

# EXPLORING THE LANGUAGE PRODUCTION OF SDLB STUDENTS OF SINAR HARAPAN PROBOLINGGO

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## **1** **EXPLORING THE LANGUAGE PRODUCTION OF SDLB STUDENTS OF SINAR HARAPAN PROBOLINGGO**

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**Abstract:** The research analyzed **1** in “Exploring the language production of SDLB students of Sinar Harapan Probolinggo”. The method used in this study is descriptive qualitative method. The data are obtained by observation, recording and take note. The result of this study from the data is the speech word that they said it is based on a picture that has been given. From the data speech, and then classified according language production, based on the results of this analysis, it can be concluded that the majority of words can be said of deaf hearing is a noun that it is concrete. The **1** in theory used in this research comes from psycholinguistics and language production. Divides dominant of production word by deaf students there are noun (kata benda) 28 (55%) data deaf students understand or easy especially deaf children the ability of understand the deaf students find easier to learn concrete birds and books than to learn abstract words. Data production of adjective is (kata sifat) 13 (25, 4%) data deaf students there some to mention the type of color from picture of flowers, data production of the word deaf students has ability to mention the word of verb because more understand about the word concrete especially words that are difficult to say verb (kata kerja) 6 (11, 7%) data and the last of classified of medium production especially the word number of students is difficult to understand because students use concrete words and they cannot understand they use sign language the word is number (kata bilangan) 4 (7, 8%) data.

**Keywords:** *illocutionary, speech act, doctor and patient conversation,*

### **INTRODUCTION**

Probolinggo there are of educations inclusion schools are regular schools and children with special needs (ABK). In the previous to described some of criteria children who are classified with special needs including the blind, hearing impaired, mute, mentally handicapped, disabled, tuna barrel (children with emotional, social and behavioral disorders), double tuna, slow learning, autism, and includes children with extraordinary intelligence potential (genius). Some of the crew, especially the blind, deaf, mute, mentally handicapped, disabled have had a special place of study in the School of Extraordinary. Inclusion schools or regular schools that accept crew and provide education service system tailored to the needs of children without special needs (ATBK) and crew through adaptation of curriculum, learning, assessment, and infrastructure facilities, with the

inclusion schools ABK can attend regular schools designated as inclusive schools. In that school, ABK gets educational service from special mentor teacher and its infrastructure facilities. The fundamental principle of inclusive education is that as long as possible, all children should learn together regardless of the difficulties or differences that may be in them.

Educational services are provided simultaneously, so there will be interaction between the two, mutual understandings, understand the differences, and increase empathy for regular children. National examination must be followed by regular children on the contrary the children of ABK do not have to take national examination. Each child has different abilities that have an average intelligence or even above average. For ABK with such intelligence can take the national exam, but for ABK with less intelligence such as moderate to severe moderate and autism with less intelligence is allowed no need to take the national exam. Graduation of the school children only gets a Letter of Graduation Learning. The researchers focus on exploring the language production of SDLB students of Sinar Harapan Probolinggo.

Conducted of SLB in Probolinggo about students or children with special need the because there children have differences characteristics, researchers focus on elementary school SDLB in Sinar Harapan Probolinggo. Children with special need is mean that defined as individuals have different characteristics from other individuals deemed normal by society in general. More specifically children with special needs shows the characteristics of physical, intellectual, emotional and lower or higher than the normal child her age or are beyond the normal standards prevailing in society. These children have the right to education and have different needs from other normal children. Exceptional education aimed at helping learners who bears a physical disorder to be able develop the attitudes, knowledge, and skills as individuals and community members in conducting a reciprocal relationship with the social, cultural, and natural surroundings as well as to develop skills in the workforce or further education. In outstanding education of SDLB Sinar Harapan, the directorate of special education classifies education into five areas, namely:

SLB / A, for the visually impaired blind (Tunanetra), Blind eye symptoms can be observed eye squint, blinking often, squint, and red eyelids. The tools used are education of regret or pen, it braille machine, braille printer, abacus. Audio tactual visual aids (animal statues, human body sculpture maps embossed, book aids, hot or cold water and rocks. Blind children can be identified with the following characteristics: A) Blind or can't see B) Not able to recognize people at a distance of 6 meters C) The black eyeballs are

cloudy D) Real damage to both eyeballs. SLB / B, for the deaf (Tunarungu), Hearing is a child who bears a deafness to speak silently or with a less clear voice articulation, Classification: A.) Medium, 41-44 dB B) Weight, 71-90 dB, C) Extreme, 91db (deaf). SLB / C, for the retarded mentally handicapped (Tunagrahita) are a child who bears a weak mind, mentally retarded. Classification educable (still has the ability in academics equivalent to 5th grade regular children).

