

SYNTACTIC STRUCTURE ANALYSIS ON DEAF STUDENT OF BRAWIJAYA UNIVERSITY

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Abstract

This paper is aimed to investigate the syntactic structure of deaf students of Brawijaya University. Syntactic structure which focuses on this discussion is the ability to recognize the sentence structure produced by deaf students. This study basically focuses on the language produced by deaf students of Brawijaya University in form of narrative writing. The narrative writing is written in Indonesian language. I chose Indonesian language as the language recourse, because the primary language of deaf students is Indonesian. This study uses descriptive qualitative research because this research basically aimed at describing the data in the form written text. The participant of this research is five deaf students who are classified into mild and moderate hearing loss. In terms of data analysis, the author concerns on the three aspects of sentence structure, namely types of sentence, the presence of Subject and Verb in a sentence, and the presence of Object for transitive verb. The finding indicates that the deaf students of Brawijaya University are able to write both simple sentences and compound sentence. They are also capable to write transitive verb which is followed by the object well. Yet, they are less in writing the passive voice form. Moreover, the data shows that different time durations of writing create a different number of words produced by them. Different deaf classification can provide different significance to a number of sentences produced by them.

Keywords: syntax, deaf language, brawijaya university

INTRODUCTION

This article attempts to examine the syntactic structure used by deaf students of Brawijaya University. Syntactic structure in this context is the ability to recognize the sentence structure produced by deaf students. According to Yule (2006) the word 'syntax' comes originally from Greek and literally means 'putting together' or 'arrangement'. Syntax is the interdisciplinary that concerned on how the arrangements of word either grammatically or structurally are correct. Baker & Miller (2003) explained that syntax can

be defined as the branch of linguistics that studies how the words of a language can be combined to make larger units, such as phrases, clauses, and sentences. Indeed, syntactic structure is the study of the rules whereby words or other elements of sentence structure are combined to form grammatical sentences or the pattern of formation of sentences or phrases in a language (Abdulmir & Sawsan, 2012).

It is important to study syntactic structure because of some reasons. All languages have underlying structural rules that make meaningful communication possible. In other words, speakers use sentences in order to communicate their ideas or thoughts. So, sentences have a decisive role within communication. The use of appropriate syntactic structure in sentences makes communication runs smoothly with the proper meaning and the message will be understandable. While, the failure in understanding the syntactic structure in sentence will create different interpretation both the speaker and hearer. Moreover, it will make different meaning and the message of the sentence will not be received properly.

In this present study, deaf student is taken as the primary resource because of two major reasons. First, deaf student has difficulty in their communication among other people. McAleer (2006) explained that disability of deaf people in communicating with others occur because of people does not understanding on how to communicate with deaf people. As a consequence, some people put their less attention to the student who suffered from the hearing impairment or deaf (Ravi, 2015; Boons et al., 2013). Second, self-confidence of deaf either deriving from the society or from themselves is going to be the stage in having emotional maturity. Zareva, Schwanenflugel, & Nikolova (2005) emphasized that the quality of language depend on the quality and the quantity of the vocabulary that its speakers learn. Then, they are ready in turning to the society.

To date, no scholars who analyzed the syntactic structure using spontaneous narrative writing in Indonesian language. Indonesian language is taken as the primary language resource because the first language of deaf student is sign-language. Furthermore, I also analyze based on their deaf classification. Therefore, this research is supposed to give valuable contribution by providing and showing the different pattern of deaf student. Not only to justify the lack of deaf students who has disability in their communication, but also try to know the other side of deaf students in form of writing narrative that can be analyzed using syntactic pattern produced by them (Bentin et al., 1989; Ben-Dror, Bentin, & Frost, 1995).

This study employs a descriptive qualitative approach because it aimed at describing the data in the form written text. The data source of this research was narrative writing essay from the deaf student of Brawijaya University. The writing essay is taken using Indonesian language as their second language where their first language is sign language. In this particular data, Indonesian language becomes their primary language resource.

