

# The Ability of Deaf Students to Pronounce Words at The Cendrawasih Special School in Makassar City

Nurhaedah Nurhaedah\*, Khaerunnisa Khaerunnisa

*Faculty of Education, Universitas Negeri Makassar, Makassar 92222, Indonesia*

\*Corresponding author. Email: [edha20051973@gmail.com](mailto:edha20051973@gmail.com)

## ABSTRACT

The Ability of the deaf children in pronouncing Indonesian sounds at the School of Hearing Disorder Students Cendrawasih in Makassar. The study aimed to describe the speech sound of the deaf children at the School of Hearing Disorder Cendrawasih in Makassar. Deaf children have a neurophysiological disorder that is the disorder in the motoric area producing the speech sound. The study population was all vowels representing vowels and Consonant in Indonesian. The samples were words representing vowel and Consonant in Indonesian selected purposively. The study was descriptive qualitative. The data were collected through observation, recording, games, and interviews. The result of the study indicates that the pronunciation of the speech sound in Indonesian by deaf children results in long vowels, short vowels, nasals, consonant clusters, and gemination. There is a regular shift in the sound produced by deaf children. The ability of deaf children to pronounce Indonesian sounds is based on the class level and comparison of easy, complicated sounds that cannot be pronounced clearly.

**Keywords:** *Ability of Deaf Children, Pronouncing Indonesian Sounds, School of Deaf Students*

## 1. INTRODUCTION

In the national education system in Indonesia, it has an important role. This is due to the strategic role of Indonesian as the language of instruction in education and the national language. Thus, Indonesian language learning must be carried out by all Indonesians, both formally and informally. In the preamble of the 1945 Constitution, Chapter XII, Article 31, it reads that every citizen has the right to receive education, and the following paragraph reads that the government shall endeavor and organize a national education system in the context of educating the nation's life, which is regulated by law.

The process of language skills includes explicit correction of thinking and development in social interactions. This must be supported by biological factors, motor factors, and intelligence. If one of the factors in humans does not work, it will hinder the language process.

Discussing a child's development, Therefore, by studying children's language development, it can be seen how a child learns to speak, the way they learn to speak, and the conditions that cause variations in that pattern [1].

Humans, in general, do not feel that using language is an extraordinary skill. The use of language feels normal because without being taught by anyone, a baby will grow along with the growth of his language. A child

aged one year to one and a half years can produce language sounds in language forms and are identified as words.

Language development, in general, does not limit humans to normal children, but even disabled children as social beings want to convey ideas logically through language that their environment can accept. Deaf children who will be the focus of this researcher regarding their ability to pronounce Indonesian sounds, it is essential to discuss theoretically how the language development of deaf children has a little difficulty in pronouncing language sounds. In continuous practice, gradually deaf children are finally able to pronounce the sounds of the language.

Concerning biological development, psychology expresses its opinion. For example, [2] argues that the maturity process is necessary, related to biological matters on speech development and the standard pronunciation of language sounds. For example, based on the researcher's target, namely children who have physical disorders, such as deafness, in their development process in terms of their intellectual aspects, it is generally challenging to match normal children.

The problem of pronouncing language sounds is still an exciting topic to be discussed by linguists—evidently, the number of studies conducted at the preschool age. The pronunciation of language sounds in children by Chomsky cited in [3], namely that the

*sianak* of "*sononya*" has brought a tool for language learning (language acquisition device abbreviated LAD) [4].

Biologically normal children with hearing disabilities (deaf) can pronounce language sounds (LAD). However, deaf children in the development of speech sound experience obstacles to receiving and processing the sounds of the language they want to propose.

Considering the condition of the deaf child, it is necessary to pay attention to the use of the remaining hearing of the child. The remaining hearer is trained to get used to recognizing sounds, words or language for educational purposes [5].

### **1.1. The Motor Skills**

The motor skills that are more directly related to language are using voice tools such as tongue, lips, and so on, controlled by Rolando's line that we have mentioned. As the motor nerves in the brain grow and the vocal organs become more controllable, the child gets stimuli from the natural environment. That this external stimulus is essential for activating and moving the vocal apparatus has been proven in the case of Genie. Genie is a woman from birth to 13 whom her parents exiled. Motor development is a baby's development from birth. The most visible is a gradual development from sitting and crawling to walking [6]. Hurlock defines Motor development as controlling physical movements through coordinated nerve center, nerves, and muscles.

