A Syntactical Analysis of Sentences Written by Deaf Students at the Senior High Level of a Public Special School in Sumbawa Regency

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Article Info	Abstract
	The purpose of this study was to determine the syntactic ability and the form of syntactic errors at the writing of deaf students at the senior high school level of Public Special School (SLBN) 1 Sumbawa. Participants in this study were five students consisting of 1 of the 10th grade, 3 of the 11th students, and 1 of the 12th grade. The research was qualitative, while the data were collected using written tests. For the data analysis, the researchers used the theory of Chaer about syntactic functions and devices. The results of the study show that the forms of errors in the student's writing consist of errors on the use of subjects, predicates, objects, and adverbs. Other forms of errors lie in the order of words, word forms, and use of conjunction. Another finding is that some students were able to compile sentences based on S + Adv + P, while the other students were only able to compile sentences with the S + Adj pattern. Based on these findings, it is expected that parents or teachers play a role to teach children or students how to compose sentences with a simple pattern so that children who suffer from deafness are able to convey what they want to convey.
Artikel Info	Abstrak
	Tujuan dari penelitian ini adalah untuk mengetahui kemampuan sintaksis dan bentuk kesalahan sintaksis pada penulisan siswa tunarungu di jenjang Menengah Atas SLB Negeri 1 Sumbawa. Participan pada penelitian ini berjumlah 5 siswa yang terdiri dari 1 siswa kelas X, 3 siswa kelas XI, 1 siswa kelas XII. Jenis penelitian yang digunakan pada penelitian ini adalah penelitian kualitatif dengan teknik pengumpulan data menggunakan test tulis. Untuk analisa data, peneliti menggunakan teori dari Chaer yang terdiri dari fungsi dan alat sintaksis. Hasil dari penelitian menunjukkan bahwa bentuk kesalahan pada hasil penulisan siswa terdiri dari kesalahan pada penggunaan subjek, predikat, objek, ataupun adverbia. Bentuk kesalahan lainnya terletak pada urutan kata, bentuk kata, dan penggunaan konjungsi. Temuan lainnya adalah, beberapa siswa mampu menyusun kalimat berdasarkan S+Adv+P, sedangkan siswa lainnya hanya mampu menyusun kalimat dengan pola S+Adj. Berdasarkan Penelitian ini, diharapkan peran dari orang tua ataupun guru untuk mengajarkan anak ataupun siswa untuk menyusun kalimat dengan pola sederhana agar anak yang menderita tuna rungu mampu menyampaikan apa yang ingin disampaikan.

I. INTRODUCTION

Language is a communication tool that people use to convey ideas or expressions to others. This way, people can easily communicate or interact with others. In other words, using language is a person's ability to communicate or exchange ideas with others through symbols. Commonly used symbols can be in the form of actions and words produced by human speech organs (Nabila, Teresa, & Wijayanto, 2018). However, not all humans can communicate easily using words produced by their speech organs. There are those such as deaf people who use gestures or writing to express or convey their idea. A deaf person is someone who suffers from hearing loss due to being unable to hear any message from others. Hearing loss in deaf people usually has several stages, ranging from mild to severe. In addition to hearing loss, deaf people also have language problems. This causes communication problems. Hearing loss in deaf children is hampered by language skills in speaking and writing. Students with hearing impairments have problems with vocabulary, pronunciation, reading and understanding of texts, and spelling. They also have difficulty combining words into meaningful sentences, or they lack syntactic skills. Deaf children often write words with incomplete letters and have difficulty placing words when composing sentences (Yeta & Iswari, 2018).

