

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Speech is the first language form naturally acquired by most children. Regardless their skin colors and nationalities, infants begin to coo and babble, or produce sounds that approximate speech. In a stimulating environment like toddler class or kindergarten, they will be effective language users. Karlin (1958) states that besides the stimulating environment for the children's speech development, he or she must have a normal functioning brain, normal anatomical structures used in speech, and adequate hearing capacity.

According to Schesingh & Namer, (1978) without adequate hearing, he or she cannot hear his or her owns babbling vocalizations and does not receive stimulus of

hearing his own sounds. So, even though hearing-impaired babies begin to babble at the normal time, toward the end of the first year the sounds they will produce have no special character with little repetitive and harsh tone. In the second year, although the speech organs are normal, many hearing-impaired children become relatively silent.

Early detection of hearing-impaired in Indonesia although desirable has not been achieved. Most parents come to get a first hearing evaluation after their children show no response to sound and ability to speak when they should have started learning to speak. This delayed detection is generally due to the stereotype that children usually are late to speak than to walk and other stereotype that boys are late to speak. Based on this misconception, parents would wait to see their children improve their speaking ability with age rather than to seek medical consultation. In fact, the prevalence of hearing-impaired in Indonesia is perceptive deafness which there is no treatment that can bring back hearing to a person. (Ortholaryngological Department of Dr. Sutomo General Hospital Surabaya).

Even though speaking like normal people seems impossible for hearing-impaired child, through some special teaching and program of instruction such as speech therapy, he or she is encouraged to produce speech like sounds and to develop lip reading skills to understand other people's speech. The training will facilitate language learning if it is given in the child's critical period. (Mc Neil, 1966). Therefore, early detection of hearing-impaired in young children must be better done before they are twelve months, or before the silence period appear. Early detection may provide early speech training at home by the mother. When the first language is not learned in the critical period, the

result is a poor prognosis for successful training of speech in the later stages of education.

At first, the writer underestimated Karya Mulia's hearing-impaired students. The writer had thought that hearing-impaired children were unable to communicate with normal people who do not use sign language. However, the stereotype about hearing-impaired children who are unable to communicate and 'dumb' do not appear on the students. The writer saw that special teaching and program instructions for hearing-impaired on the students of Karya Mulia Elementary School for Hearing-impaired are able to facilitate language development. All of the writer's negative perceptions about hearing-impaired speakers was broken down when the writer saw that hearing-impaired students of Karya Mulia Elementary school were able to greet the writer by producing speech like sounds "*Selamat pagi*", which means "Good morning. However, their greeting "*Selamat pagi*" has some characteristics. They phonologically disorders some phonemes, but there are also some intended phonemes, which are not disordered. So, their greeting sounded like [ɔlamat pa:I] .

The writer also learned in Karya Mulia that early enrollment in the nursery school for the hard hearing child has built a strong foundation for the special language training in later education. The children also had "*Bina Wicara I-V*" since they were in the first grade of elementary school. *Bina Wicara* is a kind of speech therapy which is given individually for five years every week. As Karl states in his book, special treatment and training in early ages gives the children optimum benefit. In addition, Brill (1957) said that deaf children should be educated with other deaf children to have a well-graded and complete program and a qualified staff (p.198).

According to Jensems, Karchman and Trytus (1978), there is a strong positive relation between the amount of hearing and clarity of speech, or in other word, the child with less residual hearing is less related to normal language development and has to work hard to cope with it. Moreover, Markides, (1970) said that there is a relationship between the clarity of speech and intelligence. However, according to Weiss (1983), speech discrimination of hearing impaired children is *very individualistic*. It may be good in some children and poor in others, or good in some phonemic contexts and poor in others depending on the participation of family, teachers and education that will influence their language development.

Based on that background, the writer wants to do a research on the speech performance of the sixth grade hearing-impaired student of Karya Mulia Elementary School. Information about what kinds of phonemes they phonologically disorder and do not disorder is important, because from the data, we can make an evaluation on their speech therapy, “Bina Wicara I-V” and the children themselves. The evaluation will help the speech therapists to design their therapy based on their students’ speech performance.

