ELTE Journal

(Journal of English Language Teaching & Education)

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ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 6 Number 1, February 2018. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early–career researchers. ELTE Journal provides a high profile, for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative new work on language teaching and education. The contents included analysis, studies, application of theories reports from Teachers of English both Junior and Senior High School teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the fields of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for inclusion.

For this edition, February 2018, the editors received 12 articles from the teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. But there are only 8 articles are selected and published in this edition. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

Editors

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The Deviations of a deaf child: Components of Syntax and Phonology

(Case Study of a Deaf Child)

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Abstract

This study aims to determine the type of deviation of a deaf child in syntactic and phonological components. This research was conducted by qualitative descriptive approach with recording and observation technique. The object of the study was a child with hearing impairment named Andini a grade 2 student of junior high school YPAC (Yayasan Pendidikan Anak Cacat) Karya Ibu in the academic year of 2016-2017, who was 15 years old, 95 decibels (db). Data obtained through observation and recording are described verbally through written language in sentence form. There are many language deviations or words uttered by Andini, a 15-year-old deaf girl. There are four types of language deviations in the phonological component: (1) Distortion, (2) substitution (3) omittion, And the last is (4) addition. In the syntactic component, of the 5 sentences uttered Andini there is no deviation in the syntactic component. But every word that Andini uttered in the sentence contains a language error in the phonological component.

Introduction

The ability of one's language is influenced by psychological factors (psychic) and physical factors (organs of articulation and brain). If a person has psychiatric disorders or physical abnormalities (disorders of the articulation or brain organs) then certainly will not produce a normal language. As Mukalel (2003: 146) says that language is the result of the coordination of the function of reason (1) the human mind (2) the physiological mechanism. When the principles of coordination between reason and physiological mechanisms are not functioning perfectly then there are irregularities in the language (or also called speech disorders and language pathology). Language distorted in the form of language abnormality can be caused by: (1) physiological disorders (2) mental disorders, (3) physiological disorders caused by mental abnormalities, and (4) mental disorders caused by physiological abnormalities.

The ability of children with hearing impairment in speech is different from normal children in general because the ability is very closely related to the ability to hear (Caplan, 1993: 220). Because deaf children can not hear the language,

the deaf children experience barriers in communicating. Language is the main tool and means of a person in communicating. Communication tools comprise and read, write and speak, so that children with hearing impairment will fall behind in these three important aspects. So a deaf child requires special handling and intensive language environments that can improve language skills. The ability to speak for children with hearing impairment is also influenced by the language skills possessed by children with hearing impairment. The ability to speak to a deaf child will develop by itself but requires continuous effort as well as professional training and guidance. In such a way that many of those who have not been able to speak like a normal child both sound, rhythm and sound pressure sounds monotonous with a normal child (Jack. 1967:98).

Psycholinguistic studies can explain the relationship between the biological basis and language development in children. One of the things that can be explained in psycholinguistic studies is the problem of language disorders (Berry, 1969:78). In this research I took a sample of a deaf child named Andini. My reason is deaf children who experience more language disorders than those who experience speech disorders. One of the disturbances is speech impairment. The speech impairment is generally a problem in articulation. This includes substitution (one sound is replaced with another sound), and omission (omitting the sound altogether - eg "Saya" becomes "aya"). Other types of disorders include stuttering and hoarseness or disability in the volume and color of the sound. From the background, the problem of this research is: What are the deviations of the language of a deaf child in phonology and syntactic components.

