

# Strategy for Construction of the Deaf Child in Development of Social Interaction (Case Studies in Sub State North Sinjai SLB Regency Sinjai, South Sulawesi, Indonesia )

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**Abstract:-**The strategy of the construction of the Deaf Child in the development of Social Interaction (a case study in Land North Sinjai Subdistrict SLB Regency Sinjai). The purpose of this research was to know how deaf children's coaching strategy in the development of social interaction at school Superb land of Sinjai, as well as any factors that hamper the construction of deaf children in the development of social interaction at school Superb Country Sinjai. The methods used in this research, is using this type of qualitative research approach to sociology and social work, approaches and techniques of data collection was done through observation, interviews, and documentation. The analysis of the data done by the reduction of data, display data, comparative analysis and withdrawal of the conclusion.

The results showed that the strategy of the construction of the deaf child in the development of social interaction at school Superb Country Sinjai i.e. wear lip language and sign language, as for the factors restricting the construction of deaf children in the development of social interaction that is lack of interest in learning in the classroom, the students liked the mood changed and there are two classes in one room. The implications of this research are expected to let the school Remarkable Country Sinjai could bring a more varied media so that the learning objectives or basic competences can be achieved to the maximum, is expected to the teacher in the field of deaf to better motivate their students to arouse passion in the process of teaching and learning as well as the presence of the addition of a class so that students with different needs can be separated so that the process of learning can take place effectively.

**Keywords:-** Social Interaction , Strategy, Construction, Development, Child.

## I. BACKGROUND

In fact humans as social creatures, humans show that always want to connect and interact with others. This is because humans can evolve with their environment because there are other human beings. Man wanted to express the feelings, the desire of his heart and his mind each by way of communication. Communication as a manifestation or social statement which covers all phenomena and activities related to the interaction of whether or not the science of Linguistics Language. One can interact communication by language. Language is a communication tool used to hold a human being in relationship with each other. This means when a group of people have the same language, then they will be able to exchange thoughts on everything that is experienced concretely or abstract. Without getting to know the language of a society, we are difficult to take part in their social lives, because it is especially done with the

media. Thus when we have the ability to speak in the media means we have to communicate.

Man and society are two things that cannot be separated, this is because in the daily life of human beings inevitably do social interaction with other human beings around it which should be referred to as society. Humans as social beings always need of togetherness with others. Similarly, deaf children, it is inseparable from those needs. But because they have abnormalities in terms of the physical, will usually lead to a disorder in the adaptability to the environment. In general the environment see them as someone who is less work. The environmental assessment so, deaf children feel really less valuable and the assessment of the environment that likewise provide a great influence on the development of its social function. Obstacles in the development of social value added also resulted in lack of mastery of the language and the tendency to be alone and have natures egocentric.

Among the test that is often experienced by most humans are deficient in the function section of the organs of the body, such as lacking in hearing, vision and smell. As with any deaf child is someone who experienced the lack or loss of ability to hear either partially or completely caused not functioning auditory tools, so not able to use the hearing in everyday life, which affects his life in particularly complex language proficiency as a tool to communicate. Hearing loss influenced language development for hearing impaired children for not functioning auditory tools either partially or completely so as inhibit communication.

Communication into activities that are not inevitable in everyday life. Communication plays an important role in human life. Almost every time we act and learning with and through communication. Communication is an important medium for the formation of or personal development and for social contact. Through the communication of a person to grow and learn, find yourself and the other person, outgoing, friendly, loving or love others and so on. In interpersonal communication not only fixed on understanding but rather there is a function of interpersonal communication itself. The communications function is trying to improve human relations, avoiding, and personal conflict, reducing uncertainty, as well as the sharing of knowledge and experience with others. Hafied H Cangara; 2006; h56). In any activity not only interpersonal communications have characterized as well as certain characters, but it also has the goal of keeping interpersonal communication continue to run properly. In this modern era is very important for every individual to understand or recognize the concept of self. But what about those born with disabilities. But life must be respected, however his form for each person, basically no one in the world who wanted him to be born in a State of disability. The circumstances of the disability can make man feel inferior,

even feel useless, and always rely on the help and compassion of others. Disabilities in General has certain limitations in accordance with the type of disability, as well as deaf persons.

