

**THE WORD ORDERS OF SENTENTIAL CONSTRUCTION POSSESSED BY  
DEAF CHILD AND NORMAL HEARING CHILD: A Preliminary Study of  
Deaf Child and Normal Hearing Child at Eleven Years Old**

**Thesis**

*Submitted as partial fulfillment of the requirements to obtain Strata One (S1) Degree  
in English Department*



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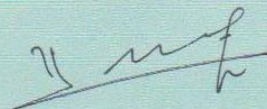
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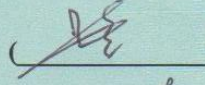
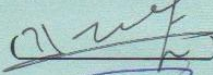
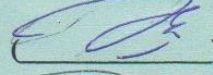
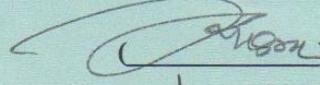
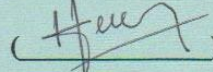
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## ABSTRAK

**Lingga, Vera I. 2012. “*The Word Orders of Sentential Construction Possessed by Deaf Child and Normal Hearing Child: A Preliminary Study of Deaf Child and Normal Hearing Child at Eleven Years Old*”. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mengungkapkan bentuk susunan kata dalam kalimat yang diujarkan oleh anak tunarungu dan anak berpendengaran normal dalam bentuk deklaratif, interogatif, dan imperatif. Selain itu, penelitian ini juga bertujuan untuk mengetahui sejauh mana susunan kata dalam kalimat mereka berbeda dan kemampuan menggunakan kalimat yang baik dalam kehidupan sehari-hari. Masalah yang diteliti dalam penelitian ini adalah bagaimana susunan kata dalam kalimat deklaratif, interrogative, dan imperative yang dihasilkan oleh anak tunarungu dan anak berpendengaran normal.

Penelitian ini menggunakan metode deskriptif. Data yang digunakan dalam penelitian ini merupakan data lisan dalam bahasa Indonesia yang diperoleh dari seorang anak tunarungu dan seorang anak berpendengaran normal yang berusia sebelas tahun. Data tersebut peroleh melalui teknik observasi dan wawancara. Teknik observasi dilakukan dengan mengamati percakapan anak tunarungu dan anak berpendengaran normal dengan orang-orang di sekitarnya, sementara teknik wawancara yaitu dengan memberikan pertanyaan-pertanyaan dengan tujuan untuk memancing subjek khususnya anak tunarungu menghasilkan data yang dibutuhkan peneliti. Semua percakapan dan ujaran yang mereka hasilkan kemudian direkam menggunakan sebuah alat perekam. Setelah semua data terkumpul, data tersebut diklasifikasikan berdasarkan jenis kalimat dan susunan katanya di analisa.

Berdasarkan analisis data, dapat diketahui bahwa anak tunarungu maupun anak berpendengaran normal pada usia sebelas tahun telah mampu membuat kalimat dalam bentuk deklaratif, interogatif, dan imperatif. Kalimat yang mereka hasilkan mempunyai susunan kata yang standar maupun tidak standar dalam bahasa Indonesia, tetapi kemampuan keduanya dalam membuat kalimat berbeda. Kalimat yang dihasilkan anak tunarungu cenderung mempunyai susunan kata yang tidak standar dalam bahasa Indonesia khususnya dalam kalimat deklaratif. Berbeda dengan anak tunarungu, bentuk susunan kata dalam kalimat anak berpendengaran normal pada umumnya standar. Hal ini membuktikan bahwa terganggunya pendengaran anak tunarungu berpengaruh pada kemampuan berbahasa mereka.



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The researcher

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Problem**

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 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. While for deaf children, this process will become complicated because their hearing is impaired. The impairment of their hearing will limit the linguistic input of spoken language around them. Because of that, they will rely on their visual to know what other people said by noticing their lip's and body movements. 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.