One of the important things about learning about the many disadvantages deaf children face is their lack of syntactic skills. Syntax is the branch of linguistics that studies sentence structure. Hockett (in Noortyani, 2017: 1) describes

syntax as the process of combining two or more words in grammatical order to form a language. Deaf children may write sentences such as Saya pergi mau (the correct form is Saya mau pergi) or Pisang makan saya (which actually means Saya makan pisang). This is because when they are asked to combine words into sentences, they write sentences in a reverse order. They may even put a preposition after the sentence (Yeta & Iswari, 2018). As observed by the authors of this article, deaf children in Public Special School (SLBN) Sumbawa also experience the same thing. Their language limitations and lack of syntactic skills make it difficult for them to communicate with other people. Not everyone can understand sign language, which is the only tool used by the deaf students to communicate with fellow deaf people. When they try to communicate in writing, only a few of them are able to write down the essence of the message they want to convey and there are words that do not match the grammatical structure. That is, some deaf children can convey their message in writing although some of their words are reverse. However, many of them have not been able to write sentences correctly so that they cannot convey their message to the reader.

Therefore, this research aims to analyze the syntactic abilities of deaf children and to find out the forms of syntactic errors made by deaf children in writing. Some previous studies (Hermanto 2011; Hidayat 2015; Nofiaturrahmah, 2018, and Haliza, Kuntarto, & Kusmana, 2020) focus on deaf children's language problems and development, while noneof these studies focuses on deaf children's syntactic function and forms of errors. On the other hand, some studies focus on syntactic ablity of deaf learners, namely studies by Nabila, Teresa, and Wijayanto (2018) and Amurwani, (2020), and one study (Arfah, 2018) focuces learner syntactic errors, but it does not specifically focus on deaf learners). Thus, the present study focuses on both the syntactic ability and forms of syntactic errors in writing by deaf students. The main theory used in analyzing the learner writing data is syntactic function and devices or tools as formulated by Chaer (2009).

A syntactic function is a kind of "checkerboard" or "place" in a syntactic structure, where categories are filled with certain blocks (Chaer, 2009: 20). These blocks are called object (S), predicate (P), object (O), and adverb (Adv), example:

1. *Anak-anak   berlari-lari*
     S   P

S and P can be distinguished by the following characteristics:
1. S always precedes P, as in the example above. Morphologically, P is often marked with the prefix *me-*; and prefix *ber-*. Example:
   a) *Kucing itu   melompat*
       S   P
   b) *Meraka   bertengkar*
       S   P

2. The object (O) is the part of the verb that is the predicate in the clause. Its presence is largely determined by the transitivity of the verb. That is, if the verb is intransitive, then the object will not exist. Examples of clauses 1), 2), have an object function, while 3) and 4) do not have an object (Chaer, 2009: 21-22).
   a) *Kakak   menulis   surat*
       S   P   O
   b) *Nenek   melirik   kakek*
       S   P   O
   c) *Kakek   berlari*
       S   P
   d) *Jalan licin   berbahaya*
       S   P

According to Tarmini and Sulistyawati (2019: 3), syntactic tools are part of the syntax that can determine whether the sentence is acceptable or not. Alex (2018: 75) explains that the syntactic tool is the speaker's ability to determine whether the word order, word form, and other elements contained in the utterance are in the form of sentences or not, and can be accepted or not. The following are several types of syntactic tools that can arrange language elements so that they become language units called sentences.

II. METHOD

The researchers chose SLBN 1 Sumbawa as the research location and students at the high school level as participants in this study. SLBN 1 Sumbawa is the only one special school with deaf students in Sumbawa Regency. The first author of this article is categorically a person with special needs, a graduate of this school, and frequently visits the school to motivate the students in the school. The participants of the research are five deaf students in the senior high level of SLBN 1 Sumbawa. They were the only students with deaf background in the school. Three of them were in the 11th grade, while the other two were in the 10th and 12th grades. Three of the students were female, while the others were male. In terms of age, two students were 17 years old, other two were 19 years old, and the other was 16 years

old. The profile of these students is presented in Table 1.