Limitations in the hearing which is experienced by the deaf persons is one of the big problems that plagued them in living a life that is full of information and technology, as a result of the deaf, they are difficult to develop language proficiency to communicate effectively and creatively. One of the factors is the sense of hearing cannot be utilized in full, so this is a constraint in developing personality, intelligence, and his performance as social beings. It is therefore compulsory education obtained anyone, including people who are special personality. Mandate of the right to education for persons with disorders are defined in Act No. 20 of the year 2003 on the national education system said that 32 article: special education (education) is education for learners who have difficulty in following the process of learning because of abnormalities of physical, emotional, mental, and social.

Deaf child is a child who experienced the lack or loss of hearing ability is caused not functioning of some or all of the sense of hearing. Children who experience auditory abnormalities will bear the consequences of that are extremely complex, particularly with regard to the issue of his soul. On sufferers are often plagued by their taste of the riot as a result of not being able to control his environment. The condition is increasingly unfavorable for sufferers of the deaf who have struggled in its development mainly on aspects of the language, intelligence, and social adjustment. Therefore, to develop the potential of deaf children optimally requires service or assistance in particular. The role of language, speech and auditory senses in the context of the communication are inter-related. Disruption of the sense of hearing is very influential towards the acceptance of language in the form of sound. Then in the process of acceptance of deaf children language more emphasis on visual sensory functions.

Language development and speech is closely related to auditory acuity. Due to the limited acuity of hearing, deaf children are not able to hear fine. Thus the child deaf voice impersonation process does not occur after a period of megabank, the process of imitation is limited to visual imitation. Later in the development of language and speech, deaf children require specific and intensive coaching in accordance with ability and adequate for the deaf.

The problems faced by teachers in the school for the deaf is a linguistic development in its function as a tool to communicate, either orally (oral) or manual (cue). Judging from the level of difficulty, the development or construction of the oral language is much harder than the language of the manual. This is due to the condition of not hearing organs functioning normally and the lack of experience of the deaf children on Phonetics. A result of these conditions being unable to respond to the sounds that come to him well. The child sees everything around him as the silent event and gives no impression of any kind. Coaching is a way or attempt to educate a person to achieve a goal, in this case concerns the strategy or how deaf children coaching at school Superb Country Sinjai was subjected to research the author.

Outstanding State school located in Jendral Sudirman No. 15 in Sinjai Regency is one of the schools that accommodate children in need special, one deaf child. In the process of construction performed by the teacher is not easy to foster

children of the deaf to be able to communicate with those around him, and in the process build deaf children to communicate there are certainly obstacles of its own in fostering children deaf. Based on the background of the problem,

#### A. *Problem*

- How deaf children's coaching strategy in the development of social interaction at school Superb Country North Sinjai Regency Sinjai Subdistrict,
- What are the barriers faced by deaf children in coaching for the development of social interaction at school Superb Country North Sinjai Regency Sinjai Subdistrict.

## II. REVIEW OF THE LITERATURE

### A. *Deaf*

#### a). *Understanding of the Deaf*

The deaf can be defined as a State of loss of hearing that resulted in someone not able to capture a variety of stimuli, especially through the sense of hearing. Heresy of the deaf children has been widely expressed by experts who all it basically contains the same sense. (Sutjihati Somantri; 2006:93). The word deaf hard of hearing shows from the mild to the severe, which is classified into the deaf section and less heard. Deaf people can be mute but not deaf mute man, while deaf people called the deaf. The deaf made up of two words, namely tuna and impaired. Tuna means less cuts, broken, and nothing has. While the hearing means cannot be heard or is deaf. (Education and culture, the great Indonesian Language Dictionary, 1988; 971). Deaf children are children who experience a lack or loss of hearing ability is caused not functioning of some or all of the sense of hearing. (Bandi Delphie, 2006; 102) Each baby that was born from the womb of her mother, does not yet have knowledge of anything about the nature of the new raise. Allah SWT. with the power of his affection and equip its hearing, vision and heart, then equipped with intellect, in order to know and understand the nature of life.