On the other hand, he said that if the motor coordination is very poor, the child's achievement will be below the standards of the peer group. Likewise, [7] states that motor disorders are closely related to physical maturity. In addition, there are also types of diseases that result in impaired motor language processes. Neurologists call dysarthria, namely difficulty swallowing and chewing, which causes motor language delays [8].

Thus, good motor development will impact the readiness of the speech apparatus to receive stimulation from the nerve and muscle centers that move articulation in producing Indonesian sounds, especially in deaf children.

### **1.2. Intelligence Development**

Several research results show that the relationship between intelligence and language learning for the pronunciation of language sounds is strongly influenced by intelligence development. So, the intelligence of children greatly determines the development of language. [9] estimates that intelligence is only about 20%, in addition to talent (aptitude) 33%, motivation 39%, and 14% other factors, but its role in language learning is significant.

Observing the description above, it can be concluded that before children acquire language in general, they are stimulated to explain speech sounds as aspects of language performance. This speech sound can be classified into two parts: sound without a sound and system sound called language sound. These two types of sound affect the human language communication system.

Concerning the study's title, the research target is the pronunciation of the Indonesian language's sounds and the Indonesian language's structure in deaf children at the Cendrawasih Special School. For more details, the pronunciation of sounds in the language of normal children and children with disabilities, especially for deaf children, have language development that is very different from normal children. Extraordinary children or disabled children, including deaf children. According to [10], the deaf experience a lack or loss of hearing ability caused by the malfunction of part or all of the hearing apparatus to experience obstacles in language development. It is different from [11] states that a deaf child cannot hear sounds.

In line with these two definitions, [12] stated that hearing difficulties range from mild to severe, classified in the deaf part of hearing loss. A deaf person has lost the hearing ability, so it blocks language information through hearing, whether using a hearing aid. Deaf people usually use hearing aids, and some deaf people have heard that it is quite possible to achieve success in language information.

## **2. METHODS**

Each pronunciation will be discussed and then analyzed based on proficiency in pronunciation. The pronunciation of *banasa pautunarugu* sounds can be broadly grouped as follows: vowels occur from the vibration of the vocal cords with the breath out through the mouth without any obstacles. The criteria used to form vowel sounds are (1) the height of the tongue, (2) the mouth, (3) the tension of the tongue, and (4) the shape of the lips. The first criterion is formed because the tongue is flexible, so the tongue can be moved to be raised or lowered. The rise and fall of the tongue cause the size of the oral cavity to change. When the tongue is lowered, the oral cavity becomes more expansive—the lower the tongue, the wider the oral cavity. The second criterion is that the tongue's position in front or behind plays a role in forming vowel sounds.

## **3. RESULT AND DISCUSSION**

The data discussed in this study is about the pronunciation of Indonesian sounds starting with vowels and consonants in general in deaf children. As for words and sentences, each pronunciation will also be discussed and then analyzed based on proficiency in

pronunciation; the pronunciation of *banasa pautunarugu* sounds can be broadly grouped as follows: vowels occur from the vibration of the vocal cords with the breath out through the mouth without any obstacles. The criteria used to form vowel sounds are (1) the height of the tongue, (2) the mouth, (3) the tension of the tongue, and (4) the shape of the lips. The first criterion is formed because the tongue is flexible, so the tongue can be moved to be raised or lowered. The rise and fall of the tongue cause the size of the oral cavity to change. When the tongue is lowered, the oral cavity becomes more expansive—the lower the tongue, the wider the oral cavity. The second criterion is that the tongue's position in front or behind plays a role in forming vowel sounds.

Based on the two factors above, vowels are also determined by whether our nerves are tensed when we pronounce them. When pronouncing the sound as in, the word becomes [it]. The fourth factor is the shape of the lips. Certain vowel sounds are pronounced with the lips rounded or stretched. In general, vowels such as [i] arriving and [e] *karedi* are pronounced with the lips spread apart, while back vowels such as [u] *Buku* and [o] *Ruko* with the lips rounded.