The hearing impairment of deaf children also will make them get difficulty to speak because they cannot hear oral language around them and imitate them. Thus, deaf children tend to be mute. However, if they are trained to talk in early on, it can be solved. So, parents must speak to their deaf children frequently so that they can imitate their pronunciation by reading their lips' movements in order to be able to say language in oral form. Unfortunately, many of deaf parents do not give more attention to their deaf children. They just depend to the education in special school that is called SLB (sekolah luar biasa). As a result, they will not get enough linguistic input to supply their language skill. Therefore, their ability in using language is not as



perfect as normal hearing children. This will influence their language intelligence and the ability to socialize with other people.

The difference of the language acquisition between normal children and deaf children will also affect their ability in making sentences. Normal children have been able to make good grammatical sentences at 4 or 5 years old. While, deaf children still make errors even at those ages or up. Here are some examples of sentences produced by deaf of hearing parents at 10 years old based on Quigley & King in Hoff (2005: 303), *John sick (John is sick)*, *Beth made candy no (Beth did not make candy)*, *Who TV watched? (Who watched the TV?* Then, the result of Haryanti's research about the sentences of deaf children at 7<sup>th</sup> grade in SLB/B Negeri Cicendo shows that their sentences are difficult to be understood, their order tend to be messy and the parts are not complete. Here are some examples of data based on Haryanti's research: *Bola suka saya (Saya suka bola)*, *Bunga belajar saya (Saya belajar membuat bunga)*, *Facebook rumah teman saya main (Saya bermain facebook di rumah teman?)*. Based on those examples, it is clear that deaf children are hard to produce sentences in right order.

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.

## **1.2 Identification of the Problem**

Generally children at four or five years old have been able to construct sentences in good word order and grammatically. However, deaf children still make some errors in those ages. Deaf children get trouble in acquiring language, so their language acquisition process is not as perfect as normal one. This condition causes deaf children are different with their normal peers in comprehending language. They get backwardness in using language. Although they have passed the period of language acquisition, they still cannot use language perfectly like normal hearing children. Their vocabularies are limited, especially the words that are not concrete. In addition, their sentences tend to be ungrammatical and the structures are not correct.

From the description above, there are some problems that can be identified from both the language produced by deaf and normal hearing children such as their sentence's structure, their word's structure, and also their acquisition whether the phonology, lexicon, morphology, and also syntax.

## **1.3 Limitation of the Problem**

Related to the identification of the problem above, the research will be limited into syntax, the study of word order. Specifically, this research will focus on the word order of sentences in Indonesian produced by deaf child and normal hearing child.

This research will be done on a deaf child and a normal hearing child at eleven years old.

#### **1.4 Formulation of the Problem**

Related to the identification of the problem and limitation of the problem above, the problem of this study can be formulated as: “What are the word orders of sentences produced by deaf child and normal hearing child?”

#### **1.5 Research Questions**

Referring to the formulation of the problem above, the research questions in this research are as follow:

1. What are the word orders of sentences in declarative form produced by deaf child at eleven years old?
2. What are the word orders of sentences in interrogative form produced by deaf child at eleven years old?
3. What are the word orders of sentences in imperative form produced by deaf child at eleven years old?
4. What are the word orders of sentences in declarative form produced by normal hearing child at eleven years old?
5. What are the word orders of sentences in interrogative form produced by normal hearing child at eleven years old?

6. What are the word orders of sentences in imperative form produced by normal hearing child at eleven years old?
7. What are the differences of word orders of sentences between deaf child and normal hearing child?

### **1.6 Purposes of the Research**

The purposes of this research are:

1. To identify the word order of sentences in the form of declarative produced by deaf child at eleven years old.
2. To identify the word order of sentences in the form of interrogative produced by deaf child at eleven years old.
3. To identify the word order of sentences in the imperative form of produced by deaf child at eleven years old.
4. To identify the word order of sentences in the form of declarative produced by normal hearing child at eleven years old.
5. To identify the word order of sentences in the form of interrogative produced by normal hearing child at eleven years old.
6. To identify the word order of sentences in the form of imperative produced by normal hearing child at eleven years old.
7. To identify the difference of the word orders of sentences produced by deaf child and normal hearing child.



### 1.7 Significance of the Research

Theoretically, this research will be useful for linguistic students to enrich the knowledge in English Department in the field of psycholinguistics especially in language acquisition and can be a relevance study for linguistic or non linguistic research. Practically, this research gives the information about the word orders of sentences produced by deaf child and normal hearing child. By knowing the differences of the sentences between deaf child and normal hearing child, people around deaf children especially their parents and teachers can give more attention to teach them.

