THE WORD ORDERS OF SENTENTIAL CONSTRUCTION POSSESSED BY DEAF CHILD AND NORMAL HEARING CHILD

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Abstrak

Penelitian ini bertujuan untuk mengungkapkan bentuk susunan kata dalam kalimat yang diujarkan oleh anak tunarungu dan anak berpendengaran normal dan kemudian membandingkannya untuk mengetahui sejauh mana susunan kata dalam kalimat mereka berbeda. Penelitian ini menggunakan metode deskriptif. Data diambil melalui teknik observasi dan wawancara. Dari hasil penelitian dapat disimpulkan bahwa dari kalimat yang dihasilkan anak tunarungu tersebut terdapat kalimat yang susunan katanya standar dan tidak standar dalam bahasa Indonesia. Kebanyakan dari kalimat yang dihasilkan oleh anak tunarungu mempunyai susunan kata yang tidak standar dalam bahasa Indonesia khususnya dalam kalimat declarative. Berbeda dengan anak tunarungu, bentuk susunan kata dalam kalimat anak berpendengaran normal pada umumnya standar. Hal ini membuktikan bahwa terganggunya pendengaran anak tunarungu berpengaruh kemampuan berbahasa mereka.

Kata kunci: language acquisition, sentence, word order deaf child, normal hearing child.

A. Introduction

Human is a social creature. As a social creature, human being needs to socialize with one another in order to fulfill their need. One way of human for socializing is by communicating. People communicate through verbal or non verbal communications which are through spoken, written, and sign. To fulfill the need for communicating, people need a device that is a language. Through language human can make interaction with one another and do all activities invoked language. Therefore, it can be said that language is one of communication devices that becomes a part of human life and cannot be separated from it.

However, language does not exist in mind spontaneously. It is acquired through a process that is called language acquisition. It is the process experienced

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by all children in the world to acquire all linguistic features of their first language. It normally occurs since born until about four or five years old. This is called linguistic ages because in these ages children acquire their first language or mother tongue. According to Chomsky (in Hoff, 2005), each child had already been given a device that enable them to acquire language. The device is called Language Acquisition Device (LAD). Because of the LAD, every child in the world whatever his or her mother language is has a similarity in acquiring their first language. He or she does not need to memorize all of the sentence patterns in order to acquire language. He or she will be able to produce any sentences that never been heard before by himself or herself and understand the grammar of their language. In other words, the LAD in every child helps him or her to acquire his or her mother tongue.

However, the LAD will develop if there is interaction between children and other people mainly in family scope. This is relevant with the interactionist view that social interaction with another person is a crucial aspect in language acquisition. This statement is supported by the experience of a young boy who has been living in the woods near Aveyron, France along 12 years since infant. The young boy is almost mute and cannot use language at all (Hoff, 2005: 9). So from the fact above, it can be seen that interaction with other people also influence the process of language acquisition.

Children acquire language step by step. It is started by crying, and then followed by cooing and babbling. This stage is called pre linguistic stages (Piaget and Vigostky at Tarigan, 1988). At this period, children train their organ of speech in order to use spoken language by imitating any sounds around them. Then, it will be continued to the development of syntax started with one word utterances, followed by two word utterances, and more than two word utterances until children can produce longer and more complex grammatical structures (Steinberg, 2001: 6). At the age four or five years old, it is hoped that children will be able to put words into phrase or sentence in a good grammatical in their mother tongue.

In acquiring the first language, the normal children get the stimulus of language by two senses that are audio and visual sense. These two senses are really important in the process of acquiring language from their environment. Children hear all conversations around them and relate them to what they see. Thus, they can understand the meaning of the language they are talking about and they will try to imitate the sound that will help them to utter it correctly.

The process of language acquisition that said above does not work perfectly for deaf children because of the dysfunction of their hearing. According to Hoff (2005: 301), before they know sign language, they acquire language by reading lips' movements and gestures. This condition makes their visual sense more sensitive than others. However, it fails to provide them with any effective native language because not all people speak with clear lips' movement.

Language development depends on frequent, consistent, and accessible communication, regardless whether it is through sign and spoken language between children and their mother. This early interactions establish the foundation upon which language develops. Deaf children who are born to deaf

parents are usually exposed to sign language from an early age, providing a common language which parents and children can easily to communicate.

The majority of deaf children, however, are born to hearing parents who are unlikely to be fluent users of sign language. Therefore, many of these children do not have full access to language during the early of life most critical to language acquisition. According to Mayberry (1989), most children who are deaf, exposure to spoken language only does not provide them with the linguistic tools that necessary for academic and social success.