Then, the data are explained descriptively based on the research problems, how the syntactic structure is used by deaf students of Brawijaya University and also how do students of different deaf classification differ or resemble in their syntactic structure. In

this descriptive qualitative research, I did not only explain the description of the data but also the write deep analysis of the data. The research used the syntactic approach because I investigated the structure of deaf students' writing which dealt with the type of the sentence.

This research used purposive method to determine the research area. It was conducted at Brawijaya University. This university was chosen based on two considerations, namely; academic reason and technical reason. Based on academic reason, many deaf students are speared out in this university for any subjects. However, I considered only the fifth deaf students of Brawijaya University in the 2014/2015 academic year that is from technique informatics department in the third semester. And for the technical reason, Brawijaya University had complete facilities that can support me in doing the research, such as: PSLD completed by the information data of deaf students in Brawijaya University that helped me in this research, volunteer who helped me doing communication with deaf students.

DISCUSSION

From the data above, I classified the data into nine classifications, they are; the classification of deaf students, the duration of writing, how many words and sentences that students produced, simple, compound, compound complex sentence, transitive verb and the use of passive voice. The writing documentation was used to get the data about the number and the names of the respondents.

In the first data, I found that student with the initial LDR is classified into moderate hearing loss. She produced 133 words and 14 sentences with 20 minute time durations. She wrote seven simple sentences, three compound sentences, five transitive verbs and one passive verb.

Second data is from the student initially LH who is classified into moderate hearing loss. In 15 minutes, she produced 122 words with 3 sentences in it. She also produced one simple sentence; two compound sentences, one transitive verb and she had no passive verb in her writing.

The third data is WD. She is categorized as mild hearing loss. She provided 216 words and 16 sentences with 30 minute time duration. She had five simple sentences, two complex sentences, eight transitive verbs, but she did not write any passive verb.

The Fourth data is TMH. She categorized as moderate hearing loss, she produced 295 words and 12 sentences with 2 hour. She wrote three simple sentences, five compound sentences, eight transitive verbs and had three passive verbs in her writing.

Then the last subject is DAK. He is categorized as Moderate hearing loss which produced 72 words and 8 sentences in 40 minute time duration. He wrote four simple sentences, three compound sentences, one transitive verb and all of them are active sentences.

Different classification and different time duration is also has significant contribution in this data. Every student has their own capability in comprehending the idea. Therefore,

it shows us the ways they construct their thinking in constructing the sentence structure are different.

Based on the results of the writing test presented on previous section, the significant of each aspect was quite different. One of them is presented a low production in writing based on the searcher classification, but others not. It indicated that the result of test analysis was significant.

Generally, the result of the research should that the deaf student got better result in writing achievement because they fulfill some aspects of writing even though not as good as hearing student. By doing this kind of analysis the student will know and do some evaluations to make a better writing. To answer the problem of the study, I made a brief discussion in analyzing the data which has been classified before. Some analysis is stated in this discussion below:

1. Syntactic structure of deaf students
 - a. Presence of Simple Sentence
 - a) Mild Hearing Student: A student namely WD who is the only one student who suffered mild hearing student. Here is the example of simple sentence that she produced:

1. Saya salam sama teman2 satu kelas tidak pernah ketemu suda 3 bulan libur

S V O C

Structurally, this sentence is the categorized as the simple sentence, because it consists of Subject + Verb + Object + Complement. It is the example of complete sentence. All of the sentences elements are exist in this sentence. However, I found that this sentence needs to be corrected. For instance: "Saya bersalaman dengan teman2 satu kelas tidak pernah ketemu selama 3 bulan libur".

These are the simple sentences of student with mild hearing loss that I found from the data.

- b) Moderate Hearing Loss: There are four students who categorized in this classification. I analyzed in each student.