Table 1. Profile of Research Participants

Participant No.	Initials	Gender	Age (Years)	Grade Level
1	MR	Male	16	X
2	AD	Female	17	XI
3	UD	Female	17	XI
4	SW	Male	19	XI
5	AP	Female	19	XII

In recruiting these deaf students, the researchers have passed an ethical procedure. With a letter of request to conduct research from the University Research and Community Service Institute and Recommendation from the Regency Board of National Security and Politics, the researchers approached and got permission from the school principal and related class teachers. Then, the researchers approached the deaf children, explained the research aim and that the researchers would keep their privacy and anonymity confidential in the data reporting and publications. After that, the researchers got their written consent and proceeded to involving them in the data collection. The method used in this study is a qualitative method. According to Nugrahani (2014), qualitative research is a type of research that leads to results that using statistical methods or other quantitative means cannot achieve. Therefore, this study analyzes the forms of syntactic errors and describes the syntactic abilities of high school students at SLBN 1 Sumbawa. In this case, the students' syntactic abilities and forms of syntactic errors are analyzed using syntactic functions and tools (Chaer, 2009).

For data collection, the researchers used a written test to determine the syntactic ability of the deaf students. There are three ways the researchers collected the data. First, for participant 1, the researchers obtained data from the results of the students' Indonesian assignments; then, the researchers used it as data. For participants 2, 3, and 5, the researchers got the data by visiting their homes and then asking them to write an essay about their daily activities. Last for participant 3, the researchers obtained the data after meeting with the student at school. All the students used their daily routines or their own life experiences as sources of their writing. Their writing was in Indonesian and so the object of the analysis was Indonesian language syntax. When all the data have been obtained, then the data processing technique is carried out by. First, the researchers disti-

nguished between correct and the researchers analyzed and described the forms of errors in students' writing by using the tools of syntactic theory and function syntax (Chaer, 2009) and several other supporting theories.

III. RESULT AND DISCUSSION

In this study, the researchers asked participants to write about their daily activities. The researcher analyzed the form of syntactic errors in the writing by high school students at SLB Negeri 1 Sumbawa. The researchers also determined the syntactic abilities of high school students at SLBN 1 Sumbawa. The following are the results of the writing from each of the five participants. The parts being in bold contain syntactic errors and are subject to analysis.

Profile of Research Participants

> *Saya bangun tidur **tujuh jam pagi**. Saya mau makan, saya **goreng ikan makan** dan sayur bersama mama. Teman saya mau datang. Saya mau mandi. Saya **main lagi** dengan teman. Saya senang **dia baik dengan saya. Dia bantu saya**.*

Data from participant 2

> *Saya A D A, **saya dijual online** bersama adik. Pagi ini saya sama mama pergi **dipasar**. Saya suka bantu mama. **Bapak stop kerja**. **Saya bantu mama mau**. Pulang pasar saya masak. Siang hari saya nonton, saya suka nonton **film tv**. Saya main **dengan adik sore**. Malam hari saya tidur.*

Data from participant 3

> ***Rumah banyak kerja saya**, dapur masak ikan. Mama bilang **masak saya dapur**. Saya takut, **kakak marah malas saya**. Capek saya tidur. **Bangun tidur nyapu saya kamar tetap bersih. U rajin ya, saya senyum mama ngomong. Sayang mama** terima kasih.*

Data from participant 4

> *Nama D, **bantu bapak untuk bisa cepat selesai. Saya suka bantu. Saya di sekolah**. Saya senang, **saya mau ingin teman teman**. Saya lupa, **teman baru kelas dulu**. Dia pintar, **bantu saya tugas kerja**.*

Data from participant 5

> *Hari ini **saya sekolah**, banyak **teman ngomong isyarat. Saya jalan kaki sekolah, saya bersenang sekolah. Sebentar lagi tamat**. Saya sedih, **berpisah teman. Saya ingat teman teman lulus SMA**.*

The stages in analyzing the data consist of analyzing the form of syntactic errors based on the results of student essays, and analyzing students' syntactic abilities based on the results of the students' essays.