In contrast to the situation for children who hear normally, the situation is radically different for deaf children. Unable to hear, they are isolated from the spoken language that surrounds them, if their parents are normally hearing and speak to them. In addition, they also do not get sign language input from the early home environments. They are able to learn it primarily at older ages when they first enroll in a school where sign language is used. Therefore, deaf children of hearing parents have fewer sign and spoken labels for things around them than hearing children of hearing parents, or deaf children of deaf parents. So, beside the spoken language it is really important to expose sign language for deaf children. However, in reality most of deaf children are exposed to spoken language because almost all their parents do not know sign language. Because of these situation children will get less linguistic inputs that help their language development.

Many researches showed that the limitation and retardation of language input of "deaf of hearing" children will affect their competence in acquiring language. In phonological level, deaf children will make some errors in production of speech sound. Since they do not get sound input, they will get difficulty to imitate and to produce the speech sounds because they cannot hear sounds around them. Then, in the lexical level, their vocabularies are limited because it's hard for them to remember the abstract things or the words which have connotative meaning and also the words that are rarely used in daily conversation. Syntactically, they tend to make syntactic errors. According to Meadow in Juwadi (1999:23), the sentences of deaf children are characterized as followed; the sentences are simple form, almost sentences are ungrammatical and the order and the structure are messy. For example, "Tanya cuma sms" that should be "saya sms cuma mau tanya..", "bunga belaja saya" that should be "saya belajar membuat bunga". "jumpa ke taman bunga" that should be "jumpa di taman bunga", etc. From the example above, it can be seen that the structure and the word order of sentences that produced by deaf children tend to be error.

The word is the ways how constituents within a sentence are grouped. As Comrie (1989: 86) states that word order is the way how major constituents at clausal level – subject, verb, and object – are group in a particular order. The standard word order in Indonesia is S-V-O that similar with English (Alwi, 1998:32). For example,

Tom	*reads*	*a book*		*Tom*	*membaca*	*sebuah buku*
S	V	O		S	V	O

The normal hearing child at five years old up have been able to create the sentences in right word order whether in declarative and imperative form.

The inability of deaf children to make good sentences actually will influence their communication with other especially normal people. If their sentences are not clear, the ideas are also not clear. So, this will cause the difficulty in making interaction with other people around them. This research is needed to be conducted in order to see the word order of sentences produced by deaf child and normal hearing child and how they are different. Therefore, the researcher is interested to conduct a research about word order of sentential construction possessed by deaf child and normal hearing child at eleven years old.

The purposes of this research are to identify the word orders of sentences produced by deaf child in declarative, interrogative, and imperative form, to identify the word orders of sentences produced by normal hearing child in declarative, interrogative, and imperative form, and to see the differences of word order of sentences produced by deaf child and normal hearing child.

B. Research Methodology

The type of this research was qualitative descriptive research. Bogdan and Taylor in Moleong (2005: 4) explain that the qualitative research is a kind of research which is relies on observation, interview, and document study. Regarding to the data analysis, Patton (2002) explains that the data for qualitative analysis typically come from fieldwork. This explanation was suitable to the planning of how the researcher collected the data.

The data of this research were the utterances in sentence form whether in declarative, interrogative, and imperative sentences produced by deaf child and normal hearing child. The data were in Indonesian and they are gained from their conversations with other people around them. The source data were a deaf child and a normal hearing child, both of them are in 11 years old.

The researcher was a key instrument in collecting the data. The researcher was helped by additional instrument such as list of questions that asked to the deaf subject in interview in order to gain the data beside by observation, then tape recorder feature and writing tools. The researcher collect the data through two ways, they are by observation and interviewing. The researcher used this technique by observing directly the activities of deaf child and normal hearing child in natural setting. Moreover in interviewing process, the researcher asked deaf some questions or asked him to say some statements in order to gain data that are sentences in declarative, interrogative, and imperative form. After all the data was collected, the analysis would be done to describe the word orders of the data.

C. Discussion

The researcher observed a deaf child is named M. Hafiz Azzaki initialed H and a normal hearing child is named Yoga Nugraha Sulistio initialed Y. Both of them are at sixth grade. After the researcher collected the data, researcher found that Hafiz has been able to make sentences in declarative form, imperative form, and interrogative form.

From all the data that gained, it was found that both deaf child and normal hearing child can make sentences in declarative, imperative, and interrogative form. Both of them tend to use declarative sentences in their daily conversation

rather than imperative and interrogative. Moreover, they almost never use exclamatory sentence along this research.
The examples of sentences produced by deaf are:

T: *Miko dimana?*
Where is Miko?
H: ***Menurukan bendera Miko.***
V O S
Miko is striking the flag
T: *Hafiz panggil Miko!*
Hafiz, call Miko!

The declarative sentence from the quotation above is *menurunkan bendara Miko* and its order is V-O-S. Just like the sentence in the second data before, the order is quiet not acceptable as a good sentence since normally subject comes first at the beginning then following by verb in declarative sentence. While in the sentence above, the verb *menurunkan* comes first then followed by object *bendera* and subject *Miko.* The right order is the subject comes first then followed by verb and then object. Therefore, the sentence should be *Miko menurunkan bendera* "Miko Strikes the flag" and the order is S-V-O.