- 1) LDR: Here is the simple sentence produced by moderate hearing loss

1. "Saya dulu sekolah TK bukan umum, mulai TK sampai SMP"

S C V C

This sentence categorized as the simple sentence. It consists of Subject+ Verb + Complement. I tried to clarify that there is a word that incorrect. "Saya dulu bersekolah TK bukan umum, mulai dari TK sampai SMP" is the correct sentence that student should write.

2. "LH : This student produced only one simple sentence in her writing

1. "Saya sudah pindah sekolah umum"

S V O

This sentence is categorized as simple sentence. It consists of Subject + Verb + Object. This is one of the complete sentence examples.

- 2) TMH: this student produced simple sentences in her writing. For instance:

1. "Saya terlahir dengan kekurangan masalah pendengaran"

S V C

This sentence is categorized as simple sentence. It consists of Subject + Verb + Complement. This is one of the complete sentence examples. This sentence has fulfilled the characteristics of simple sentence.

- 3) DAK: This student produced four simple sentence in his writing

1. "Saya bilang ada dapat pendamping di Plsd"

From this data, I found that this sentence categorized as the simple sentence which consists of Subject + Verb + Object.

There are some simple sentences that are difficult to analyze because some of them are structurally incorrect. HoIver, even the simple sentence is the easiest way in constructing sentence, the student in this subject need to improve the sentence to exist in their writing. To make further information, I continued the analysis into the second aspect, whether the student provided more or not.

b. Presence of Compound Sentence

a.) Mild Hearing Loss: WD who is the only one student who suffered mild hearing produced three compound sentences.

1. "Saya pindah sekolah SDLB-B YPTB Mlg, perkenalan sma guru dan teman2"

S V C V V K

Actually, this sentence means to say the correct sentence such as "Saya pindah ke sekolah SDLB-B YPTB Malang dan berkenalan sama guru dan teman2". This sentence is categorized as compound sentence, because the writer tried to combine two verbs in her writing.

b.) Moderete hearing loss

1. LDR : This student provided three sentences

1. "sebenarnya saya pengennya sekolah SMK tapi kepala sekolah dillarang tuna

S V O conj S V O

runggu.

In this sentence, I found that this sentence belongs to the compound sentence because it added a conjunction from the word "tapi" means contrastive statement. Instead of the compound sentence, I found that there are a wrong word that should be corrected. The word "dilarang" which is a passive form should be changed into "melarang" because of this sentence is created as the active form.

This sentence is categorized as compound complex sentence because it added by conjunction. There are cause and effect's aspect in this sentence. Therefore, it called compound sentence.

2. LH

1. Saya waktu dulu sejak TK umum dan saya tunarugu karena orang tua gk tau anak

S C Conj S V O

bicara diam sebab tunarungu

C

In this present sentence, the compound sentence is provided in this sentence. It is because there is a conjunction which connected the two different verbs in a sentence.

3. TMH: He produced five compound sentences, but I only provide three example from the analysis

1. Saya terlahir dengan kekurangan masalah pendengaran, orang tua bercerita bahwa

S V C S V Conj

dokter menganjurkan setelah usia 4th sekolah di SLB (Sekolah Luar Biasa).

S V C

This sentence categorized as compound sentence. The writer tried to combine two sequence events by adding conjunction in it. Therefore, it called compound sentence.

4. DAK:

1. Waktu dulu saya sekolah TK umum terus keluar nol besar karena saya tidak dengar

C S V C Conj V C Conj S V

tapi guru2 ngajar bagaimana.

Conj S V

Structurally, this sentence is categorized as compound sentence. From this data, I found this sentence is inappropriate sentence. The appropriate sentence should be like in this sentence below:

“Waktu dulu saya bersekolah di TK umum, kemudian keluar sekolah waktu nol besar karena saya tidak bias mendengar bagaimana guru mengajar”

c. Presence of Complex/ Complex Compound Sentence

There is no complex and compound complex sentence exist in this data.

d. The presence of Object in Transitive verb

1. Mild Hearing loss: here is the example presence of Object in Transitive verb produced by WD

1. Orangtua saya selalu mendukung anak2 putra dan putri

S V O

The sentence above has Subject, Verb and Object which the transitive verb is “mendukung” and the object is “anak2 putra-putri”

The sentence above consists of Complement, Verb and Object. The subject of this sentence is “saya” which follows the previous sentence’s subject. The presence of the object is to make verb complete.