### 1.8 Definitions of Key Term

1. **Language Acquisition:** the process of acquiring the first language or native language (mother tongue) of a child that takes place naturally without learning from formal education such as school.
2. **Syntax Acquisition:** the sub part of language acquisition that especially focused on the development of syntactic component of a language.
3. **Sentence:** a set of words expressing a statement, a question, or an order, usually containing a subject and a verb.
4. **Deafness:** the condition of hearing impairment that cannot hear at all.
5. **Deaf child:** a child who unable to recognize spoken language around them.
6. **Normal hearing child:** a child who can hear normally.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Language Development**

All children wherever they live and whatever language, race, culture, or religion they have acquire language. In other words, the capacity to acquire language is a capacity of human species as a whole. This can be possible because all human being has been endowed a device that makes them able to acquire language genetically. Chomsky (1987) calls that as Language Acquisition Device (LAD) which encodes the major principle of language and its grammatical structure. Because of this device, children will be able to use language without memorizing it and produce any new sentences that never been heard before in right grammar.

However, it will not develop perfectly soon after children born. It needs a process while they grow up. Besides that, without the interaction with environment the device above will not work well. So, children also need to interact with other people around them. The most frequently person that interact with a child is mother. That is why the first language is also called mother tongue. Children will learn their language from their environment by imitating and repeating what they hear from adult (Sigel and Cocking, 2000). The role of hearing is really needed here. Therefore, normal children acquire language easier than deaf children.

However, the children are not directly being able to imitate the speech of adult correctly. They tend to make grammatical errors such in the case below (Akjiman, 2001: 479):

Child : *I taked a cookie.*  
 Parent : *Oh, you mean you took a cookie.*  
 Child : *Yes, that's right, I taked it.*

Even though the child has been corrected by parent, he still says “taked”. The other case is such as the phonological errors of children, like the word makan → [mam] or [mammam], celana → [nana], jump → [dʌp], knife → [maip], etc. Nevertheless, at last children will be able to develop very complex linguistic system in all language areas perfectly as adult do when they achieve biological maturation of language acquisition.

The language acquisition takes place in sequences of times and in several stages. According to Heward and Orlansky (1988: 216), the stages of language development can be classified into several phases based on the ages. The first is from birth to six months. In this period, baby cries to express its feeling and make comfort sound-coos, gurgles, and sighs- that contain some vowels and consonants. Then the comfort sounds develop into babbling sound. That babbling sound develops into an attempt at imitating sounds they hear.

The next phase is six to twelve months. At these ages children appear to understand certain words and respond if other people talk to her by performing an action such as clapping their hands. At twelve to eighteen months, children can say several words with appropriate meaning although their pronunciation is far from

perfect such as “tup” to say “cup”, “num” to say “minum” etc. Then at the age eighteen to twenty four months, they begin to combine words into short sentences, such as “Daddy bye-bye” and “Want cookie”

At two to three years, they try to make longer sentences. O’Grady et al (1987: 476) explains that in this period children begin to make longer utterances and more grammatical structure. The utterance of children has consisted of subject, verb, and object. Then, their sentences have been in some forms such as declarative, imperative, and interrogative. For examples, “I won’t tell you”, “do you want some milk?” Yet, the sentences are still in simple form because they tend to seek out the essence of word and discarding extras which are burdensome to figure out. Moreover, they may have an expressing vocabulary of up to 900 different words. And also they are learning how to participate in conversations with the people around them.

At three to four years old, children have lots to say, speak rapidly, and ask many questions to obtain information. Their sentences are longer and more varied. Then at the age four to five years old, children have an average vocabulary of over 1500 words and use sentences averaging five words in length (Leonard, 1982). They begin to show the ability to modify their speech for the listener: for example, they use longer and more complex sentences. After five years, language continues to develop steady. The children are able to use sophisticated grammatical forms and can communicate as like adult do at six to seven years old.

