and Speech Development.

Based on the background, the formulation of the problem is: What are the forms of activities, processes, the application of approaches/methods carried out by the teacher and the results to students, as well as what are the factors that influence the Suprasegmental Phoneme Learning in Deaf Students in TK B of SLB B Pangudi Luhur class.

According to Oemar Hamalik, cited by Rohman & Amri (2013), the learning objective is a description of the behavior expected to be achieved by students after learning occurs. Hence, the learning objectives describe the goals to be achieved or desired at the end of teaching and the abilities that students must have after learning.

Learning planning can be interpreted as what actions will be carried out in a teaching and learning process, namely by coordinating the learning components so that the learning objectives, learning materials, delivery methods, and how to measure them become clear and systematic so that later the teaching and learning process becomes effective and efficient (Ananda, 2019).

In implementing language learning for deaf students, the approach or method used is the Maternal Reflective Method (MRM) and its supporting elements, Development of Sound and Rhythm Perception Communication (PKPBI), and speech development.

The Maternal Reflective Method (MRM) was developed by van Uden (1968) from the Institute of St. Michielsgestel in the Netherlands. Maternal means motherhood, and reflective means reflecting/reviewing again. MRM has the following characteristics, namely: following children's ways of listening to mastering their mother tongue based on the interests and communication needs of children; presenting language as reasonably as possible to children, both expressively and receptively; guiding children to gradually or find their own rules/forms of language through reflection on all their language experiences. The stages of implementing MRM are heart-to-heart conversation (predation), learning to read and write, and teaching grammar. The advantages of MRM expressed by A. van Uden as the originator of the Reflective Maternal Method quoted by Bunawan & Yuwati (2000) that MRM is a language teaching method that (a) Follows how children hear to reach mastery of the mother tongue (b) Starting from the interests and communication needs of children, not on programs about language rules that need to be taught, (c) Presenting language that is as reasonable as possible but still by the rules that apply to children, both expressively and receptively, (d) guiding children so that they can gradually find their own rules or forms of language through reflective of all language experience. The weaknesses of MRM are as follows: (1) Teachers must first learn MRM before applying it, but learning MRM takes quite a long time because this method is quite difficult and complex because of the stages of conversation, reading, and reflecting on words that must be done in one day. (2) In the application of MRM, the teacher must be careful in choosing vocabulary and grammar because if the choice of vocabulary is wrong, it will affect students' vocabulary acquisition.

Development of Sound and Rhythm Perception Communication or Rhythm Training (PKPBI) is the appreciation of sound that is done intentionally or unintentionally so that the hearing and vibrational feelings of deaf children can be used to integrate with the world around them, which is full of sound (Suhartini et al., 2021). Hence, PKPBI is a service program for deaf students practicing the appreciation of intentional and unintentional sounds so that hearing and feeling of vibration in

deaf students can adjust to their noisy environment. The materials trained in PKPBI consist of detection, discrimination, identification, and comprehension.

Speech in a denotative sense means speaking. The speech of a deaf child is a physical activity that produces language sounds to communicate ideas, thoughts, and feelings (Kuntarto & Kusmana, 2020). Speech training is a conscious, planned, and systematic effort to change children's behavior so that they can pronounce language sounds in communicating thoughts, ideas, and feelings by integrating breathing, speech organs, muscles, and nerves. The types of speech training are as follows: (1) Individual speech, a speech teacher guides this exercise, held three times a week in the speech room, and each meeting for 20 minutes. (2) Classical speech, a speech teacher guides this exercise, is carried out once a week in a classroom for 30 minutes. (3) Integrated speech is guided by the class teacher classically, occurs twice daily in the classroom, and aims to correct certain phonemes. The approach used in speech training is a multisensory approach with the Visual-Auditive-Kinesthetic-Tactile (VAKT) method. The speech training material includes two things, namely vowels and consonants.

Learning evaluation is an evaluation of the teaching and learning process. The evaluation of the implementation of MRM, PKPBI, and speech development can also provide information to teachers about what students have mastered and what students need to improve.