By hearing, one can learn the language, especially in spoken language, so with the ability that humans can communicate, socialize, and learn well, which can be used to optimize the entire potential. This is very urgent because the main perpetrator or the makers of history over the expanse of the Earth are human. Without the creation of man by God Almighty. There will be no language, clothing, computers and more, in other words if there is no human beings there would be no civilization. (Nurcolis Madjid, A Religious Community; 2000:8) Language is the ability to communicate with others. In this sense, covered all the way to communicate, where thoughts and feelings expressed in the form of a symbol or symbols to express the sense of something like using oral, writing, gestures, numbers, painting and a facial. (Djawad Dahlan, 2012:118), a language very closely related to the development of individual thought. The development of the mind of the individual in the development of the language, namely the ability to form understanding, drafting opinions, and draw conclusions.

Andreas Dwidjosumarto suggests that a person who is not or less able to hear the voice of the deaf said. The deaf are distinguished into two categories namely the deaf (deaf) and less heard (low of hearing). The deaf are those who suffered

damage to his hearing senses in weight so that hearing is not working anymore. While less heard were those that suffered damage to his hearing senses but can still serve to hear, either with or without the use of hearing aids (hearing aids). In addition, Mufti Salim concluded that deaf children are children who experience a lack or loss of hearing ability is caused by damage or not functioning of some or all of the hearing instrument until it experienced barriers in the development of the language. He need special education and guidance to achieve the life born of inner. (Sutjihati Somantri, 2011:93-94).

Pay attention to the restrictions above, you would have drawn the conclusion that the deaf are those whose hearing loss either partially (hard of hearing) or completely (deaf) that caused his hearing has no functional value in everyday life. As for the Special characteristics of the deaf Although physically deaf children is almost the same with normal children in General, but deaf children have characteristics that often occur on them, in this case, Nur'aeni mention these traits among them, often seem confused and dreamy, often being nonchalant, sometimes combative nature, the development of social balance, less underdeveloped, his head often tilted, often asking that people want to repeat her sentence, if the talk often to make certain noises, if talk is also often use the hands, if the talk is often too hard or otherwise, often very monotonous, inaccurate and sometimes use sound nasal. (Nur'aeni, early intervention For Troubled Children: 1997:119). As for the distinctive traits of deaf children according to Somali and Talca. a). Physically, deaf children are marked by way of walking which is usually fast and somewhat bent due to the possibility of damage to the hearing part tool balance, movement of his eyes quickly, somewhat truculent indicated that he wanted to capture the State of the neighboring, motion quick and nimble limbs that look when they're communicating movement cues with the people around him talk time, breathing short and somewhat distracted, normal circumstances (playing, sleeping, not speaking) the breathing regular, b). The intelligentsia. Deaf children the intelligentsia is not much different from normal children in General, but they are difficult to capture the sense of the abstract conceptions, because in this case requires a good understanding of the language will be oral or writing, so that it can be said that in terms of the potential intelligence not unlike the children of normal intelligence, but in a functional lower average, c). Emotions; The lack of an understanding of the spoken language in communicating often give rise to things you don't want, such as the occurrence of misunderstanding, because in addition do not understand by others, any deaf child is difficult to understand others. If such experience is ongoing and raises the pressure on his emotions and may inhibit the development of his personality by displaying negative attitudes, such as shut down, act aggressively or otherwise, expressed doubts and hesitations, d). Social. In social life, deaf children have needs similar to other normal children, namely the need to interact with the surrounding environment, whether the interaction between individuals, individuals with environmental groups and with the wider community, e). The language; poor in vocabulary, it's tough making sense of language expression containing figuratively, referring to tough words abstract, less controlled the rhythm and style of language.