Based on theory above, it can be concluded that children develop their first language from born until about four or five years old. Firstly, they produce



meaningless sound by crying, cooing, and babbling in order to train their vocal tract to produce word utterance. Then, finally is word production; begin from one word, become two words, three words, more than three words and until they result complex sentences with good structure. And finally at four or five years, it is really hoped for children become masters for using language to serve their needs. However, children have different progress in developing language. There some children who still have a problem in producing the language in these ages. One of them is the children who get deafness since infancy or before acquire language (pralinguistic period).

## **2.2 The Development of Syntax**

Like phonological and morphological development, the syntax development also takes place in an orderly sequence. Hoff (2005: 192) states after several months of talking in single-word utterances, children begin to put two words together in sentences like *“Daddy shirt”*, *“Off TV”*, and *“Pretty Tower”*. At these first combinations, children’s sentences tend to miss function words and the bound morphemes that mark plural, possessive, or tense. Next, they start to produce longer utterances, combining three or more words or usually called as telegraphic speech. As they start to put words together in longer sequences, they also start to add the function words and bound morphemes that were missing in their first words combinations. At this phase, children produce different types of sentences. The early sentences tend to be affirmative, declarative, as opposed to negations, or questions, yet the sentences are still less grammatical. In the early sentences, children acquire primarily words

from the major grammatical categories of nouns, verbs, and adjectives. However, functional categories such as determiners, prepositions, auxiliary verbs, and bound morphemes are still omitted since they carry less meaning different from the lexical categories such as nouns, verbs, and adjectives. Therefore, children acquire lexical categories first than functional categories.

After telegraphic speech that is between the age 2 and 3 years, children fill in the parts that were missing in the previous utterances, expand the range of the sentence forms they used and began to use longer and structurally more complex utterances. Brown at Hoff (2005: 198) says that at this level the English speaking children acquire 14 grammatical morphemes of English orderly. This morpheme acquisition takes place quite a long time even until children have been able to produce complex sentences. While, according to Dardjowidjojo (2005) Indonesia speaking children acquire affixes after the two word utterances. It means that Indonesian children acquire affixes earlier than English children. Besides that, in this period the sentences that produced by children are more grammatical and in a right order. And finally at the age of four children have been able to use most of the different complex sentences types.

O'Grady at al (1987: 476) states a brief description of syntactic development that occurs in four stages. It is begun with the production of one word. In this stage, children just produce single word that is the prominent words to express their needs and feelings. After children pass the one word stage, they begin to produce two word 'mini sentences'. In this period, they have been able to acquire syntactic categories

such as noun, verb, and adjective. While, the inflectional affixes such as the plural and past tense are not acquired yet. The next stage is telegraphic stage. In this period, children begin to produce longer and more complex structures. For example, 'chair broken', 'daddy like book', 'car make noisy', etc. From the example above, it can be seen that children have been able to know past form and the word order. However, they still miss bound morphemes and non lexical categories such as determiner and auxiliaries. And the last stage is the later development in which children continue to acquire the complex grammar that underlies adult linguistic.

From the description above, it can be concluded that children have to pass several stages to comprehend the syntactic knowledge that include holophrastic stage, two word stage, telegraphic stage, and after telegraphic stage or later development. However, not all children are able to pass this stage in a set time for language acquisition. Even, there are some children who cannot make sentences in correct order and structure after they had passed the linguistic ages or five years old up. These children may experience the illness, deviation, or physical defect such as deafness that makes them retarded to acquire language.

### **2.3 Language Development of Deaf Children**

The process of language acquisition that said above does not work perfectly for deaf children because of the dysfunction of their hearing. Since most people communicate by using verbal language, absolutely children acquire their first language by hearing other people said. Therefore, good hearing is really important in

the process of acquiring language. If the hearing is impaired, it will hamper the input of verbal language that will help to develop language.

Like other disorders, hearing disorder may be classified according to the severity of its condition. Hardman (1990: 278-279) classifies hearing disorder into five categories based on the level of audibility that measured by decibel (db), namely:

- 1.) 0 – 25 db is categorized as insignificant that characterized as no significant difficulty with faint or normal speech.
- 2.) 25 - 40 db is mild that characterized as some difficulty with normal speech (conversations, groups)
- 3.) 40 – 60 db is moderate that characterized as frequent difficulty with normal speech and some difficulty with loud speech.
- 4.) 60 – 80 db is severe that is characterized as frequent difficulty with even loud speech, may have difficulty understanding even shouted or amplified speech.
- 5.) 80 db or more is categorized as profound (deaf) that is characterized as usually cannot understand even amplified speech.

