



## Analysis of Sentences for Deaf Children in Primary School

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### **Abstract**

This study aims to find out the ability to compose sentences of deaf children in outstanding schools. This study was conducted using qualitative case study method in the form of interviews and documentation studies of students' learning outcomes, interviews were conducted on 14 elementary school teachers. This research was conducted by two schools, namely in SLB-B YRTRW and SLB YAAT Surakarta. The results showed that deaf children have problems in composing sentences and understanding the meaning of sentences. This is due to, 1) the receptive ability of children who are hampered by hearing ability, 2) the interest in learning deaf children in Indonesian language is low, and 3) the use of non-standard sign language systems in communication between deaf children in activities outside the classroom. According to the class teacher, most deaf children also think that Indonesian language is a difficult and boring lesson. Therefore, teachers need to increase innovation and creativity in the delivery of Indonesian language materials to be more interesting, either by using media or props that are fun and worth using to increase the motivation of learning deaf children and help the understanding of materials composing Indonesian sentences.

**Keywords:** *Ability to Compose Sentences; Deaf Children; Excellent School*

### **1. Introduction**

Language is a system formed from agreed sound cues, characterized by an interdependent structure, creativity, placement, quality and dissemination of culture, (Siregar et al., 2018). One form of learning for children is the improvement of language skills that are part of the basic skills that aim to enable the child to listen, communicate verbally, have vocabulary, and recognize the symbols that symbolize it, (Parida, 2019).

Language skills are very important in improving the knowledge given to children. Language belongs to the realm of cognitive ability (Sarif, 2019). Cognitive ability is an ability where the child's mind can develop and work well so that the child can think. Cognitive itself is a process that occurs internally inside the center of the human nervous system when they think (Hariyani, 2018). Cognitive abilities include several mental behaviors related to comprehension, attention, information processing, problem solving, and ways of thinking.

Deaf child is a child who has lost or lack of ability to hear so that he has a problem in carrying out his daily life, (Haenudin, 2013). Deaf children have varied education, namely outstanding schools (SLB) and inclusion schools. The implementation of learning for deaf children is certainly different from other normal children, because deaf children have a different way of absorbing information. Deaf children cannot receive and process information derived from sounds so that the deaf have difficulty communicating with their interlocutes (Wikasanti Sitepu, 2014). Deaf children usually follow the learning process in school by using learning materials according to their abilities provided by the teacher.

Based on observations in SLB-B YRTRW, and SLB YAAT koa Surakarta, it was found that most deaf children experience delays in receiving lessons taught by teachers, especially when learning Indonesian. From the description above, the researchers intend to conduct research to find out the ability to compose Indonesian sentences of deaf children in elementary school in Surakarta.

## **2. Research Method**

This research was conducted in two outstanding schools in Surakarta, namely SLB-B YRTRW, and SLB YAAT with 14 classroom teachers as respondents. This research uses qualitative research design. Qualitative research is research that intends to understand phenomena experienced by research subjects, such as behavior, perception, motivation, holistic actions descriptively in the form of words and languages, in a special natural context and by utilizing various scientific methods (Moleong, 2019). The study was conducted by conducting interviews to class teachers as well as students' learning outcomes, the study approach was conducted because researchers wanted to know more cases in a real-life context.

The data of the study results were collected with interviews containing a list of questions answered in the column provided and the study documentation of student learning outcomes. This documentation study was conducted to find out the development of Indonesian language learning outcomes in the skills of sentence composing in deaf children in primary school is extraordinary.

## **3. Result**

Based on the results of interviews, and documentation studies of student learning outcomes conducted by researchers in classroom teachers at SLB-B YRTRW and SLB YAAT Surakarta, researchers found that most deaf children from the school face difficulties in composing Indonesian sentences.

The results of research on the ability to compose sentences in deaf children in extraordinary schools are explained as follows:

### **3.1 Interest in Deaf Children in Indonesian Language Lessons**

Based on the research that has been done, 100% (n=14) teachers said that deaf children showed a lack of interest in following Indonesian language lessons, some of them mentioned that the interest can be seen less than the readiness of the child in taking lessons, such as forgetting to bring notebooks or student package books and often permission to the bathroom.

### **3.2 Ability to Understand Indonesian Sentences**

Based on the research that has been done, 100% (n=14) class teachers said that deaf children have barriers in understanding Indonesian sentences. This is often seen when being held daily or school exams,

deaf children look slow in answering questions containing medium and long sentences. Similarly, other subjects that contain stories or introductions to long questions.

### ***3.3 Ability to Compose Indonesian Sentences***

Based on the research that has been done, 100% (n=14) class teachers said that deaf children have difficulty in the ability to compose sentences, this is often seen during Indonesian language lessons. The error is seen incorrectly placing the words Subject (S), Predicate (P), and object (O), in a sentence. At least Indonesian sentences in the official variety, both oral and written, must have the subject element (S) and the predicate element (P). Otherwise it has the subject element and the predicate element, the statement is not a sentence (Ruspitayanti et al., 2015). Some teachers also conveyed another reason that causes the ability to compose low sentences of deaf children, namely because deaf people are more accustomed to communicating using non-standard sign language that does not pay attention to the correct spelling according to Indonesian grammar rules.