2. Moderate Hearing Loss TMH :

1. Saya tidak dianjurkan menggunakan bahasa isyarat

S V O

This sentence has Subject, Verb and Object. The verb is categorized as transitive verb, and the presence of the object has function to make the verb complete.

2. LDR

1. Saya cari sekolah SMA Muhammadiyah

S V O

This sentence has a Subject, Verb and Object pattern which is the transitive verb “cari/mencari” is followed by the Object SMA Muhammadiyah.

LH

1. Ibu antar saya

S V O

This short sentence has Subject, Verb and Object. The function of the Object is to complete the transitive verb and make the sentence more clear

3. DAK

1. Saya pingin kuliah

S V O

This sentence has Subject, Verb and Object in which the function of the Object is to make the transitive verb clearly stated.

f. The use of Passive Voice in sentence

1. Mild Hearing Loss

1. WD: This student did not produce any passive voice in her writing

2. Moderate Hearing Loss

1. LDR

1. Orang tuaku disuruh pindah

S Vintr C

This sentence consists of Subject, Verb and Complement. This sentence uses passive voice, which actually it is not appropriate for using passive voice in this context. She actually wants to write in active form.

2. LH: This student did not produce any passive voice in her writing

3. TMH

1. Saya diharuskan bisa bergaul

S V C

The above sentence has Subject, Verb and Complement. This sentence uses passive voice, and she uses the intransitive word in a right way.

4. DAK: He did not produce any passive voice in his writing.

2. Similarities/ differences of syntactic structure provided by student of different classification

Technically, it is difficult to determine the construction of clause and sentence because most of them punctuate is not quite Ill. Based on finding presentations, I can draw some significance finding.

All students with hearing impairment show less productive in producing the passive and compound complex sentence. Students, rarely create a passive form than active. It provided from the data that there are 35 sentences and all of which are active. Apparently, they can have a better construction on simple sentence and compound sentence than

complex or compound complex sentence. It has been seen from the finding that most of them produced simple and compound sentence. The more complex in creating the sentence the more difficult they are in producing the complex sentence. From the data above I only found one complex sentence from the whole sentence that they wrote in the narrative writing.

In another case, it is parallel to the previous study that different classifications not strongly influence the student's writing such as simple, compound sentence and the use of transitive verb. It reflects from the finding above that different classification may have the same syntactic structure. Additionally, this research only focuses on two deaf classifications, Mild and Moderate Hearing Impairment. Different classifications not really make an effort on time spent writing, because view of them wrote a short text in short time and the others wrote a long text with a long time.

In a different way, the different time spent to write leads a different number of words produced by the deaf student. Student who spent two hours in her writing created a large number of words in it. It means that time can support the way they produced words. However, syntactic structure on mild and moderate hearing impairment clearly shows us that they better in writing simple and compound sentence rather than complex sentence. Some sentences that provided in the data which have been selected is not belong to the need of object, it's called intransitive verb. However, in this research, I do not focus on the intransitive verb. Moreover, the number of word, sentences, and the aspect of the writing that I took as the data has a few relations with the different classification. Yet, time duration may have significant contribution in it. Notice that deaf student sometime produced the contradictory syntactic structure, I am as the learners or the educators should have a better understanding on the way I get involve in educating them.

CONCLUSION

After conducting research and discussing the research problems about the syntactic structure used by deaf students of Brawijaya University, the finding indicates that the deaf students of Brawijaya University are able to write both simple sentences and compound sentence. They are also capable to write transitive verb which is followed by the object. Yet, they are less in writing the passive voice form. Moreover, the data shows that different time durations of writing create a different number of words produced by them. Different deaf classification can provide different significance to a number of sentences produced by them.

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