While, sound intensity of conversational speech is 40 – 60 db. So, people who cannot hear sound in that range will get trouble in understanding conversation around them.

Deafness means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely effects educational process. So, a deaf person is unable to recognize sound or the meaning of sound pressure waves. However, the degree of loss as measured on an audiometer should be not being the sole of criterion for defining deafness. As Ross and Calvert (in Hardman, 1990: 275) suggest that the definition of deafness must be a functional description based on a person ability to

comprehend spoken language auditory. Relates to that suggestion, Berg (in Hardman, 1990: 275) states:

The deaf typically has profound or total loss of auditory sensitivity and very little or no auditory perception. Under the most ideal listening or hearing aid condition, he either does not hear the speech signal or perceives so little of it that audition may not serve as the primary sensory modality for the acquisition of spoken language or for the monitoring of speech.

From the definitions above, it can be concluded that a person that rated as deaf is a person who is unable to recognize spoken language around them.

Deafness may caused by several factors. It can be inherited, or caused by complications at birth, certain infectious diseases that attack the sense or nerve of hearing such as otitis media and meningitis, the use of ototoxic drugs, exposure to excessive noise, and also the accidents that damage the hearing sense.

According to Tarigan (1988: 264), at paralinguistic stage around 2-8 weeks, normal children, and deaf children cannot be differentiated yet because both produce any meaningless sound as the result of playing their vocal tract. At this stage, generally parents do not realize their children have hearing disorder. After this, deaf children tend to be mute since they cannot hear sound around them and they cannot produce sound as normal children do. Consequently, parents cannot always give the early treatment for their deaf children soon after they are born.

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 belajar 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.

From the description above it can be seen that the deaf children cannot acquire language perfectly like the other normal children. Even after they have passed the period of language acquisition they still make various syntactic errors. Besides that, since it is difficult for them to communicate in spoken language not all people can communicate with them. This condition make their socialization are limited to those who can understand their language only. Of course, the limitation of the socialization

also will limit the linguistics input and finally this will affect their language comprehension.

## **2.4 The Basic Concepts of Sentence**

Sentence is the largest unit of syntactic description. Sentence can be built from the combination of words, phrases, or clauses. Based on “The Lexicon Webster Dictionary” published by English Language Institute of America (1976), the definition of sentence is:

“A group of interrelated word consisting of at least a subject and predicate, expressed, or implied, with or without modifiers, which conveys implies a complex thought or emotion and with may be declarative, exclamatory, interrogative, or imperative in construction or mood.”

Based on the definition above, sentence is constructed from words that relate each other and form a complete thought. It is consist of two essential parts that are subject (noun) and predicate (verb). Then, sentence can be differentiated according to its mood whether it is declarative, interrogative, imperative, and exclamatory.

Manaf (2009: 16-17) defines sentence as a largest unit of language that have some characteristics as follow. First, it consists of the combination of word by word, word and phrase, phrase and phrase, which at least have a subject and a predicate. Then, it is differentiated become declarative, interrogative, imperative, and exclamatory. The last, in written form it is begun with capital letter and ended by some punctuations, full stop mark (.) to sign declarative form, question mark (?) to sign interrogative form, and imperative or exclamatory mark (!).



A sentence may alternatively be seen as comprising five units called elements of sentence structure or clause functions: subject, verb, object, complement, and adverbial.

#### **2.4.1 The word order**

At the level of syntax, there are many ways how constituents within a sentence are grouped. It can be called as language's word order or basic word order, but it could be more properly called as 'phrase order' or 'constituent order'. 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 study of relationship between basic word order and other linguistic phenomena is a major concern of the branch of linguistics known as typology.