### ***3.4 Results of learning Indonesian***

Based on the research that has been done, 90% (n=14) class teachers said that the results of learning in Indonesian language subjects for deaf children are still very low, especially in materials related to sentences, such as storytelling, composing words into sentences, and answering questions what, who, why, when, where, and how.

## ***4. Discussion***

In everyday activities, communication is a very important ability to master. Communication is a continuous process in conveying and obtaining information, building social interaction (Purba et al., 2020). Included in the learning activities, communication is a pentnga capital that becomes the faktor of the success of learning objectives. From communication teachers can convey information in the form of science and children are able to receive it well (Nur Inah, 2015).

One of the factors achieving communication is the mastery of sentences, and sentences that are able to convey information from the sender and the penetima is a well-composed sentence (Apriani et al., 2020). But for deaf children, they have problems communicating both verbally and in writing (Astuti et al., 2020).

Communication is the main problem that deaf children have. Deaf children cannot receive and process information derived from sounds so deaf children have difficulty communicating with their interlocutes (Wikasanti Sitepu, 2014). One of the keys to communication is the use of good and correct sentences.

A sentence is a part of speech that intonated complete and shows a complete mind (Fauziah & Pradipta, 2018). Completeness of mind here means supported by a complete thought, at least the sentence has the subject or subject and subject or title, and accompanied by a completed intonation (Jumardi, 2017). If the sentence is not supported by a complete mind and the intonation is completed, then it is not a sentence or not a perfect sentence.

But based on the results of his research, it is known that many deaf children, especially elementary school level have barriers in understanding and composing sentences in Indonesian language. The learning outcomes of deaf children also showed low results below graduation standards. This is due to, 1) The receptive ability of children who are hampered by hearing ability, as we know, deaf children

experience major obstacles in hearing. These obstacles result in them having a low vocabulary, difficulty understanding something abstract and impaired speech (Wasita, 2012).

In addition, deaf children have problems in receiving information from the environment that results in their learning achievements are lower than normal students, especially in language, abstract, and memorization learning, 2) Low interest in learning deaf children in Indonesian. From the results of the above research is also known the lack of motivation to learn students in learning Indonesian language, this is due to the lack of learning media provided by the classroom teacher, whereas the use of learning media is one of the strategies to generate motivation and stimulation of learning activities for students (Indriyani, 2019). Learning mediums are any person, material, tool, or event that can create effective conditions that enable learners to receive knowledge, skills, and attitudes (E. R. Wati, 2019).

The lack of learning media causes learning for deaf children in schools to be less interactive, making it difficult for children to understand the material, 3) The use of sign language systems is very effective in meeting the needs of communication between deaf children (Sujati & Umar, 2021). But on the other hand, the use of non-standard sign language in communication between deaf children can damage the sentence structure in the language. As is known, most of the children unarungu communicate with sign language, while the cues used by deaf children at the elementary school level is not standard aka using sign language from the expression of each child, this causes the sentence arrangement of deaf children is not in accordance with the rules of Indonesian language such as subjects, predicates, and objects that are often reversed. Most deaf children also think that Indonesian language is a difficult and boring lesson. Therefore, teachers are considered to need to increase innovation and creativity in delivering Indonesian language materials so that learning activities become more interesting and fun for deaf children to follow in helping learn Indonesian, especially sentence composing materials.

One of the innovations in delivering materials is to use learning media. Learning mediums are any person, material, tool, or event that can create effective conditions that enable learners to receive knowledge, skills, and attitudes (E. R. Wati, 2019). Learning media is also a means to achieve a goal in which information can be communicated to others (Makhnun, 2021).

Based on the two opinions above, it can be concluded that learning media is everything that can be used to convey information to students as an effort to stimulate the mind, knowledge, skills, and interests of learning so that learning objectives are achieved.

The use of learning media that suits the needs of deaf children is a medium that maximizes the function of the sense of vision, in addition to obtaining visual perception experience, as well as in exchange for auditive perception of deaf children (T. L. Wati et al., 2020). The provision of materials through visual-based learning media can stimulate deaf children in receiving information. The same thing about the learning of deaf children through the visual senses was conveyed by Kuntze, Golos & Enns who mentioned that “in deaf education the fact that deaf children are by nature visually oriented has been historically marginalized in favor of focusing on a lack of auditory access”. (Imawati & Chamidah, 2018). The same from. (Sartika, 2013) which conveys that deaf children have limitations in speaking and listening, so that the learning media suitable for deaf children is visual media.

## **Conclusion**

Based on the results of the research obtained, it can be concluded that deaf children at elementary school experience obstacles and low ability in composing sentences, this is due to three things, namely 1) Receptive ability of children who are hampered by hearing ability, 2) Interest in learning deaf children in low Indonesian language, 3) Use of non-standard sign language system. And to solve the problem, classroom teachers need to increase innovation and creativity in providing Indonesian language learning

media that maximizes children's visual ability to increase the interest and learning outcomes of deaf children in Indonesian language learning materials composing sentences.

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