Trainable (have the ability to take care of themselves) Custodian (provision of continuous and special training), Medical mentally handicapped: A) Borderline (IQ: 68-85) B) Lightweight (IQ: 36-51) C) Medium (IQ: 36-51) D) Very heavy (IQ less than 20). SLB / D, for the physically disabled disability (Tunadaksa), being forced to have children with physical disabilities, orthopedics, disabilities or physical and health damage: A) Hemiplegia paralyzed entire limbs B) Paraplegia is paralyzed on the limbs and both legs C) Diplopia paralyzed both hands D) Quadriplegia paralysis of the limbs. SLB / E, for the autism (Autis) Autism disorder is a disturbance or developmental abnormalities in social interaction and communication and is characterized by limited activity and interest. The appearance of this disorder depends greatly on the stage of development and the chronological age of the individual, characteristic of autistic children: A) Less social interaction B) Not interact when called his name C) Facial expressions that is less alive since approaching the age of 12 months.

The researchers taken in SLB Sinar Harapan Probolinggo, in this school have the students realize 108, there are kindergarten SLB sinar harapan. The researcher only focus on elementary school in students deaf (tunarungu) others factor which can help the children to adapt and absorb the language normally in their environment is hearing equipment to hear the language, In sinar harapan also in every Monday organize of ceremony such as of other school. The example of students deaf-mute is learning media used for deaf children such as mathematics subjects with the theme of the clock, then the teacher will bring the artificial clock into the classroom then explain it using the language of the lips and the teacher wrote on the board so that hearing impaired children can understand it well.

## **METHOD**

Descriptive qualitative method is used in this research in the describing the data about the language production used by student in SDLB sinar harapan probolinggo. Format design qualitative methode there are three of models: format description, format

verification, and format grounded research (Denzin & Lincoln, 2017; Tjahyadi, Andayani, & Wafa, 2020). Primary data in this research is language production used by students in SDLB Sinar Harapan Probolinggo. Secondary data is obtained from data collection technique that support the primary data sourced from book, journal, 34 annual reports, literature and other document related to research problem. The population of the data this research is five grade students especially in deaf (tunarungu) children to mention of 51 words that are can mention in picture given to students SDLB and the population of the research area of SDLB Sinar Harapan Probolinggo. The sample of this research is 5 students. There are two methods for finding rules as the data analysis stage, the first being the identity method and the second distributional methods. In this research more focus to identity method. The identity method is a way of analyzing data to answer the problem under study with determinant from outside language. That is, the outside aspect of the problem determines the lingual unit of the research objectives. Focus is research problem detached and does not become part of the language data studied. In accordance with the type of determiner, there are 5 determinants used by the method when analyzing data.

#### **ANALYSIS AND FINDINGS**

To find the production of children with hearing impairment includes of image roses, pictures of cattle, drawings of pencils, watermelon images, birds, family, in the garden, reading book, watch television and ceremony. The wording contained in the table above can be found in each object having different abilities acquisition of vocabulary obtained from each object. The five objects are S1, S2, S3, S4, and S5. The vocabulary contained in the picture includes adjectives, nouns, pronoun and verbs.

Some objects can understand the various images shown against the SLB children deaf (tunarungu) impairment so that the difficulty in pronunciation even in the articulation less clear or the pronunciation the different. Objects cannot mention or do not recognize from the image so difficulty in mentioning this shows that some students are less knowledgeable the language acquisition of vocabulary. Deaf children **find easier to learn concrete** words such as **birds and books than to learn abstract words** as they are, before, the same. The development of deaf children develops slowly hence the word produced by deaf children (tunarungu) is dominated by concrete words.

### Ability to Obtain Vocabulary S1

Table language acquisition of S1 vocabulary, it is evident from the table below almost all the words drawn can be mentioned by S1 but other objects can not mention. S1 children are included actively in the class and the ability to speak and easy to communication with other people, S1 can mention of the word 43 from some of picture.