The distribution of intelligence that deaf children actually owned no different to a normal child. This is due to the deaf children there who have a level of intelligence above the average (superior), average (average), as well as below average (subnormal). However, to illustrate the diversity of

the deaf child's intelligence often have difficulty. To find out the condition of the deaf child's intelligence require a somewhat different way compared to a normal child. Hearing loss experienced by deaf children have an impact on poverty, difficulty speaking and vocabulary to communicate, the effect can cause very significant about what can and what cannot be done by deaf children or children normally. On the basis that in presenting the test device of any kind against children of the deaf, should use the commands that are accurate and easy to understand deaf children.

Deaf children are persons with disability is a situation where someone experiencing physical and or mental disorders that can interfere with their social function. This is in accordance with Act No. 4/1997 on disability, article 1 of which States that disability is any person who has physical and or mental disorders, which can disrupt or an obstacle for him to do the activities are appropriately, which consists of a physical disability, mental disability, as well as the physically and mentally disabled (Act No. 4/1997). In addition, according to the Convention on the rights of the disabled in the UN resolution No. 61/106 dated December 13, 2006, and the Government Regulation Number 43 Years Of 1998 Efforts Improved social welfare of disabled people, has given mandate to pay attention to aspects of education, health, social protection, employment, and accessibility (B2P3KS, 2014:16). Companion for persons with disability is expected to have a competence consists of knowledge, skills (skill), and attitudes and values (attitude and value). With the three elements of the competence, an escort is expected to operationalize programmers relating to handling the problems of persons with disability. The problems of persons with such disability among them poverty and physical limitations, then the companion seeks to motivate people with disability to rise with the attempt to give a solution to be self-supporting in accordance with its ability.

#### *b). Strategy and the Construction of Deaf Children*

In the Large Indonesian Language Dictionary (KBBI) strategy is a careful plan regarding activities to achieve objectives. In the world of education is a teacher of acting decision by using the skills and the education resources available to achieve the objectives through effective relationships between the environment and favorable conditions. While according to Vienna Sanjaya cited the views of David J.R. explains that in the world of education, defined as the strategy plan, method, or series of activities designed to archives a particular educational goal. (Vienna Sanjaya, 2010:126) As for the deaf child's learning strategy, i.e. a). The strategy of individualization; The strategy of individualization of learning strategies is using a program that is tailored to the individual differences both characteristics, the needs as well as individual ability, b). Cooperative Strategies. The strategy is a cooperative learning strategies that emphasize the element of mutual or mutual help to each other in achieving learning objectives. c). behavior modification Strategies. Behavior modification strategies is a form of learning strategies that are opposite of the approach to behavioral (behavioral approach). This strategy aims to change the behavior of students toward more positive through conditioning (conditioning) and helped him to be more productive so that it becomes an independent individual. Media of instruction for deaf children such as Visual media (mainstream Media), such as pictures, graphs, charts, diagrams, real objects, and things (e.g., currency, plants), a clone of theobjects, Audio media, such as tapes for practice hearing for example to distinguish the sound of the animals, and Audio Visual media such as

television (for those who still have the rest of the hearing or use hearing aids (hearing aid). (Isyaheni Nurmaya, 2016, 23:22)

### B. Coaching

According to the Indonesian Language Dictionary, coaching is a process, a way of fostering, deeds (etc.), renewal, business, actions and activities that are done in a most efficient and effective way to obtain good results. In terms of language construction is an effort to improve the quality of language use, among others, include the improvement of attitudes, knowledge, and skills of speaking done e.g. via the education and prisons, while in terms of the character, the character of its construction is coaching men as personal and social beings through education in the family, school, organization, Association, ideology, and religion.