Meanwhile, the essence of suprasegmental phonemes includes the notion of phonology and the branch of phonology, the notion of suprasegmental phonemes, and suprasegmental sounds. Phonology is a field of linguistics that analyzes the sounds of language in general. Phonology comes from combining the Greek words 'phone,' which means 'sound,' and 'logos,' which means 'order, word, or science' (Bawamenewi, 2020). According to Yuliati & Unsiah (2018), phonology has two branches of study: (1) phonetics, which examines the phoneme sounds of a language realized or pronounced. Phonetics is a part of phonology that studies how to produce language sounds or how human speech organs produce a language sound. (2) phonemics, namely the smallest sound unit of a language that functions to distinguish meaning. Suprasegmental phonemes accompany phonemes in rhythm, intonation, stress, and pauses to produce a certain meaning. For example, there is a sentence: "Cats eat dead mice. Cats eat, mice die. Cat eats mouse, dies." These sentences are the same, but they produce different meanings if the pronunciation is accompanied by rhythm, intonation, stress, and pauses. Suprasegmental phonemes can also express certain emotions. For example, "Why come home so late? Eat it!". The sentence can be expressed in peace or anger if the right rhythm, intonation, stress, and pauses accompany the pronunciation. By phonetists, these suprasegmental sounds are

grouped into four types, namely those relating to aspects (1) high-low sound (tone), (2) loud-weak sound (pressure), (3) short-sounding sound (tempo), (4) silence (pause).

In fact, deaf will discuss specifically deaf students, including the understanding of people who are deaf or hard of hearing, the deaf classification, the characteristics of people who are deaf or hard of hearing, and the consequences of deafness. Deafness is a general term that refers to children who experience loss or lack of hearing so that they experience disturbances in carrying out daily life (Humaera, 2017). Meanwhile, Putranto (2015) defines deaf children as those who experience varying hearing loss, namely 27-40 dB (very mild hearing loss), 41-55 dB (mild hearing loss), 56-70 dB (moderate hearing loss), 71-90 dB (severe hearing loss).), as well as above 91 dB (deafness). So, it can be concluded that the deaf are individuals who experience major impairments in hearing covering all gradations of very light, mild, moderate, severe, and deaf and require special education services.

Deaf students, when viewed from a physical point of view, are no different from students in general, but due to their deafness, they have distinctive characteristics. The following are characteristics of deaf students. Characteristics in terms of intelligence. In general, deaf students have normal intelligence like students. Characteristics in terms of language and speech. In this regard, deaf students have abilities below students in general because this ability is closely related to their hearing ability. Characteristics in terms of emotional and social. In this aspect, deaf students tend to feel alienated, which results in 1) egocentrism that exceeds students in general, 2) feelings of fear of the wider environment, 3) dependence on others, 4) their attention being more difficult to divert, 5) generally innocent., simple, and not much of a problem, 6) more irritable and easily offended.

As a result of the deaf condition, a student will experience various problems that may occur. Arthur Boothroyd (Pamungkas, 2020), cited by the SLB B Pangudi Luhur teacher team, stated that various problems that arise due to deafness include auditive perception, language and communication, cognitive and intellectual problems, educational, vocational, community, and parental problems, social problems, and emotional problems.

In addition, other problems that can arise due to deafness are possible because deaf students do not experience a period of acquiring language skills and do not develop language skills. Such conditions can eventually lead to problems in communication and the educational process that they practice, causing deaf students to be left behind in various aspects.

The researcher aims to ensure that this research offers benefits on both theoretical and practical fronts. The theoretical benefits include providing a foundational resource to expand knowledge and experience as a basis for future research on 'Suprasegmental Phoneme Learning for Deaf Students in TK B class at SLB B Pangudi Luhur.' Practically, this research can be a valuable reference for teachers

regarding 'Suprasegmental Phoneme Learning for Deaf Students in TK B class.' Schools can leverage this research for relevant studies to assess and enhance suprasegmental phoneme integration in language learning for deaf students in kindergarten. Additionally, this work can serve as a reference and input for Special Education study programs and lecturers, especially those with expertise in teaching deaf students, to enrich their knowledge of suprasegmental phoneme learning further.

The primary objective of this research is to investigate the activities, processes, approaches/methods employed by teachers, the outcomes for students, and to identify the factors influencing suprasegmental phoneme acquisition in the learning of deaf students in TK B class at SLB Pangudi Luhur.

METHODS

This research employs a qualitative case study methodology. In this study, the researchers categorized data sources into two types: primary data sources and secondary data sources. Primary data were obtained through direct observation of the activities under investigation and interviews. In the context of this research, primary data sources include principals and teachers who are the research subjects. Secondary data sources, on the other hand, pertain to sources that do not directly provide data to the researchers. These secondary sources consist of documents relevant to the research topic, such as materials related to developing suprasegmental phonemes in language learning for deaf students in TK B class at SLB B Pangudi Luhur.

