

The Ability of the Deaf Child's Sentence Structure Composing Level of Special Junior High School (SJHS) in the City of Surakarta

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Abstract

This research aims to know the ability of the deaf child's sentence structure composing level of SJHS in the city of Surakarta. This research uses qualitative research methods with the focus of the research is to know the ability of the deaf child's sentence structure composing level of SJHS in Surakarta city at this time. The subject of research deaf children is the level of SJHS and SJHS Indonesia language teachers teaching a level of deaf children in the city of Surakarta. Sampling as a subject of research using the technique of non-probability sampling type purposeful sampling. Methods of data collection on these studies are through tests and interviews. The test is done to the child deaf SJHS level in order to find out directly making every effort in drawing up the deaf child's sentences. While the interviews addressed to teachers in order to strengthen the results of tests that have been done. The data have been collected or obtained were analyzed through the reduction of data, display data, and draw conclusions. Conclusions are presented in the form of a narrative form text entry field.

The results showed that based on the results of the analysis of research data and discussion of the known ability of deaf children the level of SJHS in drawing up the sentence structure is still low despite the teacher has been giving guidance and correcting his protégé when experiencing errors preparation of sentence structure while in the school environment.

Keywords: *Crafting sentences, sentence structure, Deaf Children, Indonesian Language*

I. INTRODUCTION

Learners as a social creature claimed to have a range of skills. One of them is a skill to communicate, both verbally and nonverbal. For it takes language as a tool of communication. Through language, humans can socialize with their surroundings and make the interaction between each other. According to Kridalaksana (Abdul Chaer, 2003: 32), the language is a symbol of sound arbiter. Used by members of social groups to collaborate, communicate, and identify yourself.

Deaf children as one of the children in need special physical abnormalities, which have ears as auditory senses cannot function as it should be, experiencing obstacles in carrying out its function as social beings. As it was said Somantri (1996:74) that "the deaf Child is a child who experienced the lack or loss of hearing ability that caused damage or not functioning of some or all of the hearing instrument until it experienced barriers in the development of the language."

Deaf children are not able to hear/catch words and talk of others through her hearing, so he was not able to learn the language by way of emulating a normal child as about in General. These issues have an impact on the use of the language of deaf children in their environment. Sentences are arranged into a deaf child is elusive because the sentence structure that is upside down or not even structured. For example the correct structured sentence, "I have been studying mathematics". Deaf child organizes into "I've studied mathematics".

In communicating, mastery of sentence structure is very important, because with the right person sentence structure will better understand and understand what it conveys. An adequate sentence structure will greatly enable one skilled in speaking, either in receptive or expressive basis.

Children who hear acquire language proficiency in General by itself when brought up in an environment that is speaking. By itself, the child will know the meaning of words and the rules or norms of language (Somantri 2006). Another case with deaf children, although he grew up in language, hearing deaf children demanding malfunctions only rely on vision alone in language acquisition receptive. But not all who sees it is understandable and comprehensible. This led to the drafting of the sentence structure often made wrong. In addition, the unwitting way teachers communicate with deaf students also did not use the correct structure. Example: "sports shirts take it tomorrow".

A loss of hearing resulting in a child experiencing obstacles in receiving information so as to have an impact on the ability of an oral and deaf

person (Edja Sadjah, 2005:69). In a study of the structure of sentences in the Indonesian Language works by Deaf Students in Learning Indonesian Language on the SMALB-B of Singaraja are some sentences in the works of deaf students structures or placement he said less precise. For example, in the sentence, Mr. food bought in markets that appear in the paper deaf Luh Astari class X. Although drafting said less precise, but it is understood that the intent of the sentence is the father of buying food at the market. Of the order of sentences like this, it can be seen that deaf students still experience barriers in the preparation of words in a sentence so that the sentence structure that is created may be able to understand its purpose, but the placement and the election he said votes inappropriately. Somantri (2006:110), States in general sentences made deaf children is very simple and ambiguous wording (irregular) so that the meaning of the sentence that he can not be understood by other people. In addition, there is also a difference in the shape of a connecting word in the sentence structure of deaf children when compared with students who hear. The fact that deaf children's habit of using a sentence with irregular structure resulted in the message that it conveys became difficult to understand by those who hear. The phrase used by the deaf adolescents generally functions of layout information (K) precedes the subject (S) and the predicate (P). The sequence used by the deaf adolescents generally K + S + P, K + S + K, and K + P (Rogran,2014).