Theoretical Framework

Meaning of Deviant Language Behavior

Limitations and types of deviant language behavior written by psycholinguistic experts although somewhat diverse but still lead to the same problems of language abnormalities and the same causes of psychological and physiological factors. For example, Mukalel (2003: 146) says that when the mind or body (mental and psychological mechanisms of speech) as a principle of coordination of language activity does not function perfectly, the result is aberrant

language behavior. Bayles & Kaszniak (2006;14) define that deviant language behavior is a type of disorder in a person to communicate normally. Caplan and Curtiss provide the same definition of deviant language behavior that is the inability of individuals to produce normal language caused by physical and psychological abnormalities

Speech impairment is a difficulty in speaking, but it does not necessarily mean the child is weak in his knowledge of the language. The speech impairment is generally a problem in articulation. This includes substitution (one sound is replaced with another sound), and omission (omitting the sound altogether - eg "I" becomes "aya"). Other types of disturbances include stuttering and hoarseness or disability in the volume and color of the sound. There are many studies showing that speech impairment is much higher in prevalence among deaf children than among the general population. For example, a survey conducted by Mariyn, Sheehan, and Slutz (1969, in Ingalls, 1978) of 346 deaf patients at Camarillo State Hospital in California stated that only about 20% of the deaf children population had normal speech, others experienced this type of disorder specific speech.

Causes of Distorted Language Behavior

1. Physiological abnormalities
    According to Mukalel (2003: 149-154) the behavior of deviant language is caused by physiological abnormalities, namely any form of defective physiological mechanism of language behavior that can cause language to deviate from the point of understanding or production. The following are some of the abnormalities and irregularities presented by Mukalel that are generally observable:

2. Damage to the Central Nervous System
    Certain diseases, growth abnormalities and other biological conditions affect the normal functioning of the nervous system, and cause behavioral abnormalities including abnormalities of language behavior. Impairment of the brain or spinal cord results in total loss of language function or partial disorders resulting in (a) congenital abnormalities or (b) permanent or

temporary nerve functional disorders, resulting in loss or deviation of language behavior.

3. Defect Sound Mechanism

    In addition to disorders of brain abnormalities, the deviation of language behavior is also caused by defects in sound mechanisms that play a role in language production. If a brain defect or disorder can affect the production and understanding (reception) of the language, defects in the sound mechanism part will result in a speech production interruption.

    Hearing problems may be caused by more than one cause, among others: (a) patients experiencing aphasia may experience hearing loss because aphasia affects almost all aspects of speech capacity, (b) those who are deaf from birth, and (c) postnatal abnormalities causing partial or complete hearing loss. Patients with aphasia show, (1) inability to remember the meaning of word-deftness, (2) the inability to recognize words is caused by the inability to distinguish sounds, (3) inability to understand the overall meaning of discourse, (4) incapacity remember words to complete the sentence, and (5) confusion when trying to express themselves.

4. Physiogenic Disorders

    Physiogenic disorders, according to Mukalel (2003: 147) can affect speech abilities largely derived from brain abnormalities. Among the abnormalities are as follows:

    1. Brain infection caused by viruses and bacteria.
    2. Brain tumors that cause enlargement of nerve tissue.
    3. Head injuries that often cause brain disorders and affect
    4. the normal functioning of the brain.
    5. Metabolic disorders that directly affect neurological function, for example,
    6. lack of nutrients that cause imbalance of glandular function
    7. endocrine.
    8. Epilepsy as a disorder in the nervous system.
    9. Dementia disease caused by decreased nerve function due to aging factor.

From the physiological disorder that affects the mind and ultimately the behavior of language, it can be distinguished by those abnormalities which are directly derived from the mind, affect and disrupt normal reason. Abnormalities and disorders that originate from the mind are called psychogenic disorders.

Here are some major disorders that come from psychological factors.

1. The traumatic reaction to war as a result of the experience of a fierce military battle. This disorder may be temporary or permanent neorotic or psychotic reactions, occurring due to situations of war, physical exhaustion, death threats or mutilations and psychological shocks.
2. The trauma response to a disaster, such as a plane crash, is trapped in a burning building, a traffic accident, an explosion, a flood, an earthquake, etc. Has made people with personality disorders as a result of bad experiences they experience.
3. Pressed pressure (stress) as a reaction to feelings of threat, fear, or dissatisfaction with certain things.
4. Psychoneurotic disorders are found in those with developmental disabilities
5. biological, psychological, or sociological.
6. Psychophysiologic disorders as a result of chronic emotional tension.
7. Psychotic disorders derived from psychological stress situations, brain organ disorders or inteaksi of both.