The data for this study were derived from interviews and documentation studies. Secondary data sources include semester lesson plans, weekly report books, integrated speech teacher notebooks, and student portfolios. These documents were collected from teachers and the records of learning activities at SLB B Pangudi Luhur. Data collection involved two primary techniques: interviews and documentation studies. Interviews were conducted to obtain comprehensive and detailed information throughout the research process. Researchers employed Google Forms during these interviews, structured as question-and-answer sessions and discussions focusing on developing suprasegmental phonemes in language learning for deaf students in TK B class at SLB B Pangudi Luhur. Interviews were conducted with the principal, class teacher, speech guidance teacher, and PKPBI/Drama teacher. Documentation studies included semester learning plans, weekly report books, integrated speech teacher notebooks, and student portfolios.

As Miles and Huberman (2005) cited in (2017), analysis is divided into three concurrent and interrelated streams of activities that continue until data saturation is achieved. These three streams encompass 1) Data reduction, 2) Presentation of data, and 3) Drawing conclusions and verification.

To streamline the data reduction process, specific codes can be applied to the data, such as suprasegmental phoneme development activities in language learning for deaf students in TK B class at SLB B Pangudi Luhur (BAS), the process of developing suprasegmental phonemes in language learning for deaf students in TK B class at SLB B Pangudi Luhur (PPS), the approaches/methods employed by teachers, and the outcomes for students in suprasegmental phoneme development in language learning for students in TK B class at SLB B Pangudi Luhur (PMS), as well as the factors influencing the development of suprasegmental phonemes in language learning for deaf students in TK B class at SLB B Pangudi Luhur (FMS).

Researchers reduced data by selecting and prioritizing key elements from interview and documentation results. This study presented data using tables corresponding to the research focus, showcasing the outcomes of interviews and documentation. Drawing conclusions and verification was made to discern patterns, explanations, models, recurring themes, and noteworthy findings. The conclusion was contingent on the coding volume, the storage and retrieval methods, and the researcher's expertise. This research drew conclusions through triangulation, which involved cross-referencing research data obtained from interviews and documentation studies, aligning them with relevant theories.

To ensure the validity of the research data, researchers employed two primary methods. Firstly, data triangulation was used, involving a thorough cross-verification of data from multiple sources, including interviews and documentation conducted during the research. However, the primary focus of this study was on reevaluating data obtained from interviews and documentation. Secondly, researchers exhibited diligence in the research process, conducting interviews with the research subjects three times within a week. These interviews yielded information related to the research focus, including activity forms, processes, the utilization of approaches/methods by teachers, and their impact on student progress. Furthermore, the researchers examined the factors influencing the development of suprasegmental phonemes in language learning for deaf students in class TK B at SLB B Pangudi Luhur.

RESULTS AND DISCUSSIONS

Results

The following describes the researchers' findings during research at SLB B Pangudi Luhur in TK B class about Suprasegmental Phoneme Learning in Deaf Students.

1. The activity is a process of suprasegmental phoneme learning activities carried out at TK B of SLB B Pangudi Luhur. The activity process is in the integrated speech development training (whose material is obtained from conversations/visualizations, which are clarified with phrase curves to get used to how children can read rhythmically using the MRM method in class) and PKPBI. This is evidenced by the study of documentation in the integrated speech teacher's notebook, which marks students' success in pronouncing suprasegmental phonemes that are processed daily in integrated speech in the classroom.

2. There is planning, implementation, and evaluation in the suprasegmental phoneme learning process. However, in TK B of SLB B Pangudi Luhur, there is no planning for speech development and PKPBI. The teacher only makes reports on teaching and learning activities in the form of notes during visualization, reading, uttering, reading utterances, and pronouncing phonemes that are being discussed in class. Meanwhile, what is meant by no planning is that there is no planning in the form of lesson plans or syllabus, but the school makes semester programs for new teachings. This is evidenced by the study of documentation: the teacher makes weekly report notes written every day and reports the teaching and learning activities from the preparation, core, and closing stages. The implementation is carried out every time and is not limited, especially focused on teaching and learning in class with MRM, PKPBI, and integrated speech development that came from the starting point of the conversation that day. The evaluation is done directly to students by spontaneously saying words, recording student errors, and correcting them if there are phoneme deficiencies or errors. Besides, during PKPBI, evaluation is also carried out directly when students make mistakes, and evaluations are carried out individually and cannot be compared with others.

