

Enhancing Learning Ability among Deaf Students By Using Photographic Images

Aidah Alias, Hj Mustaffa Halabi Hj. Azahari, Adzrool Idzwan Hj. Ismail

Universiti Teknologi MARA(UiTM), Malaysia

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Abstract

Education is one of the most important elements in a human life. Educations help us in learning and achieve new things in life. The ability of hearing gave us chances to hear voices and it is important in our communication. Hearing stories told by others; hearing news and music to create our creative and sense; seeing and hearing make us understand directly the message trying to deliver. But, what will happen if we are born deaf or having hearing loss while growing up? The objective of this paper is to analyze an appropriate image model in enhancing learning process by using photographic images among deaf students. This study also examines the possibilities of photographic images in enhancing learning abilities of deaf students. A case study was used to conduct the study. In order to learn and understand about the case study, interview and observation were utilized, to know the result of the research question. The result gathered from this study contributes towards in enhanced the deaf learning ability and education by using photographic images.

Keyword: Photography, Visual Communication, Education, Learning Ability

In Malaysia there were 283,512 disabled and 37,729 are registered for the hearing problems (Department of Social Welfare, 2009). Hearing problems is a neurological disability that most frequently occur in a human population. The World Health Organization (WHO) estimates that nearly 250 million people of the world are experiencing hearing problems (World Health Organization, 1999) (Che Lah, 2008). According to Chua and Koh (1992), deaf children can be said to be more accurate as a damaged hearing in most circumstances, e.g. it has a partial hearing, was unusual because it was not able to react to the level of surrounding sounds.

As shown in table 1, there are 6 types of disabled listed in Department of Social Welfare. Asmah Haji Omar (1984), defined as a person who was born deaf with hearing defects that could not recognize the sound of the language, cannot hear the conversation of others and not be able to experience and appreciate the thought and culture through language. While according to Bee H. (1995), children with hearing problems are those who have difficulty hearing or hearing a clear deficiency. Hearing problems caused by factors before birth, during birth and after birth.

List Of Disabled	Year 2009
Vision	26,155
Hearing	37,729
Physical	94,331
Learning Disabilities	109,708
Cerebral Palsy	4,068
Others	11,521
Total	283,512

Table 1: Registration Disabled by Type of Disability
(JKM, 2009)

Thus, this research study will focus on the issues related to enhance learning ability among deaf student by using photographic images. In particular, the researcher emphasizes on what types of photographic images use to enhance deaf students learning ability and why photographic images use in enhance deaf students learning ability nowadays. The interview session will be record and learning session will document in the form of images and video.

The Development History of Special Education in Malaysia

Interest in Special Education in Malaysia began in the 1920s among the volunteers involved in the opening of schools blind and deaf. Report of the Cabinet Committee on the implementation of the education policy through 169 Certificate is a turning point that led to an emphasis and focus more clearly on the development of special education in Malaysia. This certificate mentions,

"With the realization that the government should be responsible for the education of disabled children is recommended should then take over full responsibility for the education of the organizations that operate at this time. Moreover, the involvement voluntary bodies in the development of child education handicapped children should be encouraged. "(MOE, 2013)

Therefore, the literatures about history of deaf education in Malaysia are limited in this research. However, there are several books were found written about history of education development in Malaysia and remain as a references material. The first book is entitled "Pendidikan di Malaysia: Sejarah, Sistem, dan Falsafah" written by Sufean Hussin in 1996. According to Sufean Hussin in his book, he stated that the main problem of education in special education for the blind, deaf and dumb is language and communication problems. The problems for deaf students are more complicated because they cannot hear. At this time there is no one best method of communication for the deaf, but with the help of hearing aids. Method of sign language, cued speech, spelling and communication methods throughout is the methods used for children deaf or dumb. Method of sign language, cued speech, spelling and communication methods throughout is the methods used for children deaf or dumb. However, the entire communication method is said to be more effective than other methods (Sufean Husin, 1996, p.358).

The second book is by Marschark and Hauser entitled "How Deaf Children Learn: What Parents and Teachers Need to Know Perspective on Deafness". Everyone has both visual spatial memories (in form of visual images) and verbal memories (in form of language). For this reason, we continue emphasize both the importance of language and importance of deaf children becoming visual learners. Neither one is sufficient for optimal learning and academic achievement (Marschark and Hauser, 2011, p.87).

Photographic Images Use as Visual Communication in Education

According to Azahari (2011), society assumes photography as one of a hobby but it's been argue by several researchers as photography is need in pursuing in our daily life. Photography is also important as it teach without saying in complex word (window). The aim of his book is to make the society and tertiary education realize the important of photography in our daily life and in educating our future children.