Understanding construction according to psychology, coaching can be interpreted as an effort to maintain and bring something a State that should occur or maintain the State as it should be. According to Setup, Semantic, W H and that "coaching is an activity of maintaining and perfecting what already exists". In general the construction referred to as an improvement against the planned life patterns. Every human being has a specific purpose in life and he has the desire to realize those goals. When certain life purpose is not achieved then the man will seek to reorganized the pattern of his life. These things can be associated with the issue of construction, described by the opinions of the experts. According To Pamudji. S that construction comes from the word "bina" which means the same as "get up", so the construction can be interpreted as the usability that is changing something so that it becomes a new, have high values. Thus the construction of meaning as well as renewal, namely conducting efforts to make things become more appropriate or suitable to your needs and be better and more helpful. Furthermore, according to Hidayat, S that coaching is an attempt made by conscious, planned, organized, and generally to improve the attitude and skills of students with actions, direction, supervision, development stimulation and supervision to achieve a goal. Based on the opinion of the above it can be concluded that the construction can be reviewed from two view points, that is derived from the renewal and comes from the corner of the surveillance. The construction comes from the angle of its renewal, namely change something be new and have better values for the life of the future. Meanwhile, the construction of which dates from the angle of the scrutiny that is the effort to help something better suited to the needs that have been planned. The main limitations of the Deaf Children (ATR), namely the ability of speech and language are experiencing delays. In the process of learning, teachers need to understand the method of communication that can be understood by deaf children.

The method is a way of regularly used to carry out a job in order to be achieved in accordance with the desired, the workings of the system to facilitate the implementation of an activity in order to achieve the specified goal. In connection with an attempt to understand the target object of the science in question. (Koentjoroningrat, 1983:81). According to Arif Burhan, "method of indicating on the process, principles and procedures that we use to approach the problem and looking for the answer to the problem". (Arid Burhan, 1992:17) i.e. a). Oral method. Method of oral is a method with through spoken language. Stages on the oral method, namely the establishment and exercise of talking, understanding speech (speech reading), auditory exercises (hear training). b). the method of reading the Speech. This method utilizes the

vision to understand the talk of others through lip and facial gestures the reader by way of face to face talk with opponents. The disadvantage of this method is not all language pronunciation by ortikulasi organ can be seen by opponents of speech, e.g. bilabial (p, b, m) and dental c). Methods Manual (cue). The manual method is a method that uses sign language and finger spelling (finger spending).

### C. Social Interaction

A common form of social interaction is a social process, therefore social interactions is the main requirement for the occurrence of social activities. Social interaction is social relations pertaining to the dynamic relationship between people per diver, human groups, as well as among individuals with a group of men, (Abd. Rashid Masri, 2009; 34) when the two men meet, social interaction is initiated at that time. They mutually admonish each other, shaking hands, talking even fighting each other. Such activities constitute forms of social interaction. The continuation of a process of interaction based on various factors, among others; imitation factor, suggestion, identification, and sympathy. Those factors can move singly independently as well as in the State incorporated. The imitation factor has an important role in the process of social interaction because it could encourage someone to comply with the norms and values that apply. Factors of suggestion can take place when someone gives a view or an attitude that stems from her and then accepted by the other party. The suggestion can occur because parties who receive beset by emotions, which can inhibit power think rationally. Identification is a trend-trend or desires in one's self to be the same with the other side. While the process of sympathy is a process where a person feels attracted to the other party.