The forms of pronunciation produced by deaf children

Ability to pronounce the sound [p] in the word:

[p] at the beginning of the word

[pa-pa] is produced [b<sup>h</sup>p<sup>h</sup>ã-p<sup>h</sup>ã]

[pa-du] is generated [b<sup>h</sup>p<sup>h</sup>ã-dtU]

[pi-sa] is generated [b<sup>h</sup>pi:-a<sup>h</sup>çh]

[p] in the middle of the word

[pi-pi] is generated [b<sup>h</sup>pi:-p<sup>h</sup>í]

[a-pi] is generated [ã:-b<sup>h</sup>pi]

[am-puh] is generated [ãm-bp<sup>h</sup>UØ]

[p] at the end of the word

[a-tap] is generated [ã-dta:p]

[in-tip] is generated [ĩŋ-dtíp]

[hi-up] is generated [Øi:-Яp]

The consonant system of Indonesian pronunciation of deaf children found P1 at the beginning of a word, [p] in the middle of a word, and (p) at the end. This voiceless inhibited bilabial consonant is a sound that is easy to pronounce in deaf children to produce a sound (P) always preceded by a nasal consonant [b<sup>h</sup>]. Children who are deaf when pronouncing each soundless sound that will produce a vocal sound in the same articulation area. The realization of the pronunciation of [p] at the beginning of a word and in the middle of a word is generally preceded by the merging of voiced bilabial sounds. It sounds bilabial nasal. The presence of these two sounds results in a discussion of data on the pronunciation of Indonesian sounds for deaf children, and it can be concluded from the above analysis results. Phonetically, deaf children have vowel segments [a:],

[ã], [ãé], [i:], [í], [I], [e:], [É], [Ə], [o:], [Ö], [O], [u:], [Û], [U].

#### 4. CONCLUSION

The pronunciation of Indonesian sounds for deaf children, research has been carried out, and phonetics are sounds, [b<sup>h</sup>p], [p], [m<sup>h</sup>b]. [b]. [t], [tç], [a], [d], [K], [kh], [dg], [gh], [en],[çt],[çc],[çh],[dç ],[pç],[vç], [ai, uUh. ld], [pçl], [vç], [m]. Pronunciation of easy, difficult, and cannot be pronounced clearly can be seen when deaf children speak by conveying their ideas and ideas. According to the results of this study, deaf children are only able to pronounce words whose shift positions are not much different; for example, the sound shifts from the back, middle, then forward vowel consonants, but sounds like back consonants, middle, then forward or vice versa is very easy to pronounce. Nevertheless, the back sounds front, middle, or front, middle, back, and vice versa.

#### REFERENCES

- [1] E. B. Hurlock, "Perkembangan anak jilid 1 edisi 6," *Jakarta: Erlangga*, 1999.
- [2] S. D. Gunarsa, *Dasar dan teori perkembangan anak*. BPK Gunung Mulia, 1982.
- [3] S. Dardjowidjojo, *Psikolinguistik: Pengantar pemahaman bahasa manusia*. Yayasan Pustaka Obor Indonesia, 2003.
- [4] M. F. Baradja, "Why The Communicative Language Teaching?," 1990.
- [5] E. Sadjaah and D. Sukarja, "Bina Bicara, Persepsi Bunyi dan Irama," *Bandung Dep. Pendidik. Dan Kebud.*, 1995.
- [6] A. Chaer, *Psikolinguistik: kajian teoretik*. Rineka Cipta, 2003.
- [7] B. K. Purwo, "Pusparagam Linguistik dan Pengajaran Bahasa," *Jakarta: Arcan*, 1986.
- [8] M. Simanjuntak, *Teori fitur distingtif dalam fonologi generatif: perkembangan dan penerapannya*. Gaya Media Pratama, 1990.
- [9] D. M. I. Said, "Peranan Efektif dalam Belajar Bahasa," *Makal. IKIP, Ujung Pandang*, 1987.
- [10] M. Salim and S. Soemarsono, "Pendidikan anak tunarungu," *Jakarta: Depdikbud*, 1984.
- [11] A. C. Gelder, *n Introduction of The Deaf*. D.C: The Volta bureau Washington, 1988.
- [12] Hallahan, "The Modern Education Treatment od Deafness," *Univ. Press. Manchester*, 1996.