3. In the application of the approach/method carried out by the teacher and the results for students in learning suprasegmental phonemes, there are steps, materials, media, methods, and learning resources. The steps for integrated speech development begin with the students and teacher reading together, the teacher reading with an accent, one of the students coming forward to put an accent mark on the sentence, and then the teacher listening to the consonants and vowels. After the teacher applies suprasegmental phoneme learning in language learning, the students pronounce simple words or sentences correctly according to the example. PKPBI begins with the steps of detection (distinguishing the presence or absence of sound), discrimination (distinguishing two or more kinds of sound sources), identification (recognizing the sounds that are heard), and comprehension (understanding and carrying out commands according to sound), then the sound of language is heard. After the teacher applies suprasegmental phoneme learning, the results for students are that their speech is improving, their vocabulary is

increasing, and their confidence will improve or improve. This is evidenced by the documentation study, namely the weekly report in which steps are applied for the suprasegmental phoneme learning approach/method. The material provided by the teacher is integrated speech material and PKPBI material, such as detection, discrimination, identification, and comprehension. The media used for integrated speech are complete integrated visual tools such as mirrors, accent lights, notebooks, and others. PKPBI uses electronic media such as organs, tapes, recorders, loudspeakers, and non-electronic media such as drums, tambourines, gongs, bells, and gongs. The approach/method given by the teacher during teaching and learning in class is the Maternal Reflective Method (MRM). During integrated speech development using a Visual approach (which is seen as using a mirror), Auditive (which is heard as optimizing the remnants of hearing), and Tactile Kinesthetic (with movement) to manipulate the organs of articulation and feel sound vibrations in the body). PKPBI uses the classical approach (together), individual (individually), active (students create sounds and students respond by themselves), passive (students listen to sounds produced by other people and students respond to them), formal (according to PKPBI material) and informal (not planned. This is evidenced in the documentation study, a weekly report with a visualization conversation sentence that clarifies that learning is carried out using the MRM method. Learning resources can come from anywhere, such as student conversations through their experiences and readings.

4. Two factors influence suprasegmental phoneme learning: supporting and inhibiting factors. Some supporting factors include student dB, student focus, facial direction, voice direction, mouth motor, motivation of students who want to progress, and support from parents and teacher support. Several inhibiting factors, among others, students are sick or lazy, mouth motor that is still not correct, causing difficulty pronouncing words, unstable voice, limited time, lack of attention and support from parents, and teachers who have not mastered the material. From these inhibiting factors the teacher has a way of anticipating these inhibiting factors, namely by motivating students to be enthusiastic about studying and establishing cooperation from all parties, both teachers and parents.

Discussion

For deaf children, learning and mastering suprasegmental phonemes can be challenging due to their inability to perceive subtle differences in speech (Afiati, 2017; Nurtjahyo, 2015). However, with the assistance of specialized educational programs and techniques, such as speech therapy, these

children can enhance their suprasegmental phoneme skills and improve their overall communication abilities (Aripiani et al., 2020; Saputri, 2019; Septiyowati et al., 2019).

Based on the research, the form of suprasegmental phoneme development activities in language learning for deaf students in TK B class at SLB B Pangudi Luhur includes integrated speech guidance, which draws its content from conversations or visual aids and is further elucidated with phrase structures to familiarize children with rhythmic reading using the MMR method in class. Additionally, PKPBI is employed, aligning with the theory outlined in the book "Didactic Methodics for the Acquisition of Language Skills for Deaf Children in Kindergarten." Integrated speech guidance is designed to rectify phonemes pronounced with specific tones or stress. Furthermore, PKPBI aligns with the theory in the book "Didaktik Metodik Rhythm Training for Deaf Children," where PKPBI represents a deliberate or unintentional appreciation of sound. It leverages the hearing and vibration-sensing abilities of deaf children to integrate them into a world replete with sound. PKPBI is a structured program for deaf students to train their auditory perception and vibration sensing to adapt to a sound-rich environment. The researcher's findings also suggest that the development of suprasegmental phonemes in language learning for TK B class at SLB B Pangudi Luhur is referred to as "accent," involving the delivery of sentences with specific tonal or emphatic qualities.

Teachers apply the principle of flexibility when utilizing the curriculum, as theorized by Siregar et al. (2019), which posits that flexibility within the curriculum entails the freedom to choose educational programs for students and the freedom to develop educational programs for teachers (Siregar et al., 2019).