1. Describing Students' Syntax Errors

The data is analyzed based on the mistakes made by students by paying attention to the functions of the subject, predicate, object, and description in accordance with the existing theory on the syntactic function. The focus is on the word order, word forms, and task words (connector) according to the theory on the syntactic tool.

a) Errors in using Subject-Predicate-Object-Adverb

The first error made by students in writing essay is an error in the SPOAdv function. Several sentences that are arranged without the use of a subject, predicate, object, or description. For examples sentence (b) from P4, has subject and object. Thus, there is no main actor that the speaker wanted to talk about, nor is there a target that the main actor wanted to talk about. Likewise, with the next example, namely the sentence from P4 (4) which does not have a predicate function so it does not show an action that the speaker wanted to take. Whereas in syntactic writing, the sequence of functions S, P, O, Adv is commonly called structure. The order of the syntactic functions must be fixed, but some are not. In this case, S always precedes P, and P always precedes O, while Adv is located. It can be at the beginning of the clause or at the end of the clause (Chaer, 2009: 33).

b) Errors in word order

Errors in word order can change the meaning of the sentence or even become an unacceptable sentence. As in the example sentence P1 (1) which contains the *word tujuh jam w*hile what is meant is *jam tujuh*. Thus, they are different meanings. The next example is in sentence P3 (2) which writes about the writer's activities while at home. She wrote in the sentence *dapur masak ikan,* while *dapur* is not possible to do cooking activities because the kitchen is a place. The incompatibility of the word order in the sentence makes the meaning of the sentence change and becomes unacceptable because it is not in accordance with the syntactic rules. This is supported by the theory of Chaer (2009: 33) that word order is the location or position of one word with another in a syntactic construction. In Indonesian, word order is very important because differences in word order in sentences can cause different meanings in the sentences.

c) Errors In Word Form

The next error is in the form of the word. According to Chaer (2009: 34), if the form of the word changes, the meaning will change even though slightly. In syntax, this principle also applies, as in the example sentence from P2 (1), the word dijual in the sentence *dijual* online was meant selling. However, the word form *dijual* clearly meant that she is being traded online. Therefore, the meaning of the sentence changes when the word form *dijual* is changed to word *berjualan.* Thus, the sentence is more effective.

d) Errors Using Connector (Assignment Word)

The last error is the incorrect use of the Connector or better known as the conjunction. Based on the results of student writing, researchers found a lot of errors in the use of conjunctions, especially the use of conjunctions *di* and *ke* as in the example sentence from P2 (2) the student wrote that he and his mother went to the market. However, an error occurred in the use of the preposition *di,* where he wrote the word *di pasar* instead of *ke pasar*. Thus, the use of prepositions in sentences does not explain the description of the place to be addressed in more accurately.

2. Describing Students' Syntactic Ability

a) Participant 1

Judging from the results of writing P1 students are able to compose simple sentences according to th.e pattern of S + adv + P + O and also S + P + O when telling their activities. As in the sentences below:

1) <u>Saya   mau   makan</u>
    S   adv   P

2) <u>Teman saya   mau   datang</u>
     S   adv   P

3) <u>Saya   mau   mandi</u>
    S   adv   P

Judging from the data (1), (2) and (3), there is an adverb *mau* which according to Chear (2009: 75) is used to express an action to be taken and is also categorized as a verb. Thus, based on the sentence above, the student was able to write simple sentences that can express his wishes using the correct syntactic rules.

1) *Saya   bangun   tidur*
    S   P   O

2) *Dia   Bantu   saya*
    S   P   O

In data (4), students are able to write sentences according to the function of the subject + predicate + object, even though there are word order errors at the end of the sentence. This makes the sentence ineffective. Likewise, in data (5), P1 only wrote the gist of what he wanted to tell even though the meaning he wanted to convey was not yet correct. P1 is only able to compose short sentences with simple words, even though there are sentences that have the wrong word order, he is able to speak according to the function of S + adv + P or S + P + O.