V: *Hafiz kenal Akmal?*
Do you know Akmal?
H: ***Akmal apa?***
S Q.W
Akmal what?
V: *Kamu kenal Akmal yang ini*? (menunjuk ke photo)
Do you know Akmal that in this picture? (Pointing his picture)

According to Manaf (2009: 92), interrogative sentence is characterized by its intonations, question mark (?) in written form, and the existence of the question words whether W-H question and yes/no question. In Indonesian, the question words in interrogative sentences must not always at the beginning of the sentence. The interrogative sentence from the quotation of the conversation above is *Akmal apa?*. The word order is S-Q.W (Question word). Based on statement of Manaf above, this word order is standard in Indonesian. Nevertheless, the question word that used at that sentence is not appropriate. The right questions word for that sentence is *siapa* which refers to human.

H **:** *Disana ibu isti main komputer.* (sambil menunjuk ke ruang komputer)
Over there. Mrs. Isti play computer (while pointed to the computer room)
T: *ayo sana!*
Let's go there!
H: ***Nanti main computer!***
Adv V O
Later, you play computer!

According to Manaf (2009: 99) imperative sentence is characterized subject noun phrase is rarely stated, but it is understood the subject is you who is directed to be

to do something, it uses the words that mark the order, prohibition, and invitation and also generally the order of subject and verb are inverse, verb comes before subject. The imperative sentence in the conversation of deaf above is *nanti, main computer!* and the word order is Adv-V-O. As Manaf said above that the subject of imperative sentence is not always stated. The subject of the sentence above can be understood as you. So, the word order of the imperative sentence above is Adv-(S)-V-O that is standard in Indonesian.

The examples of sentence produced by normal hearing child are:

S : *Dimana kamu main*?
Where did you paly?
Y : ***Aku main bola di lapangan dekat rumah Jeriko.***
S V O Adv
I played ball in the field near Jeriko's house.

The declarative sentence from the quotation of conversation above is *aku main bola di lapangan dekat runah Jeriko.* This sentence is in standard word order that is S-V-O-Adv. Because the word order is appropriate, the meanings of these sentences are also clear. This sentence is said by the subject to respond the questions of his mother.

Y : *Mama ada perlu tadi.* ***Kakak punya pulsa?***
S V O
Mom is busy. Do you have pulse?
I : *Ada, untuk apa?*
I have, for what?
Y : *Aku mau telepon mama.*
I want to call my mom.

The interrogative sentence from the quotation of the conversation above is *kakak punya pulsa?* and its order is S-V-O. This word order is standard in Indonesian. This sentence is marked by raising intonation. The intention of the subject to say that sentence is to ask the hearer lends him her phone.

S : Cepat Yo, udah terlambat ini!
Hurry up Yo, you have been late!
Y : ***Mama tolong ambil tasku!***
S V O
Mom please takes my bag!

The imperative sentence from the quotation of the conversation above is *mama tolong ambil tasku.* The word order of the sentence is S-V-O. This word order is standard in Indonesian since the subject comes first then followed by verb and object.

The Word orders of sentences produced by deaf child

Declarative sentences

Table I: Declarative sentences produce by deaf child

Standard word order	The amount of sentences	Non standard word orders	The amount of sentences
S-V	9	S-Comp	5

S-V-Adv	1	S-Adv	2
Adv-S-V-O	1	V-O-S	1
Adv-S-V-Adv	1	V-S	1
		V-O	2
		V	3
		Comp	1
	12		**15**

From the table above, it shows that more than half of declarative sentence produced by deaf child are in non standard word orders. That is 12 sentences in standard word order and 15 sentences in non standard word orders.

Interrogative sentences

Table 2: The interrogative sentences produced by deaf child

Standard word order	The amount of sentences	Non standard word orders	The amount of sentences
Q.Word-S	1	Comp-V-S	1
Q.Word-V	1	V-S-Adv	1
S-Q.Word	3	Adv-Q.Word	1
	5		**3**

From the table above, it is found that there are 5 interrogative in standard word orders and 3 sentences in non standard word orders. Most of interrogative sentences of deaf child are in standard orders.

Imperative sentences

Table 3: the imperative sentences produced by deaf child

Standard word order	The amount of sentences	Non standard word orders	The amount of sentences
S-V	7	S-Adv	2
S-V-O	1	Adv-V	2
Adv-S-V	1		
Adv-S-V-O	1		
	10		**4**

From the table above, it shows that most of imperative sentences produced by deaf child are in standard word orders that the amount is 10 sentences. However, only 4 sentences are in non standard word orders.