### D. Exceptional School

Outstanding School is an educational institution that serves the formal education for the children in need special. As the institution of school education is incredible (SLB) is formed by the many elements that are directed to achieve the goals of education, which processes the point is learning for learners. (Fitri Fitria, 2016). Outstanding School is divided into several types of disorders in accordance with learners, namely: a). SLB section A, i.e. the institution that provides educational services specifically for learners who bear the abnormalities in eyesight (Tuna netra), b). SLB part B, i.e. the institution that provides educational services specifically for learners who bear the abnormalities in auditory (hearing), c). SLB Part C, i.e. institutions that provide educational services specifically for learners and SLB grahita tuna Part C1, i.e. institutions that provide educational services specifically for learners tuna grahita medium, d). SLB Part D, i.e. the institution that provides educational services specifically for the learners proper tuna without any disturbance of intelligence and SLB D1, namely educational institution specifically for the learners proper tuna accompanied with disturbance of intelligence, e). SLB Part E, i.e. institutions that provide educational services specifically for learners tuna barrel, d). SLB Part F, i.e. institutions that provide educational services specifically for learners of tuna. (Mimin Casmini, 2001: 4)

## III. RESEARCH METHOD

In an effort to obtain accurate data and to facilitate the process of research in the field, then required a methodology and Systematic are good so the papers can be assumed as a representative scientific works. The type of research used in this research was the qualitative approach with descriptive.

The reason the author uses this method because researchers will directly observe the conditions in the field that is directly related to the concerns of the deaf child processes, a strategy or a way of coaching, as well as the factors in the construction of a barrier to deaf children. Began and Taylor defined the methodology of qualitative research procedures that produce as data in the form of descriptive words written or spoken of people and behavior that can be observed. (Lexy J Moleong, 2015:4) In simple terms it can be stated that qualitative research is researching the informant as a subject of research in her everyday environment. For that qualitative researchers as possible to interact closely with the informants, know closely the world their lives, observe and follow the lives of informants in what it is (reasonably). Knowledge of the symbols and the native language of the society became one of the keys to the success of this research. Mohammed Idrus; 2007; 51). Some of the approaches used by the researchers as; Approach to sociology, and Social Work Approach. In relation to the community, social work in general use practices not directly, but there are aspects in the work with the nonprofit community practices or services directly. Because in practice it immediately, for a particular case, social workers are required to not only deal with clients individually, but sometimes had to deal with the group or even by the public, then the social worker must have the knowledge and skills, not only about the dynamics of individual, group, or society, but to a certain boundaries must have all the knowledge and skills of it. (Adie Fahrudin, 2012:71). The Data Source; According to the main data source Lofland in qualitative research is the words, actions, the rest is additional data such as documents and others. In this study uses two data sources, namely: primary data Sources; is the data obtained in the field come from informants considered the Foundation of the relevant resource, secondary data sources. A secondary data source data for complementary or additional data that complement the existing data in order to make the reader understand the author's intent will be growing. Secondary data sources referred to in this research is a study of articles or books written by experts who have anything to do with the discussion of the title of this research as well as the study of librarianship from previous research results that there is relevance to the discussion of this research, neither of which has been published or not published in book form or scientific magazines.

Method of data collection is something very important in the study because the main goal of the research is to get the data. As for the data collection techniques used in this research are as follows a). Observation, interviews, and the interview is a conversation with a specific meaning. The conversation was conducted by the two parties, namely the interviewer (interviewer) asking the question and that the interviewee (interviewee) that provide answers to that question. Lexis Moleong, Qualitative Research Methodology: h. 186. Authors did a live interview in depth to obtain the required data.

In the analysis of this data is not just a continuation of the effort of collecting data which becomes the object of researchers, but also a single entity that is inseparable with the data collection begins with reviewing the entire available data from various sources, i.e. informant from the results of good data collection techniques interviews, observation and documentation. According to Bogdan and Balkan, qualitative analysis of data is an effort made by way of working with data, organizing data, sort it into manageable units, search and find patterns, find what is important and what is learned, and decide what can be told to others. As for qualitative research in analysis techniques in General,

namely the reduction of Data reduction of the data in question is the selection process, the concentration of attention on simplification and transformation of the data which is still impressed yet scientifically sourced from written records and recording in the field. Presentation Of Data; The presentation of the data is presenting a collection of information that is arranged, giving the possibility of withdrawal of conclusions and taking action. Conclusion/Withdrawal And Verification.