Developing suprasegmental phonemes in language learning for deaf students in class TK B at SLB B Pangudi Luhur does not involve formal planning by class teachers, speech teachers, or PKPBI teachers. However, the teacher documents teaching and learning activities in the weekly reportbook. In practice, the development of suprasegmental phonemes in language learning at TK B class in SLB B Pangudi Luhur is integrated into regular teaching (KBM) using methods such as MMR, integrated speech guidance, and PKPBI. Evaluation occurs directly with the child, involving spontaneous word pronunciation, identifying any mistakes the child makes, and correcting when phonemic errors or deficiencies occur. In the case of PKPBI, evaluations are also conducted directly when a child makes an error. These evaluations are performed individually and are not comparable with those of other students.

The researcher applied a method to develop suprasegmental phonemes in the language learning process for deaf students in TK B class at SLB B Pangudi Luhur. The findings from this approach included the following steps:

1. The lesson begins with both students and teachers reading together.

2. The teacher reads aloud with proper accents.

3. A student is selected to mark the accent on a sentence.

4. The teacher pays close attention to consonant and vowel sounds.

5. If a student makes an error, the teacher corrects it.

6. Students then practice and imitate the correct pronunciation repeatedly.

After implementing the suprasegmental phoneme development method in language learning, the students were successful in correctly pronouncing simple words and sentences, following the teacher's example.

In PKPBI, the application of the suprasegmental phoneme development method follows these steps:

1. Detection (distinguishing the presence or absence of sound)

2. Discrimination (distinguishing between two or more sources of sound)

3. Identification (recognizing the sounds that are heard)

4. Comprehension (understanding and following instructions based on sound cues)

Students then practice listening to the language. If a student makes a mistake, they are asked to observe the teacher's mouth, identify the error, and correct the phoneme, syllable, or sentence. Once the mistake is corrected, the student continues to practice, and their language skills are developed.

After implementing the suprasegmental phoneme development method, students experience improvements in their speech, vocabulary, and confidence. This approach incorporates integrated speech and PKPBI materials, such as detection, discrimination, identification, and comprehension. According to the theory outlined in the book 'Didaktik Metodik Rhythm Training for Deaf Children,' PKPBI training materials consist of detection, discrimination, identification, and comprehension. The teaching tools and media used during integrated speech training include mirrors, accent lamps, notebooks, and other visual aids. In contrast, PKPBI incorporates electronic media like organs, tape recorders, and loudspeakers and non-electronic media like drums, tambourines, gongs, bells, and chimes. This approach differs from the theory in the book 'Didaktik Metodik Speech Training for

Deaf Children,' which emphasizes visual stimulation tools, including speech mirrors, accent lamps, notebooks, plosives, pias, and more, as supportive factors in speech coaching.

In PKPBI, media use differs from the theory in the book 'Didaktik Metodik Rhythm Training for Deaf Children.' It involves electronic, non-electronic, and play tools as supporting elements in PKPBI. In the teaching approach or method employed by the instructor to develop suprasegmental phonemes during classroom instruction (KBM), the Maternal Reflective Method (MMR) is utilized. This method integrates various sensory approaches, including the visual approach (utilizing mirrors for visual feedback), the Auditory approach (optimizing residual hearing), and the Tactile Kinesthetic approach (involving movements to manipulate articulatory organs and feel sound vibrations in the body)

PKPBI employs classical, individual, active, and passive approaches. This aligns with the principles outlined in the books 'Didaktik Metodik Speech Training for Deaf Children' and 'Didaktik Metodik Rhythm Training for Deaf Children.' Based on research regarding applying the approach/method to develop suprasegmental phonemes in language learning, the researcher discovered that learning sources can come from various places, such as children's conversations, experiences, and reading materials.

In the context of PKPBI, four commonly used approaches are employed. First is the classical approach, which is based on traditional teaching methods. In this approach, the teacher serves as the primary source of information, and students play a more passive role in receiving knowledge. Learning is conducted in groups or classes focusing on material presentation, practice, and evaluation (Sirajuddin & Sari, 2022). Secondly, there is the individualized approach, which emphasizes catering to individual learning needs and abilities. Teachers provide intensive guidance and support to each student based on their understanding and ability level. Learning occurs through discussions, question-and-answer sessions, or assignments tailored to each student's requirements (Pande, 2020).