b) Participant 2

1) *Saya   suka   bantu   mama*
    S   adv   P   O

2) *Saya   suka   nonton   film*
    S   adv   P   O

Just like P1 who has been able to write simple sentences according to the S + Adv + P + O function. Based on the results of P2's writing, the student was also able to compose stories using simple sentences, such as in data (1) and (2), from fragments of stories that were written by P2, she was able to express her feelings *suka* with the correct sentence structure. According to Chaer (2009), the word *suka* is used to express a desire for something. P2 was also able to string sentences when doing something with the S + P pattern:

1) *Saya   masak*
    S   P

2) *Saya   nonton*
    S   P

3) *Saya   main*
    S   P

4) *Saya   tidur*
    S   P

Based on the explanation above, P2 was able to compose sentences with the S+adv+P pattern and the S+P pattern with simple sentence patterns even though there are often errors in the form of words and the use of conjunctions.

c) Participant 3

From the results of the story essay from P3, there are many words that are not acceptable because they are not in accordance with the grammatical elements. P3 was only able to compose sentences consisting of two words with the function of Subject + adjective as in the word *Saya takut*. In contrast to P1 and P2, P3 still should not compose simple sentences consisting of S + P + O. This can be seen from the results of her essay in the sentence *Dapur masak ikan (Saya masak ikan di dapur)*. P3 was still not able to arrange it with a simple pattern like *saya masak ikan* (S+P+O) or it can also be arranged into *Saya masak di dapur* (S+P+Adv).

d) Participant 4

From the results of P4's writing, the error most likely to be made is assembling sentences without the completeness of the subject, predicate, or object. P4 is only able to compose sentences consisting of S + adjectives such as:

1) *Saya   senang*
    S   Adj

2) *Saya   lupa*
    S   Adj

3) *Dia   pintar*
    S   Adj

From the results of P4's writing, the errors mostly made are assembling sentences without the completeness of the subject, predicate, or object. P4 was only able to compose sentences consisting of S + adverb such as, *Saya di sekolah* even though the meaning of the sentence is *Saya pergi ke sekolah*. However, grammatically the sentence has a meaning that explains existence.

e) Participant 5

From the results of the data that has been obtained by the researchers, the syntactic ability of P5 is still lacking because of the many results of the preparation of sentences that are not in accordance with the syntactic rules. From the results of writing, the student can compose sentences with the S+adj pattern *(Saya sedih)*. In contrast to P3 who still cannot compose sentences with simple patterns (S+P+O, S+P+Adv), P5 was only able to compose sentences with S+adj patterns such as sentences *Saya takut*. Meanwhile, from the results of writing P5, she was able to compose simple sentences with the pattern S + P + O + Adv, in the sentences *saya jalan kaki sekolah* although the sentence is still less effective because

there is no preposition *ke* to explain the adverb of school.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research above, the researchers conclude that the syntactic abilities of deaf children in SLBN 1 Sumbawa vary widely. For example, P1 and P2 were able to compose sentences with the pattern S+adv+P or S+P, with such forms of errors namely the order and form of words that change so that they can change the meaning of the sentence, and cannot distinguish the placement of connecting words ke and di. They were also able to express the action they wanted to do or expressed something they liked with simple sentence patterns and placed adverbs suka and mau between the subject and the predicate. On the other hand, P3 still lacked syntactic skills, so the story that she assembled was meaningless. Judging from the results of the writing, P3 was only able to compose two words into a sentence with the S + adv pattern, with the form of the error that lies in the word order that is not in accordance with the S + P + O + Adv pattern, which makes the sentence she assembled meaningless.

Finally, P4 and P5 had the same syntactic ability. That is, they were able to compose sentences with the S+ adj/adv pattern with errors in the form of word order and use of conjunctions. Judging from the results of their writing, there are some words that are written incorrectly but still have meanings such as in the sentence Saya di sekolah (Saya pergi ke sekolah) and Saya jalan kaki sekolah (Saya jalan kaki ke sekolah). The data indicate that P4 and P5 were still able to compose acceptable sentence even though the meaning is different.

B. Suggestion

Based on these findings, it is expected that parents or teachers play a role to teach children or students how to compose sentences with a simple pattern so that children who suffer from deafness are able to convey what they want to convey.

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