#### A. Discussions

##### a). *The Strategy of the Construction of the Deaf Child in the Development of Social Interaction at School Superb Country Sinjai.*

In the Large Indonesian Language Dictionary (KBBI) strategy is a careful plan regarding activities to achieve objectives. (Sanjaya Vienna, 2010; 126) In the world of education is a teacher of acting decision by using the skills and the education resources available to achieve the objectives through effective relationships between the environment and favorable conditions. The results showed that the strategy of the construction given to teachers of the deaf in the development of social interaction that is wearing a LIP language and sign language. Sign language there are two kinds of the first sign language alphabet and per-second-per-sentence. Usually this kind of sign language as a complementary lip language only. It is as expressed by Patmawati as teacher in the field of deaf children in SLB Land Sinjai as follows: Coaching given to deaf children to develop their interaction i.e. teachers introduce students to use the language of the lip by way of introducing the letters of the alphabet from A-Z, but there are some letters that are pronounced almost the same when mentioned for example the letters D, E and G, so are accompanied by sign language. Whereas Rosmini as the teacher in the field of deaf children revealed that: in the construction of the deaf children, we should know about the child's learning needs of deaf, deaf children in learning to wear sign language and lip language i.e. with the help of a mirror. Students and teachers facing towards the mirror, then the teacher introduces a few words to the students such as the word "father", slowly the students can read lips, and we should not be deterred from the view of other students who were then independently students say the word is taught by teachers to be more familiar with their pronunciation.

Every word out of the lips of teachers reviewed more deaf students to really understand the meaning of these words, then act out or practice will further facilitate the child deaf students to understand what is being taught and strive all the learning that is done can be practiced in the experience by deaf children students so that students are easy to grasp and understand what is being taught teachers. However, the teacher must speak clearly with the proper articulation so that it can be understood by deaf children students everything that is taught along with real examples that are easy to understand. (Rossini, 2016; 45). In addition to using the mirror, giving teachers the coaching strategy using sign language with hand gestures or show body part for hinting a specific term.

The deaf cannot use the senses audience in full, they developed the ability to talk so that it will hamper the development of personality, intelligence, and an appearance as social beings. Not surprising in the world of the deaf's education, approaches to the development of prioritized capabilities of passionate speeches because they are members of the community that ultimately their later work

and mingle with the people living around. So the mastery of spoken language and the ability to speak is more preferred.

Sign language is also used if the use of oral language is less understandable by students. Sign language is a language that prioritizes manual communication, body language, and the lips, instead of sound to communicate. The mastery of language is very important for an individual to be able to master the science that he wants, other than as a primary means of communicating. But until now, the sense of the theory of the language standard, there has not been a lot of opinions on the theory that different depending on the language background of science formulated by scientists. According to the science of Linguistics, as his mother language, the language definition is "a system of communication by symbols through the organs of speech and hearing, among human beings of certain group or community, using vocal symbols processing arbitrary conventional meanings (a system based on communication with the symbols through the organ of hearing, and talks between the people from certain groups or from the community/society, using the symbols of vocals that generates meaning conventionally)". (Chaedar Alwasilah, a., 2001; 82).

Outstanding School Country Sinjai is the school that implemented the strategy of the construction of the lips and sign language. But in its construction, the teacher does not teach to the students simultaneously in the same time on an ongoing basis, but with the strategy of individualization as described Isyaheni. According to Isyaheni, the strategy is a strategy of individualization that does approach to students individually with customize characters, needs, and abilities of each student, like teacher give examples to students, teachers use the strategies next steps individualization with lips and sign language. Therefore, communicating with children in need of special will be very different from a normal child usually, when communicating with a normal child will certainly be easier to occur because of the way their understanding faster understand the intent of the Communicator of the messages conveyed, the striking difference would look and be the communication barriers in the communication process that occurs in children of the deaf students.