The focus of this research is to know the ability of deaf children the level of SJHS in drawing up the sentence structure in the city of Surakarta at the moment.

II. RESEARCH METHODS

This research was conducted in SJHS YRTRW in 2016/2017 lessons. Research methods used are qualitative research methods. According to Sugiyono (2009:15) qualitative research is "a method

of research based on the philosophy of postpositivism, is used to examine the conditions of natural objects in which the researcher is a key instrument, sampling conducted in the source data gathering techniques, with purposive triangulate inductive in nature, data analysis, and research results more emphasize meaning rather than generalities".

The subject of this research is the research on child deaf SJHS level and language teachers teaching the level of Indonesia SJHS deaf children. The selection of subjects of research as the research sample is done through sampling non-probability sampling type purposeful sampling, i.e. selecting the sample of research based on the traits that are owned by the subject of the research according to the purpose of the research will be conducted (Herdiansyah, 2010: 106).

Methods of data collection on these studies are through tests and interviews. The test is done to the child deaf SJHS level in order to find out directly making every effort in drawing up the deaf child's sentences. While the interviews addressed to teachers in order to strengthen the test results, which the interview using open-ended questions with predefined themes, flexible, and refers to the guidelines of the interview which aims to find a problem with a more open.

Data analysis was conducted using the techniques of interactive models of data analysis according to Miles & Huberman (Herdiansyah. 2010:164) consists of four phases, namely: 1) data collection, 2) data reduction, 3) display data, and 4) withdrawal of the conclusion.

III. RESULTS of the RESEARCH and the DISCUSSION

A. Research Results

Based on the results of tests conducted to deaf children 24 level SJHS with sentence structure and putting together test refers to the assessment of the test results

Assessment Test Results Table

No.	Interval score	Assessment criteria
1	9-10	Very good
2	7-8	Good
3	6	Enough
4	4-5	Less
5	<3	Very less

And referring to the assessment based on the mastery of each item reserved

The Assessment Table Based on the Mastery of Each Item Reserved

No.	Interval score	Assessment criteria
1	81% - 100%	Very good
2	71% - 80%	Good
3	60% - 70%	Enough

4	40% - 59%	Less
5	0% - 39%	Very less

Obtained test results compiled a word into the structure of the sentence is

Table of Results of Tests Composing Words Into a Sentence Structure

Assessment criteria	VG	G	E	L	VL	Total
Total	1	2	6	11	4	24
Percentage	4%	8%	25%	46%	17%	100%

With the mastery of each grain of matter is

Table of Results the Mastery of Each Grain of Matter

Assessment criteria	VG	G	E	L	VL	Total
Total	3	1	0	1	5	10
Percentage	30%	10%	0%	10%	50%	100%

The test results indicate that more than half of the deaf children who take the test scores less than 5 and from test results also visible absence of children who get a perfect score. And based on the results of mastery in every grain of matter visible absence of one grain of question that all children can answer correctly. And based on the mastery of the child against the very grain of matter anyway visible percentage of mastery on the question of the numbers 4, 5, 9, and 10 are less than 20%. The question which is the problem with this type of sentence is a sentence passive.

Based on the results of interviews conducted to four Indonesia language teacher level SJHS that teach deaf obtained results