Languages in the world are different from one and others in ordering their constituents or as it is most commonly termed their word order. Shopen (2007: 87) classifies the word order become six types, namely: 1.) SOV word order, for example in Madang language spoken in Papua New Guinea; 2.) SVO word order, for example in English and Indonesian; 3.) VOS word order, for example in Malagasy language; 4.) VSO word order in Welsh; 5.) OVS word order, for example in Hixkaryana language; 6.) OSV word order. Most of the language in the world is heavily skewed to SOV and SVO word order.

According to Alwi (1998: 32) the pattern of Indonesian word order is same with English that is SVO. For example:

*Tom reads a book*

S        V        O

*Tom membaca sebuah buku*

S        V        O

From the examples above, in right order subject must be come first then followed by verb, and then object.

The word order in Indonesian can be arranged as in the table below (Chaer, 2003),

The pattern of word order	S (subject)	V (verb)	O (object)	Comp. (complement)	Adv. (adverb)
1. S-V	orang itu	sedang tidur			
2. S-V-O	ayahnya	membeli	mobil baru		
3. S-V-Comp.	beliau	menjadi		ketua koperasi	
4. S-V-Adv.	kami	tinggal			di Jakarta
5. S-V-O-Comp.	dia	mengirimi	ibunya	uang	
6. S-V-O-Adv.	pak Raden	memperlakukan	kami		dengan baik

Not all of the cells on the table above are filled. This show that a sentence must not be consisted of all clause functions. The clause functions that must be contained in Indonesian sentences are subject (S) and verb (V) that can be seen from the table. The cell of S and V are always filled. However, the other clause functions are not obligatory.

### 2.4.2 Types of Sentence

According to Warriner and Laws (1973) sentences may be classified according to their purposes: declarative, imperative, interrogative, and exclamatory.

#### 1. Declarative sentence

Declarative sentence is the sentence that states a fact or makes a statement. In declarative sentence, the subject and predicate have normal word order. The sentence ends with a period (.) in writing and a drop in spoken form. For example: “The house will be built on the hill.”

#### 2. Imperative sentence

Imperative sentence is a sentence that gives a command, makes a request, or express a wish. This sentences is ended by an imperative mark (!) same with the exclamatory sentence. Sometimes the subject of imperative sentences can be omitted. For example, “Go to your room.” (a command), “Please lend me your book.” (a request), “Have a good time on the picnic” (a wish). Moreover, it is also can consist of verb only, like “stop!”, “Hurry!”.

#### 3. Interrogative sentence

Interrogative sentence is formally determined by question words such as what, who, how, when, where, etc., or by using question tag. It ends with a question mark (?) in written language, while in oral with the low or high intonation/picth. For example, “Did the child eat his dinner?”

#### 4. Exclamatory sentence

Exclamatory sentence express a strong feeling such as surprise, wonder, pity, sympathy, happiness, or gratitude. It ends with exclamation mark (!). It is also determined by a expression and the utterances/idiom that show the wondering like “wow”, “ouch” etc., that stated in the beginning of the sentences. For example, “Wow, it’s so beautiful! Beside that, the exclamatory sentence is also determined by question words such as “how” and “what”. For example, “How nice you are!” and “What a pretty red dress you have!”.