Table 1. Ability to obtain vocabulary S1

No	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8	Table 9	Table 10
1	buda [buda]	api [api]	pehsil [pehsil ]	sepasa [səpas a]	-	ibu [ibu]	paca [paca]	husi [hosi]	upara [opar a]	maan [mʌa n]
2	bawal [bawa l]	-	bilu [bilu]	mela [mela]	hutih [hutih]	capu [capu]	buhu [buhu]	boeya [bøɛɜa ]	behde ra [b'əd ɜra]	-
3	mela [mela]	ijau [ijau]	iga [iga]	-	-	capu ngidi [capo ŋidi]	huning [honiŋ ]	-	eolah [əla h]	ibu [ibu]
4	ahun [ahun]	colat [colat]	ngulis [ngulis]	buat [boat]	bilu [bilu]	gahu [gahu]	atah [atah]	tihvi [tihvi]	-	atah [atah]
5	ijau [ijau]	empah [əmpa h]			tebhan g [t'əba ŋ]	-			mela [mela ]	akak [aka?]
6	wahi [wahi]					poho [pohə]				adi [adi]
7						ail [ail]				eluarh a [əluar ha]

### Ability to Obtain Vocabulary S2

Table language acquisition S2 vocabulary acquisition quite is evident from the word contained in the table below, S2 recognizes from adjectives nouns and verbs such as sweeping and reading verbs. S2 includes a diligent object and 59 willing to learn when something is not understood. From the word obtained S2 can be concluded that S2 has a vocabulary that quiet and the ability of the communication.

Table 2. Ability to obtain vocabulary S2

No	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8	Table 9	Table 10
1	bula [bula]	-	pen [pen]	-	-	Pelem pual [pələm pual]	paca [paca]	-	upacah ya [opahc ahya]	-
2	bawal [bawal]	rampu h [ramp oh]	bilu [bilu]	melah [melah]	puti [puti]	lapu [lapu]	buhu [buhu]	boeya [boeya]	-	hake [hake]
3	melah [melah]	ijau [ijau]	-	anis [anis]	Uwa [owa]	lapu [lapu]	-	-	eolah [əolah]	ibu [ibu]
4	dau [dau]	olat [olat]	-	-	Biyu [biyu]	-	laki [laki]	hivi [hivi]	Sirwa [sirwa]	-
5	-	-	-	-	-	-	-	-	puhti [puhti]	akak [akak?]
6	halum [halu m]	-	-	-	-	pohot [pohot]	-	-	-	-
7	-	-	-	-	-	ail [ail]	-	-	-	eluar ha [əluar ha]

### Ability to Obtain Vocabulary S3

Table language acquisition S3 the acquisition of vocabulary quite a lot because S3 more use of spoken language, even S3 avoiding communication using sign language. If S3 is correct do not understand the speech of the opponent said then use sign language. From the words obtained S3 can be concluded that S3 has a lot of vocabulary and ability is also the communication, this is evident from the mentioned words and can recognize the type of flowers by mentioning the type of roses.

Table 3. Ability to obtain vocabulary S3

No	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8	Table 9	Table 10
1	bula [bula]	hapi [hapi]	Pesil [pesil]	emanga [əmana]	urung [orun]	-	paca [paca]	ngursi [ngursi]	-	maan [maan]
2	mawa n [maw an]	Lump u [lump o]	bilu [bilu]	-	-	nyapu [nyap u]	-	boeka [boeka]	-	-
3	mela [mela]	-	Higa [higa]	mangi [manu]	-	sahpu [sahpu]	huning [huning]	hoto [hoto]	eolah [əolah]	ibu [ibu]
4	-	-	-	ulat [olat]	bilu [bilu]	-	-	-	ihwa [ihwa]	-
5	-	Empah [əmpah]	-	-	tebang [təban]	-	-	-	melah [mela]	akak [akak?]
6	halum [halu m]	-	-	-	-	pojo [pojo]	-	-	-	-
7	-	-	-	-	-	ail [ail]	-	-	-	eluara a [əluar haΛ]

### Ability to Obtain Vocabulary S4

The table can be found the language acquisition S4 can mention some of word and also there vocabulary cannot mention because the deaf children have the ability of language, the noun is a word that is easy especially children are deaf with the language limitations S4 can mention 26 of word. S4 is a little acquisition of vocabulary, S4 includes a less active child and when asked about the word in S4 drawing difficulties in mentioning it but in a word it is understood to mention nouns than verbs.