Table of Results Interviews

No	Question	Answers			
		RSN	SMY	SS	AW
1	Deaf child's sentence structure in the school communicate	Use the correct language. When a child uses the wrong language directly justified	Still often upside down	Still often turned upside down.	Irregular
2	The involvement of teachers in giving examples of communicating with the correct structure.	Give an example of a sentence that sort fit SPOK	Always justify the sentence structure is wrong	Give example and justify when his sentence is wrong	Trying to communicate with the correct sentence and allowed students the wrong sentences
3	The use of sentence structure are correct at the time of delivery the material in Teaching And Learning Activities	SPOK is in compliance with	Already	Already	Already
4	Deaf child's sentence structure when answering a written question.	When the answer is still upside down and sometimes directly on the answer not knowing his orders.	Still often upside down	Still often upside down	Just as the time of oral communication
5	The location of the	When the correct	The Structure Of	On the	SPO is sometimes

error in the preparation of sentence structure.	sentence structure SPOK but deaf children SOP	the SPOK	preparation of sentence structure, especially passive sentences	inverted, tidal ca distinguish between Subjects, objects, and description
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on the table above can be explaining still underneath the spoken sentences structures of deaf children at the school. Even so, the teacher trying to always justify the error occurs when the teacher found him. As for the school teachers always give an example to the children of his protégé to use correct sentence structure. Then in the teaching and learning activities teachers explain using correct sentence structure, it is conducted to familiarize children with deaf sentence structure is correct. And in answering the question of deaf children often respond with a stroke the same sentence when talking i.e. upside down. In addition, the child deaf sometimes answers the direct question but given different answers to the questions given. While teachers use learning while doing a summary based on the location of the error in the preparation of those using sentence structure sentence structure SOP. Deaf children also have difficulty in putting together a sentence passive.

B. Discussion

Based on the tests and interview obtained results that children are deaf to distinguish the types of words that include noun, said serious and conjunctions. However, due to limitations in deaf children have heard the impact on communications especially in speaking. It looks at the difficulty deaf children in drawing up the sentence structure. In composing sentences often irregular, sometimes with S O P or P O S.

These results were by Zusfindana (2017) which says that deaf children with hearing loss have an impact on the child's first major developments in the field of language and speech. Language proficiency they can't thrive like a child who has the ability to hear. Because language proficiency will be developed to the maximum when they have access to a large number of languages grow and flourish in the surrounding environment.

Somantri (1996) also says "language development and speech is closely related to auditory acuity. Due to the limited hearing deaf children who are not able to hear fine. Thus the child deaf voice impersonation process does not occur after the fingering, the process of imitation is limited to visual imitation."

In line with the theory that put forward by the deaf child that Somantri has difficulty in speaking first in putting together the structure of the sentence. It complies with the results of the interviews investigators did to the teachers who taught deaf children. The teachers always give examples in

composing sentences that fit the structure right or justify when knowing his protégé kid made a mistake both in spoken language as well as writing. But despite having been given examples of deaf children still flipped in drawing up the sentence structure. Sometimes the deaf children in answering a question are not in accordance with the instructions.

Based on the results of data analysis and discussion of the research note that the ability of deaf children the level of SJHS in drawing up the sentence structure is still low despite the teacher patiently guides and corrects his protégé when experiencing errors in sentence structure for preparing the school environment.

IV. SUMMARY AND SUGGESTIONS

A. Summary

The results showed that the ability of deaf children the level of SJHS in drawing up the sentence structure is still low. Sentence forward both in written/ oral be elusive because the structure of the sentence that is upside down or not even structured. Sometimes the sentences are supposed to use a pattern composed of deaf children with SPO pattern SOP or PSO. And most deaf children in drawing up the passive sentences they use pattern, although the previous SPO has been advised by the teacher. This is due to the ability of a Deaf Child of hearing impaired, Deaf Children are not able to hear/catch words and talk of others through her hearing, so he was not able to learn the language by way of imitating normal children as in General.

In the school environment teachers always give an example to the children of his protégé to use correct sentence structure. Furthermore, in teaching and learning activities the teacher always use correct sentence structure in delivering the material. It is done to familiarize older deaf people unfamiliar with the correct sentence structure.

B. Suggestions

Based on the results of the research have been found then the researchers gave advice to teachers, namely the need for conditioning reading and writing to familiarize children learn sentence structure independently. In addition, teachers keep giving direction/ improvement/ related examples the structure of spoken language that is used in school. The use of variation methods/media learning when teaching the language lessons Indonesia also needs to be held. As for the school can facilitate language

learning activities with the learning media provides a more modern and creative, and can also give training on a wide range of language learning methods or media usage.

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