Furthermore, Zainuddin, et al. (2009) stated visual communication is defined as using visual symbol such as pictures and graphic to express idea and convey meaning. And according to Jackson and Jackson (1988), Photography can be a valuable aid to the lives of people with learning disabilities: it can be used to resolve problems and improve understanding (Jackson and Jackson, 1988). From the statement above, we can realize the photographic images can be used as one of method in deaf student learning and way to encourage the deaf students in self-study and self-reliance to improve their learning.

Thus, recent research suggested by (Allen, Mayhew and Hill, 2012) visual literacy refers to the ability to comprehend, evaluate, and compose visual messages. Visual literate persons are able to read visual messages, compose visual language statements and translate from visual to verbal. Student will learn attitudes, behaviors, and question to ask which them to think abstractly and analytically. Therefore viewers will need to engage in a variety of viewing experiences, both in comprehending and composing. The media for visual communication is include photography, pictures, model, graphic, painting, logo and etc.

In conclusion, deaf student's education and learning need to be enhance as their learning ability can be develop more by using photographic images. Thus, researcher's effort in making this study is to analyze the role of photographic images as a medium of learning ability among deaf students. As it can be applied and help them in learning new skills, knowing new knowledge and ideas. They learn to comprehend, evaluate and compose visual messages.

Problem of Deaf Student in Education

In 2013, the data determine total of deaf students in Malaysia are only about 3,166 deaf students in several level of education (MOE, 2013).

No	Level	No of Students	
		SPK	PPKI
1	Kindergarten	64	9
2	Primary	1,117	483
3	Secondary	508	985
Total		1,689	1,477

Table 2: Disabled Students of Hearing in SPK and PPKI in Malaysia (MOE, 2013)

In Malaysia, the government has tried their best in increasing the level education of the deaf student. As one of the article written in 2012, Welfare, Women and Family Development Minister Datuk Fatimah Abdullah said they hope there will be a Vocational High School in Sarawak since there are only two of these types of school in Malaysia. She said that education is always the way forward speaks at the 30th anniversary celebration of Sarawak Society for the Deaf (SSD). They are trying to give a higher school education for the deaf (Tan, 2012).

"The fact is many of us fell in lessons and lost hope in the education system," said President of the Federation of the Deaf Malaysia (MFD), Mohamad Sazali Shaari. He first takes an example, according to the percentage of the total Malaysian Examination Board examination results of the Primary School Achievement Test (UPSR), Lower Secondary Assessment (PMR) and Certificate of Education (SPM) taken by the deaf students. Many of them fail every year, especially Malay subjects. "The deaf students quite difficult to pass in Malay Language. If you've failed the subject, automatically you failed to continue the study. How do I get higher education and then get a good job? (Abu Hassan, 2012).

In addition, Roslina Ahmad said the problem of communication with deaf people leads them to lose the right to share in favor of life. "As a human being, the deaf also have daily life. From the aspect of education, the government has provided facilities such as special schools, integrated schools and the teachers who teach them sign language, but the technique should be strengthened," she said (Ali, 2012).

This problem faced by deaf students. But now, researchers want to examine possibilities photographic images in enhancing learning ability among deaf students.

Educational Theory of in Photographic Education

There are several theory have been used in deaf learning. The theory of knowledge addresses what we think about photographic knowledge, as well as how we acquire it through the education process (Halabi, 2011). Vision is our extension to the external materialistic world, and thinking is its internal counterpart. Both elements are significantly importance in photographic education (Halabi, 2011).

The theory of constructivism is a theory of ongoing, active building-up of knowledge and cognitive processes from very simple starting points (Lee and Gupta, 1998 cited in Halabi, 2011, p.34). According to Cunningham and Duffy (1996), learning is an active process of constructing rather than acquiring knowledge; and instruction is a process of supporting that construction rather than communicating knowledge (Cunningham and Duffy, 1996 cited in Halabi, 2011, p.34). Hence, the constructivism development of the learners is through the process of adaptation coupled with the process of experiments, which involves trial and error (Halabi, 2011, p.35).

Thus, these studies do, to analyze an appropriate image model in enhancing learning process by using photographic images among deaf students. Indirectly, the researcher will know the types of photographic images used to enhance learning ability among deaf students

Conclusion

This paper discussed ways to enhance the learning ability among deaf students by using photographic images. Deaf community is a minority group in a community in Malaysia; they cannot be ignored and excluded from the mainstream. This group is entitled to get action, services and supplies equal as the normal group. They were born and grew up in the normal group. Due to the differences, the right to have knowledge and information should not be set aside. This paper will look at their ability in learning using photographic images. The researcher wants is to analyze an appropriate image model in enhancing learning process by using photographic images among deaf students and also examines the possibilities of photographic images in enhancing learning abilities of deaf students. This is clearly to know what types of photographic images used to enhance learning ability among deaf students and why photographic images used to enhance learning ability among deaf students.

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