Table 4. Ability to obtain vocabulary S4

No	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8	Table 9	Table 10
1	bula [bula]	hapi [hapi]	Pesil [pesil]	-	-	-	-	husi [hosi]	-	maan [maan]
2	-	-	-	melah [melah]	-	nyapu [nyapu]	buhu [buhu]	-	behder a [bʰəðə ra]	ake [ake]
3	-	ijau [ijau]	-	mang i [manɨ]	-	sahpu [sahpu]	uning [uning]	-	eolah [əolah]	ibu [ibu]
4	dahun [dahun]	olat [olat]	-	-	bilu [bilu]	-	-	Hivi [hivi]	-	aya [aya]
5	hidau [hidau]	-	-	-	tebang [tebanɨ]	-	-	-	puti [puti]	-
6	-	-	-	-	-	pojo [pəɟə]	-	-	-	-
7	-	-	-	-	-	ail [ail]	-	-	-	-

### Ability to Obtain Vocabulary S5

S5 vocabulary acquisition is 28 vocabularies, S5 including shy students when dealing with new people he knows. S5 is cannot mention of abstract words such as flower images, S5 cannot mention that the image is a rose only to know objects that are concrete. From the word obtained S5 can be concluded that this object has a vocabulary and the whole word is controlled by the general S5 word object can mention 28 of the words.



Table 5. Ability to obtain vocabulary S5

No	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8	Table 9	Table 10
1	buwah [buwah]	-	pehsil [pehsil]	emang a [əmanə]	hurung [pʰuruŋ]	-	baca [baca]	uhsi [uhsi]	uwaca a [uwaca]	maam [maʌm]
2	-	rampuh [rampuh]	bilu [bilu]	mela [mela]	butih [butih]	saphu [saphu]	-	-	-	-
3	bela [bela]	-	-	-	saphu [saphu]	uning [uning]	hoto [hoto]	eolah [əolah]	ibu [ibu]	
4	dau [dau]	-	Ulis [olis]	-	bilu [bilu]	-	-	-	aya [aya]	
5	-	haki [haki]	-	-	-	-	-	puhti [puhti]	akak [aka?]	
6	-	-	-	-	poho [poho]	-	-	-	-	
7	-	-	-	-	ail [ail]	-	-	-	-	

### The Classification of Vocabulary

The classification of vocabulary based on the acquisition of the word deaf children includes verbs, nouns, adjectives, word numbers, pronouns and adverbs. The data of language acquisition of deaf students is 51 words from some of picture the vocabulary acquisition. The majority of vocabulary produced noun and the respond more quickly to concrete than abstracts. The noun is a word that is easy to understand especially a deaf children (tunarungu) whose limited ability of language. In addition to the noun type of word that is classified in the speech by deaf children is an adjective, the adjectives often spoken by children with hearing impairment is the color response of deaf child from the color of the picture. To found the dominant data of language acquisition by students of the word from the able the classified students have differences ability or deaf children's include of some of classified and the percentage of the data of production deaf children:

Table 6. The classification of vocabulary

No.	Language acquisition	Total Percentage
1.	Noun (kata benda)	28 (55%)
2.	Adjective (kata sifat)	13 (25, 4%)
3.	Verb (kata kerja)	6 (11, 7%)
4.	Number (kata bilangan)	4 (7, 8%)
	Total	51 (100%)

Based on the exploring the language production of deaf students that has 4 classified noun, adjective, verb and number that have 51 data, the dominant of acquisition of word by students there are noun (kata benda) 28 (55%) data deaf children understand or easy

especially deaf children the ability of understand the deaf children find easier to learn concrete birds and books than to learn abstract words as they are, before. Data production of adjective is (kata sifat) 13 (25, 4%) data deaf children there some of students difficulty to mention the type of color from picture of flowers, data acquisition of the word deaf children has ability to mention the word of verb because more understand about the word concrete especially words that are difficult to say verb (kata kerja) 6 (11, 7%) data and the last of classified of medium production especially the word number of students is difficult to understand because students use concrete words and they cannot understand they use sign language the word is number (kata bilangan) 4 (7, 8%) data total of the percentage 51 data and 100% from the exploring language production used by students SDLB.

## CONCLUSION

Divides dominant of production word by deaf students there are noun (kata benda) 28 (55%) data deaf students understand or easy especially deaf children the ability of understand the deaf students find easier to learn concrete birds and books than to learn abstract words. Data production of adjective is (kata sifat) 13 (25, 4%) data deaf students there some to mention the type of color from picture of flowers, data production of the word deaf students has ability to mention the word of verb because more understand about the word concrete especially words that are difficult to say verb (kata kerja) 6 (11, 7%) data and the last of classified of medium production especially the word number of students is difficult to understand because students use concrete words and they cannot understand they use sign language the word is number (kata bilangan) 4 (7, 8%) data.

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