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DEVELOPMENT OF MODULE WRITING SENTENCE STRUCTURE FOR DEAF STUDENTS

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Abstract:
The purpose of this study is to develop a product in the form of the module writing sentence structure. Modules that are developed are expected to be useful for teachers as a source of more information in the learning process. This research method is using Research and Development (R&D) and the development of the product arrived at validity test phase only after being evaluated by experts. As expert and validator a media expert, a linguist and an expert in the field of deaf disabilities were considered. Data collection techniques in this study using questionnaires with content feasibility results got 93 values, language feasibility 94, the feasibility of presentation 97, and graphic feasibility of 90 with average on all aspects got 93 points. Based on these values can be said that the module writes the structure of the sentencing entry in a very decent category.

Keywords: deaf students, module writing sentence structure

1. Introduction

Learners as a social creature claimed to have a range of skills. One of them is the skill to communicate, both verbally and non-verbal. For that, language is needed as a tool of communication. Through language, humans can socialize with their surroundings and

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make the interaction between each other. According to Kridalaksana (Abdul Chaer, 2003:32), the language is a symbol of sound arbiter. Used by members of social groups to collaborate, communicate, and identify themselves.

Deaf children as one of the children with special physical abnormalities, which have ears as auditory senses but cannot function as it should be, are experiencing obstacles in carrying out their function as social beings. As it was said Somantri (1996:74) that "*the deaf child is a child who experienced the lack or loss of hearing ability that caused damage or not functioning of some or all of the hearing instrument until it experienced barriers in the development of the language*."

Deaf children are not able to hear/catch words and talk of others through their hearing, so they were not able to learn the language by way of emulating a normal child as others. These issues have an impact on the use of the language of deaf children in their environment. Sentences are arranged into a deaf child as elusive because the sentence structure is upside down or not even structured. For example, the correct structured sentence, "*I have been studying mathematics*". Deaf child organize into "*I've studied mathematics*".

In communicating, mastery of sentence structure is very important, because with the right person sentence structure will better understand and understand what it conveys. An adequate sentence structure will greatly enable one skilled in speaking, either in receptive or expressive basis.

Children who hear acquire language proficiency in general, by itself when brought up in an environment that is speaking. By itself, the child will know the meaning of words and the rules or norms of language (Somantri 2006). Another case with deaf children, although he grew up in language, hearing deaf children demanding malfunctions only rely on vision alone in his language acquisition. But not all who sees it is understandable and comprehensible. This led to the drafting of the sentence structure often made wrong. In addition, unwitting way teachers communicate with deaf students also did not use the correct structure. Example: "*sports shirts take it tomorrow*".

A loss of hearing is resulting in a child experiencing obstacles in receiving information so as to have an impact on the ability of the spoken and written (Edja Sadjaah, 2005:69). In a study of the structure of sentences in Indonesian Language papers of Deaf Students in the Indonesian Language Learning at State SMALB-B Singaraja are some sentences in the paper the structure or deaf students placement he said less precise. For example in the sentence Mr. food bought at the market that appeared in the paper the Luh Astari class X. Although drafting said less precise, but it is understood that the intent of the sentence is the father of buying food at the market. Of the order of sentences like this, it can be seen that deaf students still experience

barriers in preparation of words in a sentence, so that the sentence structure that is created may be able to understand its purpose, but the placement and the election he said votes inappropriately.

Somantri (2006:110), states: in general sentences made deaf children is very simple and ambiguous wording (irregular) so that the meaning of the sentence that he cannot be understood by other people. In addition, there is also a difference in the shape of a connecting word in the sentence structure of deaf children when compared with students who hear. The fact that deaf children's habit of using a sentence with irregular structure resulted in the message that it conveys became difficult to understand by those who hear. The phrase used by the deaf adolescents generally functions of layout information (K) precedes the subject (S) and the predicate (P). The sequence used by the deaf adolescents generally K + S + P, K + S + K, and K + P (Rogram, 2014).

The focus of this research is to develop a module writing sentence structure based on the assessment of the experts.

2. Research Methods

The type of research used is the type of research development. Based on Sugiyono (2015: 30), Reseach and Development (R & D) is defined as a scientific way of researching, designing, producing and testing the validity of the products that have been produced.

Subject matter experts covering the trial as the people who are experts in the field of deaf education fields (one amazing education lecturer), media experts as a person competent in the field of media (one of the great teachers in the field of media), and linguists as a person competent in the field of linguistic nomenclature (one person language lecturers). The type of data that is retrieved is qualitative data and quantitative data. Qualitative research more elaboration data collected shaped words or pictures, so there is no emphasis on numbers, whereas quantitative research study data in the form of figures (Sugiyono, 2010). Quantitative data are obtained from the results of the appraisal question form from experts, while qualitative data obtained from a review from experts in the form of advice and criticism.

In this study, four research instruments are used, namely: 1) appropriateness of content, 2) linguistic, 3) presentation, and 4) graphics. The instrument is presented in the form of the now closed were analyzed in quantitative descriptive. The percentage obtained through calculation of score Likert scale (Riduawan, 2012).

The results of the calculation of the value of media experts, linguists, and expert education requirements presented in the deaf section with inconsistent eligibility score (Riduwan, 2012)

No.	Interval score	Assessment Criteria
1	81% - 100%	Very good
2	61% - 80%	Good
3	41% - 60%	Enough
4	21% - 40%	Less
5	0% - 20%	Very less

Based on the above, the criteria module is declared feasible when getting the value >60.