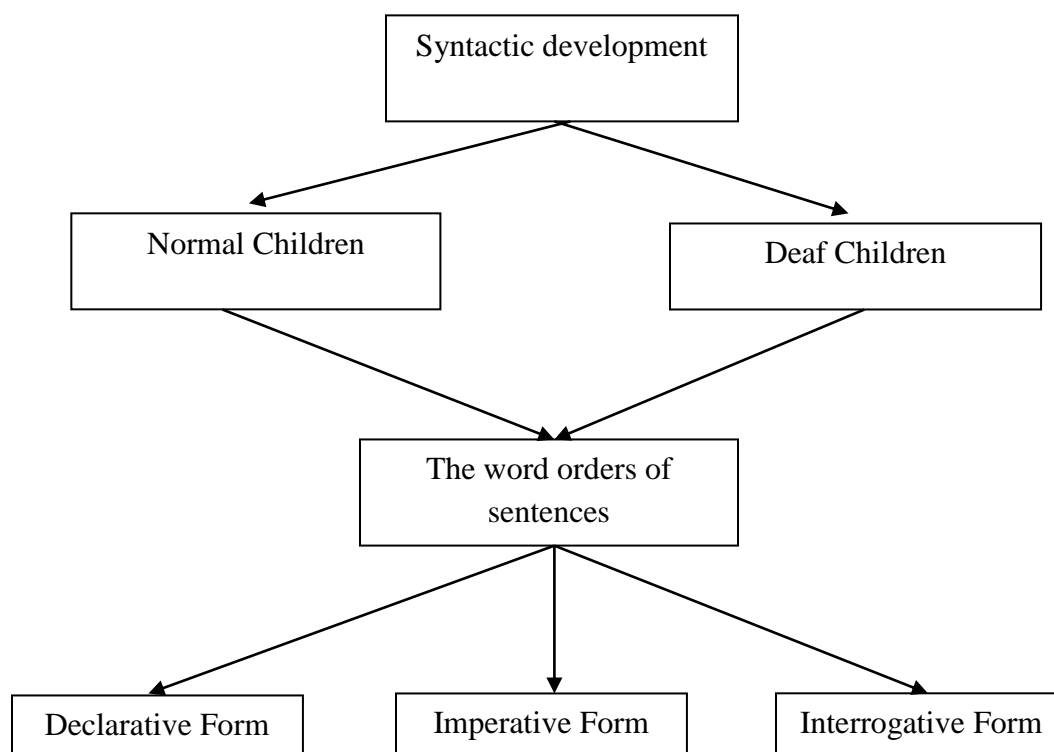
The most common type that is used in conversation is declarative, imperative, and interrogative, yet the exclamatory is rarely used. While, the order of each sentence is not always follow the SVO because in the daily conversation the sentence is often short and simple. Besides that, there are types of sentence that do not always initiated the subject first in the beginning of sentence such as in imperative and exclamatory form. The sentence that has standard word order is declarative since the subject is always present in the beginning of the sentence and generally precedes the verb.

## **2.5 Review of Previous Study**

The related study about language of deaf children was conducted by Ani Haryati (2004) with the title “Kajian tuturan anak tunarungu ditinjau dari pola kalimat dasar (studi kasus pada siswa tunarungu kelas 7 SLB/B Negeri Cicendo)”. The subjects of her research were five deaf children at the ages between 13-15 years old. She analyzed the sentence of the deaf children based on the pattern of the word order and the completeness of the clause function such as subject, verb, object, complement, and adverb. Based on her research, even though the deaf children have been able to make a complete sentence that consists of subject (S) and verb (V), they still did the errors in arranging the order. There are about 16% of their sentences in the V-S order. In addition, there were some omission of prefixes and the lexical categories such as noun, verb, adjective, adverbial, preposition, and conjunction, and also clause functions such as verb and object.

## 2.6 Conceptual Frame Work

The following chart shows the conceptual frame work of this research. This research will analyze the word orders of sentences in the form declarative, interrogative, and imperative produced by deaf child and normal hearing child.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

Based on the data analysis, research findings and discussion in the previous chapter, the research concluded that word orders of sentences produced by deaf child and normal hearing child are different, yet it is not too significant. The sentence that is more different is declarative sentences. However, in interrogative and 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 14 sentences in standard word orders and 20 sentences in non standard word orders found in declarative form; 19 sentences standard word orders and 14 sentences in non standard word orders found in interrogative form; the last is there are 26 sentences in standard word orders and 27 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. Nevertheless, the meanings of sentences produced by deaf are sometimes hard to be understood although the orders are right. It is because he made errors in choosing right words, redundancy, and the elements of his sentences tend to be inversed.

In contrast, the word orders of sentences produced normal hearing child are 28 sentences in standard word orders and 6 in non standard word orders in declarative form; 15 sentences in standard word orders and 18 sentences in non standard word orders in interrogative form; and 27 in standard word orders and 6 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 and the meanings are understandable.

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 sometimes 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.

## **5.2 Suggestion**

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.

As long the process of collecting data, the researcher found that it is really important to give more attention for deaf children whether from their families and especially from their teacher as the educators. So, it is really expected for their teachers to teach more seriously and their families to give more attention to their deaf children.

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