Types of language disorders

According to Sadja'ah (2005: 56) classification of language disorders of children with hearing impairment can be divided into four. The classification of language disorders is as follows:

a. Distortion (distortion) is meant to change the sound that can not be used, or can change the meaning of the whole word or even does not mean something like the word "*lari*" is changed to "L" so the word run to "lali" that contains different meanings.

b. Substitution is the exchange of a phoneme with another phoneme; this certainly makes another meaning to the difficulties of the phoneme uttered; as the word "*saya*" becomes "*tata*"

c. Omittion is the occurrence of reduction of one of the spoken words such as the word "*kepala*" becomes "*pala* "and so forth

d. Addition (additions) that is the addition of phonemes from the pronunciation of a word; as an example; "*tisu*" to "*ti shu*" and so on.

Components of Syntax

According to this theory syntax is a central component in the formation of sentences, in addition to semantic components and phonological components. Syntax is the order and organization of words (lexicon) that form a phrase or sentence in a language according to rules or formulas in that language (Chaer A, 2009: 41). The main task of the syntactic component is to determine the relationship between the sound patterns of the language and their meanings by arranging the order of words that form the phrase or sentence to fit the meaning desired by the speaker. To find out how the syntactic component works, consider the following sentence.

(1) *Kuda itu menendang petani itu*

Any fragment of the sentence (1) above, in the form of ***kuda itu and menendang petani itu*** is called a phrase. Kuda itu is a phrase nominal phrase (FN) phrase, and ***menendang kuda itu*** is a verbal phrase (FV). Furthermore, ***menendang petani itu*** if analyzed further would consist of one verb ie ***menendang***, and one FN ie ***petani itu***. Thus, the sentence (1) consists of parts FN + V + FN. Thus the organization of sentence (1), in accordance with the competence of the Indonesian language, constitutes a hierarchy as follows.

1	S (Sentence)				
2	FN		FV		
3	Art	N	V	FN	
4	The	Horse	Kicks	Art	N
5				The	farmer

Phonological Components

According to Chaer A (2000: 430) the phonological component is the sound system of a language. This phonological component, as the third component in the generative grammar of transformation, has phonological formulas in charge of transforming the outer syntactic structure into phonetic representations of the sounds of the language we hear spoken by a speaker. In order to understand how phonological formulas work we need to recognize the phonetic representation first.

If we hear the words $[\textbf{\textit{baraŋ}}]$, $[\textbf{\textit{balaŋ}}]$, $[\textbf{\textit{b raŋ}}]$, $[\textbf{\textit{paraŋ}}]$, $[\textbf{\textit{palaŋ}}]$, and $[\textbf{\textit{p əraŋ}}]$ pronounced, we can note that in the first three words there is [b] he said. In the next three words there was [p] sound at the beginning of the said. The first word and the second word sound almost the same. The difference is almost the same. The difference lies in the third sound of the first word which reads [r] while the second word reads [l]. The first and third words are similar: the difference lies in the second sound. The first word sounds [a] while the third word reads [ə]. If we compare the fifth word and the sixth, then we see two different sounds, ie in the fifth word the second and sixth sounds and the three are [a], and [l], while the sixth word is the second and the third is [e] and [r]. The sounds that make up this word are called sound units, phonetic segments or in phonological studies commonly called fonts.

Understanding of the Deaf

The term hearing impaired from the word "tuna" and "deaf", tuna means less and hearing means hearing. People are said to be deaf when they are unable to hear or are unable to hear sounds that are generally present in the physical characteristics of deaf people.

A hearing impaired person is a person who suffers from a lack or loss of hearing ability, either partially or entirely due to the non-functioning of part or the entire hearing instrument, so that he can not use his or her means of hearing in everyday life which impacts his life in a complex way.