The sentences produced by normal hearing child

Declarative sentences

Table 4: The declarative sentences produced by normal hearing child

Standard word order	The amount of sentences	Non standard word orders	The amount of sentences
S-V	31	S-Comp	3
S-V-O	8	S-Adv-Adv-V	1
S-V-O-Adv	2	S-Adv-V	1
S-V-Comp	2	S-Adv	1
S-V-Adv	10	V-Comp	3
S-V-Comp-Adv	1	V-O-S	1
Adv-S-V	1		
	55		**10**

From the table above, it shows that almost all declarative sentences produced by normal hearing child are in standard words order. There are 55 sentences in standard word orders and only 10 sentences are in non standard word orders. The word orders also various.

Interrogative sentences

Table 5: The interrogative sentences produced by normal hearing child

Standard word order	The amount of sentences	Non standard word orders	The amount of sentences
S-V-O	2	V-S-O	1
S-V-Adv	1	V-S	2
S-Q.Word	2	Adv-S	1
S-V-Q.Word	3	V	2
Q.Word (S) - V	3	V-O-Q.Word-S	1
Q.Word (S) – V- O	1	V-Q.Word	1
		S-Q.Word-Adv	1
		Q.Word-S	3
		Q.Word-V-O-S	1
		Q.Word-S-Adv	1
	12		**14**

The table above shows that normal hearing child produced interrogative sentences in almost equal amount, which are 12 sentences in standard word orders and 14 sentences in non standard word order. Yet, in Indonesian it is usually to say interrogative sentences in non standard word orders.

Imperative sentences

Table 6: The imperative sentences produced by normal hearing child

Standard word order	The amount of sentences	Non standard word orders	The amount of sentences
S-V	1	V-S	5
S-V-O	1		
S-V-Adv	5		
S-V-O	5		
S-V	5		
Q.Word (S) – V- O	1		
	18		**5**

The table above shows that almost imperative sentences produced by normal hearing child are in standard word order. There are 18 sentences in standard word orders and only 5 sentences that are in non standard word orders.

From the description above, it can be seen that the word order of sentences produced by deaf child and the sentences produced by normal hearing child. Some of the differences are the sentences produced by deaf are simpler than normal hearing's sentences. Then, most of the orders of deaf child's sentences are in non standard word orders especially in declarative form. Though the sentences are in standard word orders, some of the meanings are still not clear. It is because the deaf child sometimes makes errors in choosing the appropriate words and makes redundancy in his sentences. In contrast, most of the sentences of normal hearing child are in right order. Even though there are the sentences in non standard word orders, the meanings are still understandable. And also the researcher almost never found the error of choosing word and redundancy in normal hearing's sentences. So, it can be concluded that although their age are same, their ability in conducting sentences are not same. Deaf ability in conducting sentences is lower than their normal peers. The child with normal hearing has comprehended how to make good sentences since it is also has been studied in school. Normal hearing child at 11 years old have been able to produce sentences like adult.

D. Conclusion and Suggestion

Based on the data analysis, research findings and discussion in the previous chapter, the research concluded that sentences produced by deaf child and normal hearing child are different. The sentences that are more different are declarative and interrogative sentences. However, in imperative sentences there are almost no difference because people usually order or ask someone by conveying the main point directly.

The word orders of sentences produced by deaf are 12 sentences in standard word orders and 15 sentences in non standard word orders found in declarative form; 5 sentences standard word orders and 3 sentences in non standard word orders found in interrogative form; the last is there are 10 sentences in standard word orders and 4 sentences in non standard word orders found in imperative form. More than half of declarative sentences produced by deaf are

not appropriate with the standard word order that use in Indonesian language, but most of his sentences in interrogative and imperative form are in standard word orders.

In contrast, the word orders of sentences produced normal hearing child are 55 sentences in standard word orders and 10 in non standard word orders in declarative form; 12 sentences in standard word orders and 14 sentences in non standard word orders in interrogative form; and 18 in standard word orders and 5 in non standard word orders found in imperative form. Most of sentences produced by normal hearing child are in common or standard word orders in Indonesian language formal language.

In conclusion, normal hearing child do not have difficulty in producing sentences in standard word order. They are fluent in communication and their sentences are like adults. While deaf child have significant difficulty in producing sentences in good word orders. Most of their sentences are in random word orders and hard to be understood. This fact proves that the hearing impairment of deaf child affects his ability in acquiring language. Since they cannot hear, their socialization also limited. As a result, their ability in communication is lesser than normal hearing one. Even though he has studied at school, he still cannot produce sentences like his normal peers.

This research was conducted in order to know the word order of sentences produced by deaf child and normal child and how are they different. There are several topics that can be studied about language of deaf children. Therefore, the researcher suggest to next researchers to continue this topic or make it as a relevance research in order to develop better knowledge about the language of deaf children.

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