1.2 STATEMENT OF THE PROBLEMS

The writer is interested in the sixth grade hearing-impaired students of Karya Mulia Elementary School difficulties in realizing every phoneme of Indonesian language in every position of structure, such as in initial, medial and final position. In speaking, hearing-impaired speakers phonologically disorder some phonemes, but there are also

some intended phonemes which are not disordered. In relation to the phenomenon, this study tries to answer these questions as follows:

1. What kinds of intended phonemes which are not disordered on the sixth grade hearing-impaired students of Karya Mulia Elementary School speech?
2. What kinds of disordered phonemes which appear on the sixth grade hearing-impaired students of Karya Mulia Elementary School speech?
3. What types of phonologic disorder appear on the sixth grade hearing-impaired students of Karya Mulia Elementary School speech?

1.3. PURPOSE OF THE STUDY

Based on the statement of the problem, the study is intended to find out what kinds of the intended phonemes and the disordered phonemes which appear on the sixth grade hearing-impaired students of Karya Mulia Elementary School speech, and its types of phonologic disorder.

1.4. SIGNIFICANCE OF THE STUDY

The writer wants to confirm the earlier studies in the exceptional children, especially the speech of hearing-impaired children. The writer hopes that it will give some contribution to the other research in phonology and psycholinguistics since there are only few researchers who observed Indonesian linguistic field of study concerning language of handicapped people,

Hopefully, the study can give clearer idea to the readers about the speech performed by the sixth grade hearing-impaired student of Karya Mulia elementary School who have received “Bina Wicara I-V” (the speech therapy program). At least, the study will give some input to the speech therapist or teachers in Karya Mulia about their children speech performance, and to the children themselves as a self-evaluation.

1.5 SCOPE AND LIMITATION

In this research, the writer will analyze the three sixth grade hearing-impaired students of Karya Mulia Elementary School’s speech performance, by reading fifty-two words from prepared text on the writer’s interviews with them on March the 21st – 25th. In other words, the writer will limit her study only to the analysis of the Indonesian phonemes, the consonants, vowels and diphthongs (the segmental phonemes) to find out the intended phonemes, the disordered phonemes and the types of phonologic disorders in initial, medial and final position on the interviews.

1.6. ORGANIZATION OF THE STUDY

The Study is divided into five chapters. The first chapter is the introduction which explains about the background of the study, statement of the problems, purpose of the study, significance of the study, definition of the key term, and the scope and limitation. The second chapter will deals with the review of the related literature and related studies. The third chapter clarifies the research methodology. Then the fourth

chapter is the data analysis and the interpretation of the findings. The last chapter is the conclusion.

1.7 DEFINITION OF KEY TERMS

There are some important terms used in this study to clarify their meanings and context, such as:

1. Disordered phoneme

Phoneme with errors in the production of the phonemes which involves the points of articulation and manners of articulation. (Berry, Eisenson 1956)

2. Intended phoneme

Phoneme with accurate production of the phonemes which involves the points of articulation and manners of articulation. (Berry, Eisenson 1956)

3. Hearing impaired:

Those in whom the sense of hearing either with or without the hearing aid is insufficient for interpreting speech. (Wooden,1963)

4. Hearing impaired speakers:

People, who are able to speak, even their deafness preceded a firm establishment of language and speech. (Murphy,1957)

5. Phone:

The smallest perceptible discrete segment of sound in a stream of speech. It's the physical realization of phonemes. (Crystal,1979)

6. Phoneme:

The smallest significant unit of language, which makes differences in meaning. (Lim Kiat Boey,1968)

7. Phonologic disorders :

The result of using the speech sound incorrectly so that the meaning is affected even though the motoric movements can be executed adequately (Curtis.E.Weiss,Mary E.Gordon,Herold S.Lylywhite. 1980)

8. Speech reading :

The skill of understanding spoken language by watching the movements of the speaker's lips, face, entire body (Berry, Eisenson 1956)

9. Visual – kinesthetic clues:

The act of watching, feeling and copying the articulatory movements by touching the appropriate muscular tensions in articulation and phonation. (Berry, Eisenson, 1956)