#### *B. The Factors Restricting the Construction Strategies of the Deaf Children in SLB Land Sinjai.*

Learning strategies is a special way committed teachers to provide understanding in students so that students can achieve the learning objectives. In the process of construction of the deaf children in students is not easy, certainly there are obstacles or problems that impede the course of the process of coaching. As for obstacles or problems in coaching children deaf students that is:

##### *a). Lack of Interest in Learning in the Classroom.*

Look at the condition of children in need of special or deaf children, especially at the beginning of the entry learning after school holidays, some children lazy to learn again. Simple interest is the tendency of high excitement or to something. Interest is not a popular term in psychology because it caused dependency against various other internal factors, such as concentration, desire, motivation and needs. But apart from its popularity, interest as well as intelligence and motivation, because it gives influence on learning activities, it will not excited or even unwilling to learn. Especially with real students have physical limitations such as deaf children, therefore, in the context of learning in the

classroom, a teacher needs to arouse the interest of students to learning material gravitated towards that would be delivered by way of creating compelling content, the design of the learner, so students become active and teachers should also look at the performance of the time teaching.

##### *b). Mood of Students who Like to Change.*

Disorders that are owned by the student cause learning delivered teacher cannot progress effectively. Students deaf children have a weakness in his hearing, as a result of the weakness of the deaf child has the ability to learn under average. So this is what makes the teacher should repeat until students understand to the materials provided. Every child has different limitations so that teachers have to deal with students so that learning can take place properly. The same as the answer to the principal who agreed with deaf child's teacher about the barriers faced by deaf teachers during teaching and learning takes place in the classroom, he says: Resistance, namely the process of teaching and learning that is less effective, because the teachers teaching deaf children are subject to the student, if the student wants to learn or moods support new learning, if it supports lack moods a teacher tried to persuade children to want to learn. So, teachers who teach smart-smart should also take heart and restore the mood of students to want to re-learn.

##### *c). There are Two Classes in one Room*

Classroom in the school is inadequate as in one classroom there are two different classes in it. Become a teacher in SLB land of Sinjai, isn't an easy job. In it is claimed devotion and also persistence. There should be sincerity and patience in delivering lessons. Because, in fact, teachers not only educate but also teach. In addition to being educators in teaching as well as parents, since the child deaf need to obtain guidance and direction. One of the concrete example is when their students learn, even lazy entered the school. In addition teachers at SLB Land Sinjai in addition to his role as a parent also acts as a big brother playing along in the process of teaching and learning. Surely it is in the process of teaching and learning in children deaf students it is not easy for sure there are constraints that impede the process of teaching and learning.

## **IV. CONCLUSION**

Based on the research results throughout the explanation above regarding the strategy of the construction of the deaf child in the development of social interaction can be concluded that; a). The strategy of the construction given to teachers of the deaf in the development of social interaction that is wearing a LIP language and sign language. Sign language there are two kinds of the first sign language alphabet and per-second-per-sentence. Usually this kind of sign language as a complementary lip language only. Factors restricting the construction of deaf children in the development of social interaction. b). Lack of interest in learning in class, b). The mood of students who love change, c). There are two classes in one room.

## **V. IMPLICATIONS**

As for the advice that can be given of researchers based on research on deaf children's coaching strategy in the development of social interaction in the SLB land sinjai is as follows:

- expected that SLB party Country could bring the Sinjai media more varied so that the learning objectives or basic competences can be achieved to the maximum.
- Expected to teachers in the field of deaf to better motivate their students to arouse passion in the process of teaching and learning.
- Expected the presence of the addition of a class so that students with different needs can be separated so that the process of learning can take place effectively.

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