According to Donald F. Morees (1978: 3) define the deaf as follows:

Hearing impairment a generic term indicating a hearing disability that may range in severty from mild to profound it concludes hearing disability preclude succesfull processing of linguistic information through audition, with or without a hearing aid. A hard of hearing is one who generally with use of hearing aid, hs residual hearing sufficient to enable succesfull processing og linguistic information through audition.

Children with high levels of hearing loss are those with very low hearing conditions, those with ear disabilities up to 2 years of age. Holm and Kunz's research (1969: 833-839) shows that children whose hearing is near normal to hearing loss of up to 25 dB of low speech skill

Analysis and Discussion

The Deviations of the Deaf Child in Phonological Components

In this research I want to know the language deviation spoken by deaf children named Andini. Before I describe the results of the study, I would tell you a glimpse of my research sample. She can not sound long and tend to have a short tongue and difficult to open the mouth. She has less hearing power making it difficult to pronounce long words and easily give up by trying the perfect word. And if you say a long word then she will spell the word.

To know the language deviation in the phonological and syntactic components, I recorded words and phrases spoken directly by the child. There are only 21 words and 5 complete sentences pronounced because the child is deaf when communicating depending on the mood, she will stop talking if she does not like, lazy or tired. The followings are spoken language aberrations.

Table 1

Deviation of child with hearing impairment in phonological components

No	Words/utterances	Meanings
1	*< i'dok >*	*Sendok*
2	*< ga pu >*	*Garpu*
3	*< pi ni' >*	*Piring*
4	*< po'tol >*	*Botol*
5	*< pi men >*	*Permen*
6	*< pitu >*	*Pintu*
7	*< ku si >*	*Kursi*
8	*< pe' ja >*	*Meja*
9	*< pe' cel >*	*Pensil*
10	*< ti shu >*	*Tisu*

11	*< e' cas >*	*Kertas*
12	*< a 'yam >*	*Adam*
13	*< to ' pi >*	*Novi*
14	*< u'li >*	*Yuli*
15	*< ca'tu>*	*Satu*
16	*< pat >*	*Empat*
17	*<dua>*	*Tua*
18	*<mobi>*	*Mobil*
19	*<mbogor>*	*Bogor*
20	*<yumah>*	*Rumah*
21	*<inum>*	*Minum*

From the record and analysis, there are several types of language disorders, namely distortion, substitution, omission, and addition.

The first type of error I found in Andini's case was a double error in one word distortion and omission. This type of distortion is intended to change the sound of the language to unusable sounds, or it can change the meaning of the whole word or even meaningless. And the type of omission interruption (omission) that is the reduction of one of the spoken words such as:

Table 2

No	Words	There are two kinds of deviations
1	*Sendok*	Andini changed the sound of the language to a sound she could not use. In the word "*sendok*" Andini replaces the phoneme "e" to *"i"*. Next she removes the phoneme "n" in the word spoon, so it reads *<i'dok>*. So that it contains the wrong meaning even confusing for those who hear it.
2	*Piring*	Andini also changed the sound of a language she could not utter. In the word *"piring"* Andini changes "r" to "n" and even eliminates two phonemes at once *"ng"* so the word "plate" becomes *<pi'ni ">*
3	*Permen*	Andini could not pronounce the word "*permen*" so she changed the sound of the language. From the word *"permen"*, Andini replaces the first phoneme ie *"e"* even she also removes the *"r"* letters so that it reads *<pi'men>*. Of course it

		contains a different meaning from the original word.
4	*Pensil*	Andini eliminates two phonemes at once "**ns**". And she also replaced the two **"si"** phonemes so that the word **"pensil"** was pronounced **<pe'cel>**.
5	*Kertas*	Andini removes the '**k'r'**and**'t'** phonemes from the word "**kertas**", and changes the word **'t'** to **'c'**. So the speech becomes **<e'cas>**. Of course the word she uttered changed the whole meaning of the word. So she changed the sound of the language to a sound that she could not utter.