3. Results

The eligibility module writing sentence structure is known from the results of the validation of product experts. The validation is done by the experts include related media experts, education experts and linguists Indonesia. Data research results at the validation stage of the product are as follows:

Media expert validation was performed by expert technology education namely Prof. Dr. Nunuk Suryani, M. Pd. Data obtained by media experts are used as guidelines do revision on the media module was developed.

Validation of a linguist includes grammar material and write module is carried out by linguist Indonesia namely Dr. Muhammad Rohmadi, m. Hum. Data obtained by the material used as the guidelines do revision on the media module was developed.

Validation of education experts in the field of deaf conducted by experts in the field of education of deaf i.e. Priyono, S. Pd., M.Si. Data acquired by education experts are used as guidelines do revision on the media module was developed.

After observing the reading and writing modules with material composing sentences, media expert, expert materials, and expert education in the field of deaf pass judgement with the formula:

$$\text{The value of each aspect} = \frac{\text{The number of values}}{\text{The maximum value/item (5) X number of reserved}} \text{ X } 100$$

$$\text{Final value} = \frac{\text{The total value of}}{\text{The maximum value/item (5) X number of problem (18)}} \text{ X } 100$$

Aspects	The Number Of Values				The value of each aspect
	A1	A2	A3	Average	
Appropriateness of content to 6 grains of matter	29	30	25	28	93
Linguistic with 4 grains of matter	20	20	16	18,7	94
Serving with 4 grains of matter	20	20	18	19,3	97
Graphics with 4 grains of matter	18	20	16	18	90
The total value of 18 rounds with reserved	87	90	75	84	93

Based on the table, it can be described the results of the analysis of the validity of media experts, material experts, and specialists in the field of terrestrial education. The result of data translation at product validation test stage is as follows:

The acquisition of data on the appropriateness of the content is based on the results of validation by experts on the feasibility of the contents of the retrieved value averaging 25 with 6 items reserved, so on the eligibility of the contents get value of 93 and if converted into table test outcomes assessment expert included on the criterion of "very good".

The acquisition of data on the linguistic aspect is based on the results of validation by experts on the linguistic aspects of the obtained average value of 18.7 with 4 items problem, so the linguistic aspect in getting value of 94 and if converted into table test outcomes assessment expert included on the criterion of "very good".

Obtaining data on aspects of the presentation is based on the results of validation by experts on this aspect of the presentation of the obtained average value of 19.3 with 4 items problem, so on this aspect of the presentation get the value of 97 and if converted into table test outcomes assessment expert included on the criterion of "very good".

Obtaining data on aspects of graphics is based on the results of validation by experts on graphics aspects of the obtained average value of 18 with 4 items problem, so on the graphics get the value of 90 and if converted into table test outcomes assessment expert included on the criterion of "very good".

Based on data obtained at this stage of the product validation by experts, overall third expert gave a value that belongs in the category. But of the three experts, there is 1 expert i.e. expert education field deaf which gives a slightly different assessment of other experts, that is because in the introduction there are a number of deaf children of substance that have not been included. Other things that also affect the assessment is the use of images that are less clear or pictures that do not correspond to the real state of affairs. This according of experts in the field of deaf, it may cause difficulties on the child deaf in understanding pictures. Overall the data obtained through the validation of a product by experts can be drawn the conclusion that the products developed in the form of reading and writing modules sentence structure on categories including deaf children very well and it can be used.

4. Discussion

Based on data obtained at this stage of the product validation by experts, overall third expert gave a value that belongs in the category, with details of media experts give a value of 97%, linguists give a value of 100%, and experts in the field of deaf people give value 93% with an average 96.7%. Overall the data obtained through the validation of a product by experts can be drawn the conclusion that the product developed in the form of reading and writing modules sentence structure on categories including deaf children is very good and can already be used to stage a trial product.

Those results were with the opinion Alfiyah Sita and Martani Wisjnu (2015) that says, "*Azwar (2005) States that the validity coefficient has an item exist around 0.50 figures more acceptable and considered to be satisfactory. Based on calculations derived from the formula of Aiken's V, it can be concluded that all of the sessions from the module role playing "Dear Friend" I have a good content validity and supporting the validity of the contents as a whole.*"

Similar opinions are also given by Ayriza Yulia (2008) which says that the standard norm to be used for the reception of the module that was developed is the number one criteria, i.e., the average percentage of test score results obtained must be above 60%, so that the received modules is easily understood modules or independent/free.

The opinions expressed Wulandari Tri Nunik, Ashadi, and Yamtinah Sri (2015) says that the results of students' evaluation of the quality of the developed modules retrieved the value of the average percentage score of 86.72 indicating that the resulting module has a category very well, while the teacher assessment of the results obtained average value of 80.21 which indicates that the module was developed to have both categories. The product is said to be good when the acquisition > of 61% percentage (Riduwan, 2012).

5. Conclusion

Based on the formulation of the problem, a summary of the development of the module writing sentence structure are: 1) the development of these products in the form of the module writing sentence structure. The development was developed with 4-D model i.e., define, design, develop, and disseminate, but this development only to develop course that is because of the limitations of time and cost. 2) levels of reading and writing modules of the validity of the sentence structure of deaf children are included in the category of very good based on the assessment of the experts.

6. Recommendations

Based on the research that has been done, the researchers suggested several suggestions: 1) should Indonesia language learning for young deaf people was carried out by using the media consists of a summary of material presented in accordance with the deaf child characteristics. 2) research results in the form of reading and writing modules sentence structure for deaf children that have been developed can be used as a medium of instruction in teaching material of sentence structure to the deaf learners.

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