Additionally, there is an active approach that actively engages students in the learning process. Students are encouraged to think, discuss, and seek information independently, while the teacher assumes the role of a facilitator and guide, directing students toward achieving learning objectives. Common methods employed in this approach include discussions, group assignments, and projects (Warni et al., 2022).

In researching the factors influencing the development of suprasegmental phonemes in language learning among deaf students in TK B class at SLB B Pangudi Luhur, various determinants were identified. These contributing factors include the degree of hearing loss in the child. Focus exhibited by the child, Facial orientation, Directionality of sound, Oral motor skills, Motivation of

children to progress, Support from parents, and Teacher assistance. This aligns with previous research (Handayani, 2018), which indicates that a high degree of hearing loss can impede the understanding and development of suprasegmental phonemes. Good focus abilities facilitate students' comprehension and development of these phonemes. Additionally, the orientation of the face, sound direction, and oral motor skills are crucial in suprasegmental phoneme production. The motivation of students to learn the language is also influential, and support from parents and teachers is essential to overcome difficulties and promote the effective development of suprasegmental phonemes.

In contrast, inhibiting factors were also identified. These factors include Illness or laziness in children, Incorrect oral motor skills causing pronunciation difficulties, Unstable vocal abilities, Limited time, Lack of attention and support from parents, and Teachers lacking mastery of the subject matter. These findings correlate with the statement made by Herlina & Saputra (2022) that various factors can hinder the development of suprasegmental phonemes in language learning for deaf students, including health issues or laziness, inadequate oral motor skills, vocal instability, time constraints, insufficient attention and support from parents, and teachers insufficient mastery of the subject matter. To address these inhibiting factors, teachers should motivate students to be enthusiastic about learning and foster cooperation among all parties, including teachers and parents.

CONCLUSION

After the researchers conducted research on Suprasegmental Phoneme Learning in Deaf Students in TK B of SLB B Pangudi Luhur class, the researchers can conclude as follows:

The form of suprasegmental phoneme learning activities is found in integrated speech development learning (whose material is obtained from conversations/visualizations clarified with phrase curves to familiarize children with rhythmic reading using the MRM method in class) and PKPBI. The suprasegmental phoneme learning in language learning applied to the TK B of SLB B Pangudi sublime class is called an accent (a sentence spoken with a certain tone/pressure).

The teacher's suprasegmental phoneme learning process does not make plans. However, the class teacher makes a report on teaching and learning activities written in the weekly report book. It is carried out during teaching and learning activities using the MRM method, integrated speech development, and PKPBI. There is a time when the evaluation is carried out directly to the child by spontaneously saying the word, and the child's mistakes are recorded and then corrected if there are phoneme deficiencies or errors. PKPBI evaluation is also carried out directly when the child makes a mistake, and the form of evaluation is carried out individually and cannot be compared with other individuals.

The application of the suprasegmental phoneme learning approach/method in integrated speech development has learning steps, namely: (1) Starting with the child and the teacher reading together, (2) The teacher reads with an accent, one of the children goes forward to put an accent mark on the sentence then the teacher listens to the consonants and vowel sounds, if the child makes a mistake the teacher will give an example then the child imitates repeatedly until the child is able, (3) After the teacher implements suprasegmental phoneme learning in language learning, the child manages to pronounce simple words or sentences correctly according to the example. In PKPBI, the application of suprasegmental phoneme learning approaches/methods begins with the following steps: (1) Detection, (2) Discrimination, (3) Identification, (4) Comprehension, and (5) Language sounds. The material given by the teacher when learning suprasegmental phonemes is integrated speech material and PKPBI material. In integrated speech development, the media used are mirrors, accent lights, and notebooks. In PKPBI, the media used are electronic and non-electronic media given by the teacher in learning suprasegmental phonemes during teaching and learning in class is the Maternal Reflective Method (MRM) when integrated speech development uses Visual, Auditive, and Tactile Kinesthetic approaches. Meanwhile, sources can come from anywhere, such as children's conversations through their experiences and readings.

Two factors influence suprasegmental phoneme learning, namely supporting factors such as a child's dB, focus, facial direction, voice direction, oral motor, motivation of children who want to progress, and support from parents and teacher support. The inhibiting factors are when the child is sick or lazy, mouth motor that is still not correct, causing difficulty pronouncing words, unstable voice, limited time, lack of attention and support from parents, and teachers who have not mastered the material. So, the teacher anticipates these inhibiting factors by motivating children to be enthusiastic about studying and establishing cooperation from all parties, both teachers and parents.

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