The second type of error that Andini says is a language deviation in the omission component, meaning that Andini removes one of the words spoken in certain words in every attempt because of the difficulty or inability to produce the consonant sound. Here are the words.

Table 3

No	Words	Deviations
1	*Garpu*	Andini says **<ga'pu>** on the word *(garpu)*, she removes the consonant **"r"** because of his inability to produce sound on the letters.
2	*Pintu*	A deaf child tends not to be able to breathe the "n" letters so that she says **<pi'tu>** for the word *(pintu).*
3	*Kursi*	The occurrence of consonant reduction in the **"r"** letters on the word (kursi) so that the speech produced is **<ku si>**.
4	*Yuli*	Andini was unable to pronounce the **"y"** in the name *(Yuli)* so she eliminated one of the phones. And the word she pronounced was **<u'li>**
5	*Empat*	Andini removes two phonemes at once ie phoneme "**e** and m 'so the word (empat) is pronounced **<pat>**
6	*Mobil*	Andini removes one of the spoken words phoneme **"m"** so that word *(mobil)* is read **<mobi>**
7	*Minum*	Eliminate the **"m"** phonem until the word *(minum)* is read **<inum>.**

The third type of language deviation namely substitution is the exchange of a phoneme with another phoneme; this makes the other meaning of phoneme difficulties spoken. Here are the words Andini says

Table 4

No	Words	Deviations
1	*Botol*	Adini replaced the right speech to be wrong, because Andini's difficulties pronounced the phoneme *"b"* so she replaced the phoneme *"b"* to "*p*" so she pronounced "*po tol*" on the word "*botol*"
2	*Meja*	There is a phoneme exchange with another phoneme that can not be uttered by Andini ie phoneme "m" exchanged with *"p"* so that word *(meja)* is spoken with *<pe'ja>*.
3	*Adam*	The phoneme *"d"* in the word *(adam)* is replaced by the phoneme *"y"* so it was pronounced *<a yam>*
4	*Novi*	Calling the name of a person *(Novi)* is called with *<to pi>* because of Andini's inability to pronounce the phoneme *"n"* so she replaces it with *"t"*
5	*Satu*	Andini's inability to breathe the phoneme *"s"* so he changed the phoneme *"c"*. The word *(satu)* is pronounced *<ca'tu>*.
6	*Dua*	The occurrence of exchanging a phoneme with another phoneme, thus making the other meaning of the spoken word. The word (dua) is read *<tua>*. Replacing the phoneme *"d"* to *"t"*
7	*Rumah*	There is a phoneme exchange of *"y"* to the phoneme *"r"* so that the word *(rumah)* is pronounced *<yumah>*

The last kind of deviation is addition of the type of error due to the addition of consonant letters or the actual syllable is not necessary in certain words in every speech. For example, in the word *(ti su)* occurs the addition of phoneme *"h"* so read *<ti'shu>*. The word *(Bogor)* becomes *<mbogor>* also the addition of phoneme *"m"*.

Deviation of a Deaf Child in the Syntactic component

Here are the results and record that I managed to get. In the syntactic component, I analyze the completeness of the component that is the subject, the predicate and the object in a sentence not the way to say every word.

Tabel 5
A Child's language deaf deviations in syntactic components

No	Sentences	Meanings
1	*< ta'ta u'da colah >*	*Saya sudah sekolah*
2	*< ta'ta pau patan >*	*Saya mau makan*
3	*< i'bu pelup pula'>*	*Ibu belum pulang*
4	*< ta'ta chu'a nali >*	*Saya suka menari*
5	*< pala ta'ta pueng >*	*Kepala saya pusing*

Syntax is the order and organization of words (lexicon) that form a phrase or sentence in a language according to rules or formulas in that language. The main task of the syntactic component is to determine the relationship between the sound patterns of the language and their meanings by arranging the order of words that form the phrase or sentence to fit the meaning desired by the speaker. Here are the phrases spoken by a child with hearing impairment.

1. *< ta'ta u'da colah > means (Saya sudah sekolah)*
2. *< ta'ta pau patan > means (Saya sudah makan)*
3. *< ta'ta chu'a nali > means (Saya suka menari)*

From the above sentences we can explain as follows.

a. Sentences 1, 2 and 3 are above acceptable sentences, good and complete, because they contain elements of subject, predicate and object and have meaning even though many irregularities in the phonological component.

b. In sentences 1,2 and 3, the word ta'ta (pronounced aya) is a subject. Subjects can stand on their own, and about whom something is preached. And formed from nouns. Or a noun used as a subject or considered as a noun. For example: *<i'dok>* read *se ndok*, *<ga pu>* read *garpu*

c. The word *u'da* (read as *sudah*) as a pointer aspect that is always in front of the subject. , *pau* (read; *mau*), *chua* (reads: *sudah*) is a predicate or verb. Predicate is the part that gives information about something that stands alone or the subject, which states what is done or under what circumstances the subject.

d. The word *colah* (read, *sekol ah*), *patan* (read, *makan*), and *nali* (reads) form the object. Object is a sentence constituent whose presence is demanded by a predicate in the form of a transitive verb in the active sentence, which the objek is placed after the predicate. Thus the

organization of sentences (1,2 and 3) in accordance with Indonesian competence, is a hierarchy as follows.

Table 6.

No	Subjects	Verbs	Objects
1	*Ta'ta　(saya)*	*u'da (sudah)*	*colah　(sekolah)*
2	*Ta'ta　(saya)*	*pau　(mau)*	*patan　(makan)*
3	*Ta'ta　(saya)*	*hu'a (suka)*	*nali　(menari)*

4. *< Pala ta'ta pueng >* means (*Kepala saya pusing*)

Sentence no 4 has the correct sentence rules. *<Pala ta'ta>* means *(kepala saya)* serves as the subject. And *<pueng> (pusing)* as an adjective. The adjective is a word that gives a more specific account of something that Andini claims that her head is dizzy. So the order of sentence category 4 is as follows.

Table 7.

No	Subject	Adjective
4	*Pala ta'ta (kepala saya)*	*pueng (pusing)*

5. *<I'bu pelup pula'* > means *(Ibu belum pulang)*

Sentence 5 also has an element of the correct sentence requirement. There is a sentence subject that is *<I'bu>* and there is a negation marker that is the word *<bel um>* and verb *<p ula*'>. Andini's sentence is also called a negative sentence or sentence. Thus the sentence becomes a hierarchy as follows.

Table 8.

No	Subject	Negation	Verb
5	*I'bu (ibu)*	*pelup (belum)*	*pula (pulang)*

Conclusion

The ability of one's language is influenced by psychological factors (psychic) and physical factors (artikulai organs and brain). If a person has psychiatric disorders or physical abnormalities (disorders of the articulation or brain organs) then certainly will not produce a normal language. The ability of children with hearing impairment in speech and speech is different from normal children in general because the ability is very closely related to the ability to hear. Because deaf children can not hear the language, the deaf children experience

barriers in communicating. Language is the main tool and means of a person in communicating. Communication tools comprise and read, write and speak, so that children with hearing impairment will fall behind in these three important aspects.

There are many language deviations or words uttered by Andini, a 15-year-old deaf girl. There are four classifications of deviations, namely: Distortion (intended distortion) is meant to change the sound of language to sound that can not be used or can change the meaning of the whole word or even meaningless. The second is: substitution that is the exchange of a phoneme with another phoneme, this makes the other meaning of phoneme difficulties are spoken. The third one is: omittion, meaning that Andini removes one of the words spoken in certain words in every attempt because of the difficulty or inability to produce the consonant sound. And the latter is additions that is the type of error due to the addition of consonant hitches or syllables that are not necessary in certain words in every speech or speech.

In the syntactic component, of the 5 sentences uttered Andini there is no deviation in the syntactic component. But every word that Andini uttered in the sentence contains a language error in the phonological component.

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